

Bulletin of Duke University



Sanford School of Public Policy
2025-2026

About the University Bulletins	3
Duke University's Mission & History	3
Duke University Leadership & Faculty	5
Duke University Policies	6
Duke University Resources	7
Duke University Campus Life, Activities & Support	9
Mission of the Sanford School of Public Policy	9
Academic Calendar	10
The Sanford School Code of Professional Conduct	11
Facilities	14
Career Services	14
Research Centers & Programs	14
All Programs	16
Environmental Policy PhD	16
Public Policy PhD	17
International Master of Environmental Policy (Duke Kunshan University)	18
iMEP Academic Policies	19
iMEP Academic Requirements	20
iMEP Admissions	22
iMEP Financial Aid	23
iMEP Tuition & Fees	23
Master of International Development Policy	25
MIDP Academic Policies	26
MIDP Academic Requirements (Traditional Program)	28
MIDP Academic Requirements (Accelerated Program)	29
MIDP Admissions	29
MIDP Tuition & Fees	30
Master of National Security Policy	30
MNSP Academic Policies	31
MNSP Academic Requirements	33
MNSP Admissions	33
MNSP Financial Aid Awards, Loans, and Student Accounts	35
MNSP Tuition & Fees	36
Master of Public Affairs	37
MPA Academic Policies	37
MPA Academic Requirements	39
MPA Admissions	39
MPA Financial Aid Awards, Loans, and Student Accounts	41
MPA Tuition & Fees	42
Master of Public Policy	43
MPP Academic Policies	44
MPP Academic Requirements	47
MPP Admissions	50
MPP Financial Aid Awards, Loans, and Student Accounts	52
MPP Tuition & Fees	55
Concurrent International Development Policy Certificate	56
Undergraduate Programs	56
All Courses	56

About the University Bulletins

The Office of the University Registrar is responsible for compiling, producing, and maintaining the bulletin for each school at Duke University. The content for the bulletins is established by the schools in conjunction with the Duke University Bulletins Policy.

The information in this bulletin applies to the academic year 2025-2026 and is accurate and current, to the greatest extent possible, as of August 2025. All bulletins are published online and serve as static documents for historical records of the university. The university reserves the right to change programs of study, academic requirements, teaching staff, the calendar, and other matters described herein without prior notice, in accordance with established procedures.

Duke University Registrar: Frank Blalark, Assistant Vice Provost and University Registrar

Coordinating Editor: Maggie Douglas

Publications Coordinator: Patrina W. Hemingway

Bulletin School Coordinators:

- Divinity School: Deborah Hackney, Katherine Smith, and Jessica Williams
- Fuqua School of Business: B. Tate
- The Graduate School: Scott Behm and Matthew Jones
- School of Law: Frances Curran and Monica Roberson
- School of Medicine: Marcie Ellis and Cierra Harris
- Nicholas School of the Environment: Cynthia Peters
- School of Nursing: Debra Mattice and Bebe Mills
- Pratt School of Engineering Professional Programs: Cherie Creten
- Sanford School of Public Policy: Anita Lyon
- Undergraduate Instruction: Claire Siburt

Photograph Credits: Sarah Belles, Ken Huth, Huthphoto, Shaun King, Jared Lazarus, Megan Mendenhall, Alex Mousan, Mary Katherine Powers, Ivy Shi, Bill Snead, Les Todd, and John West

Duke University
2080 Duke University Road
Durham, NC 27708
(919) 684-8111

This publication is available in alternative format on request. Call (919) 684-2813.

Duke University's Mission & History

Mission Statement

Approved by the Duke University Board of Trustees October 1, 1994, and revised February 23, 2001, the Mission Statement for Duke University reads as follows:

"James B. Duke's founding Indenture of Duke University directed the members of the University to 'provide real leadership in the educational world' by choosing individuals of 'outstanding character, ability, and vision' to serve as its officers, trustees and faculty; by carefully selecting students of 'character, determination and application;' and by pursuing those areas of teaching and scholarship that would 'most help to develop our resources, increase our wisdom, and promote human happiness.'

"To these ends, the mission of Duke University is to provide a superior liberal education to undergraduate students, attending not only to their intellectual growth but also to their development as adults committed to high ethical standards and full participation as leaders in their communities; to prepare future members of the learned professions for lives of skilled and ethical service by providing excellent graduate and professional education; to advance the frontiers of knowledge and contribute boldly to the international community of scholarship; to promote an intellectual environment built on a commitment to free and open inquiry; to help those who suffer, cure disease, and promote health, through sophisticated medical research and thoughtful patient care; to provide wide-ranging educational opportunities, on and beyond our campuses, for traditional students, active professionals and life-long learners using the power of information technologies; and to promote a deep appreciation for the range of human difference and potential, a sense of the obligations and rewards of citizenship, and a commitment to learning, freedom and truth.

"By pursuing these objectives with vision and integrity, Duke University seeks to engage the mind, elevate the spirit, and stimulate the best effort of all who are associated with the University; to contribute in diverse ways to the local community, the state, the nation and the world; and to attain and maintain a place of real leadership in all that we do."

Duke University: A Brief Narrative History

Duke University traces its origins to a small school that opened in 1838 in Randolph County, North Carolina. Originally a preparatory school for young men called the Union Institute Academy, it was then chartered as a teaching college named Normal College by the state of North Carolina in 1851. The school underwent another transformation in 1859 when it turned to the Methodist Church for financial support. Reflecting the new partnership, the school's name changed to Trinity College.

From 1842 to 1882, Braxton Craven served as the principal and then president of the institution, overseeing its transition from a tiny schoolhouse to a full-fledged college. Shortly before his death, he helped to establish the Cherokee Industrial School at Trinity College, one of numerous schools established in the United States to “westernize” indigenous students, in this case boys and young men from the Eastern Band of the Cherokee. The School at Trinity lasted only a few years. It is worth noting that Craven enslaved several Black people prior to the Civil War, and that a number of other faculty and trustees were also enslavers.

John F. Crowell, Trinity College's president from 1887-1894, suggested that moving the college to an urban setting would attract more students, faculty, and financial support. With Crowell's encouragement, the trustees agreed to move the college, and after a spirited competition among regional cities, Trinity opened in Durham in 1892. Local tobacco magnates Washington Duke and Julian S. Carr assisted in providing land and money to Trinity. In 1897, at Washington Duke's request, the school began admitting women as regular students, making it an early co-educational institution. Carr's support for Trinity College was recognized with a building named in his honor in 1930. His name was removed in 2018 in light of his virulent white supremacist beliefs and actions.

Trinity prospered in its new location, and in 1924 the school was again transformed through philanthropy. Washington Duke's son James Buchanan Duke established the Duke Endowment, and the charitable foundation infused the college with funds. The trustees changed Trinity College's name to Duke University as a memorial to his father. The new funds supported the construction of a new campus, designed in a Gothic style by the Philadelphia architectural firm of Horace Trumbauer. The chief designer of West Campus, as well as the re-envisioned East Campus, was Julian Abele, a Black architect whose role in creating the architecture of Duke University was largely overlooked during his lifetime. In 2016, the main quad on West Campus was renamed Abele Quad in his honor.

President William P. Few (1910-1940) oversaw this metamorphosis of a small college into a complex university. In 1930, the Trinity College site (today's East Campus) became the Woman's College, while the West Campus served as the grounds for the all-male Trinity College. In 1972, Trinity College merged both colleges of men and women into what is now known as Trinity College of Arts and Sciences. Other schools include the School of Religion and Graduate School founded in 1926, the School of Medicine and hospital in 1930, and the School of Nursing in 1931. Originally established in 1904, the Law School reorganized in 1930. In 1938, what is today's Nicholas School of the Environment opened, and in 1939 the university formed what is now known as the Pratt School of Engineering. The last of James B. Duke's desires for the university was fulfilled when what is now the Fuqua School of Business, opened in 1969. The Sanford School of Public Policy became Duke's tenth school in 2005. The school was named for President Terry Sanford, formerly the governor of North Carolina, who supported a number of initiatives in the 1970s and 1980s to build Duke's reputation for excellence, growing the university's national and international profile.

Long a segregated institution, Duke first admitted Black graduate and professional students in 1961 and Black undergraduates in 1963. In 1968, a major student protest known as the Vigil demanded pay increases and better treatment of hourly workers, most of whom were Black. In 1969, Black students protested in what is now known as the Allen Building Takeover, demanding improved services and treatment for Black students. The protest resulted in the formation of what is now called the Department of African and African American Studies.

Faculty at Duke produce influential scholarship across a wide range of disciplines and professions. Two Duke faculty members have received the Nobel Prize in Chemistry: Professor Robert Lefkowitz in 2012 and Professor Paul Modrich in 2015. Duke researchers have mapped the human chromosome and led research into the treatment of HIV and AIDS. Duke faculty also research pressing social issues, producing high-impact scholarship on such topics as election districting and public health. Faculty authors have written books of award-winning nonfiction, fiction, and poetry, and have won awards ranging from the National Book Award to the Pulitzer Prize. Fifty Duke faculty are members of the American Academy of Arts and Sciences. Duke students have many opportunities to work with leading faculty in labs and on projects, ensuring hands-on experience during their course of study.

Duke has a number of notable athletic achievements. Best known is the men's basketball team, coached by Mike Krzyzewski from 1980 to 2022. The team has earned 5 national championships. The women's golf team holds the record at Duke for most national championships, at 7. Duke football has been played since the 1880s, when President Crowell coached the team himself. During the 1930s and 1940s, the football team competed in and won a number of bowl games, earning the nickname “Iron Dukes.” The Rose Bowl game of 1942 was played in Durham due to wartime concerns on the West Coast and remains the only Rose Bowl played outside of Pasadena, California.

International programs have expanded over the last several decades, bringing international students to Duke in Durham and expanding international opportunities for Duke students. In 2005, Duke partnered with the National University of Singapore and opened the Duke-NUS Medical School. In 2014, graduate programs at Duke Kunshan University began, followed by undergraduate programs in 2018. DKU is a partnership between Duke and Wuhan University in Kunshan, China.

The university has changed in many ways since its founding, and like other historically white schools it continues to confront issues of racism, sexism, and other inclusion and equity challenges. Students of color and international students now represent more than 50% of the student body. Duke's hometown of Durham has also grown and changed, and Duke and Durham collaborate on topics ranging from community service to downtown development.

Ever evolving, Duke University strives to meet [the stated aims](#) of the university: “to foster a lively relationship between knowledge and faith; to advance learning in all lines of truth; to defend scholarship against all false notions and ideals; to develop a love of freedom and truth; to promote a respectful spirit of dialogue and understanding; to discourage all partisan and sectarian strife; and to further the advancement of knowledge in service to society.”

Updated September 21, 2020. Learn more from [University Archives](#).

Duke University Leadership & Faculty

Full leadership profiles for those listed below are available at duke.edu/about/leadership.

Executive Leadership

Vincent E. Price, President
Craig Albanese, CEO, Duke University Health System
Daniel Ennis, Executive Vice President
Alec Gallimore, Provost
Mary E. Klotman, Executive Vice President for Health Affairs, Duke University

Academic Leadership

Deans of Schools and Colleges

Kerry Abrams, James B. Duke and Benjamin N. Duke Dean of the School of Law
Suzanne Barbour, Dean, Graduate School
Lori Benneer, Stanback Dean, Nicholas School of the Environment
Gary Bennett, Dean, Trinity College of Arts and Sciences
Edgardo Colón-Emeric, Dean, Divinity School
Mary E. Klotman, Dean, School of Medicine
Jerome P. Lynch, Dean, Pratt School of Engineering
Mary Frances Luce, Interim Dean, Fuqua School of Business
Manoj Mohanan, Interim Dean, Sanford School of Public Policy
Micheal Relf, Dean, School of Nursing

Vice Provosts

Lee Baker, Vice Provost for Undergraduate Education (effective October 1)
Edward Balleisen, Vice Provost for Interdisciplinary Studies
Abbas Benmamoun, Vice Provost for Faculty Advancement
David Bowersox, Vice Provost for Finance & Administration
Mary Pat McMahon, Vice Provost/Vice President of Student Affairs
Mohamed Noor, Executive Vice Provost
Noah Pickus, Associate Provost
Deborah F. Rutter, Vice Provost for the Arts
Joseph Salem, Rita DiGiallorardo Holloway University Librarian and Vice Provost for Library Affairs, & Interim Vice Provost for Learning Innovation & Lifetime Education and Digital Education
Toddi Steelman, Vice President and Vice Provost for Climate and Sustainability

University Administration

Maggie Epps, Secretary to the Board of Trustees and Chief of Staff to the President
Tracy Futhey, Vice President for Information Technology and Chief Information Officer
Leigh P. Goller, Chief Audit, Risk and Compliance Officer
Kimberly Hewitt, Vice President for Institutional Equity and Chief Diversity Officer
David L. Kennedy, Vice President for Alumni Engagement and Development
Nina E. King, Vice President and Director of Athletics
Jennifer Lodge, Vice President for Research & Innovation
Antwan Lofton, Vice President of Human Resources & Chief Human Resources Officer
John J. Noonan, Vice President for Facilities
Rachel L. Satterfield, Vice President for Finance and Treasurer
Chris Simmons, Vice President for Government Relations
Kim Taylor, Vice President and General Counsel
Frank Tramble, Vice President for Communications, Marketing and Public Affairs
Neal Triplett, President, DUMAC
Stelfanie Williams, Vice President for Community Affairs

The Faculty

Duke faculty are chosen from among the most competitive selection processes in the country, having demonstrated excellence in their fields of research. Profiles of Duke's faculty members are available via Scholars@Duke.

Duke University Policies

Accreditation

Duke University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, doctorate, and professional degrees. Contact SACSCOC at sacscoc.org or call (404) 679-4500 for questions about the accreditation of Duke University.

Clery Act

Information that the university is required to make available under the federal Clery Act is available by visiting the Records Division, Duke University Police Department, 502 Oregon Street, Durham, NC 27708, or by calling (919) 684-4602. See police.duke.edu/news-stats/clery for more details.

Duke's Commitment to Inclusive Excellence

Duke aspires to create a community built on collaboration, innovation, creativity, and belonging. Our collective success depends on the robust exchange of ideas—an exchange that is best when the rich diversity of our perspectives, backgrounds, and experiences flourishes. To achieve this exchange, it is essential that all members of the community feel secure and welcome, that the contributions of all individuals are respected, and that all voices are heard. All members of our community have a responsibility to uphold these values.

Find more details at provost.duke.edu/about.

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 nonacademic 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.

Students' Obligation to Act with Respect to the Duke Community Standard

The Duke Community Standard (DCS) stresses the commitment that students share with all members of the community to enhance the climate for honesty, fairness, respect, and accountability at Duke University. Students affirm their commitment to foster this climate by signing a pledge that includes taking constructive action if they witness or know about behavior they perceive to be inconsistent with the DCS, which may include violation of university policies. Although there are no disciplinary sanctions associated with the failure to act, students are nonetheless expected to take action to do something as a responsibility of membership in the Duke community.

The university recognizes that it is not always easy to act in these situations, but several alternatives are available to suit a student's level of comfort and confidence. These alternatives are not mutually exclusive.

- Speaking directly with the individual exhibiting the behavior, both to gain clarity about the situation and to inform the individual about the concern.
- Publicly calling attention to the behavior as it is occurring.
- For incidents involving social behaviors, alerting residence hall, Student Affairs, or other university staff. The information provided will give staff an opportunity to address the matter informally or through appropriate formal channels.
- For cases involving academic integrity, alerting the instructor that cheating may be occurring in the course. This alert can be in any form, including anonymous notification, and the reporting student will not be identified. The information provided will allow the faculty member to consider corrective measures, in consultation with the Office of Student Conduct and Community Standards, and to address the topic with the class or suspected student(s).
- Directly alerting staff in the Office of Student Conduct and Community Standards at (919) 684-6938 or conduct@duke.edu, who will confer with the faculty member involved, if an academic issue, or with the reporting student(s), strategizing next steps. Maintaining the confidentiality of the source is possible, but may limit the extent of action that can be taken.

For current regulations, refer to dukecommunitystandard.students.duke.edu.

Family Educational Rights & Privacy Act (FERPA)

The Family Educational Rights & Privacy Act (FERPA), 20 U.S.C § 1232g; 34 CFR Part 99, is a federal law that guides the release of students' education records, of which disciplinary records are a part.

Duke University adheres to a policy of compliance with the Family Educational Rights and Privacy Act. The policy (1) permits students to inspect their education records, (2) limits disclosure to others of personally identifiable information from education records without students' prior written consent, and (3) provides students the opportunity to seek correction of their education records where appropriate.

For additional information about FERPA, see studentprivacy.ed.gov/ferpa. For Duke's full FERPA policy, visit registrar.duke.edu/student-resources/family-educational-rights-and-privacy-act-ferpa.

Nondiscrimination Statement

Duke is committed to encouraging and sustaining a learning and work community that is free from prohibited discrimination and harassment. Duke does not discriminate on the basis of age, color, disability, ethnicity, gender, gender identity, gender expression, genetic information, national origin, race, religion, sex (including pregnancy and pregnancy-related conditions), sexual orientation, or military status, in the administration of its educational policies, admission policies, financial aid, employment, or any other institution program or activity.

Duke has designated the Vice President for Institutional Equity and Chief Diversity Officer as the individual responsible for the coordination and administration of its nondiscrimination and harassment policies.

Questions or comments about harassment or discrimination can be directed to one of the following administrators in the Office for Institutional Equity.

Discrimination in Duke's programs and activities:

Cynthia Clinton, AVP Harassment and Discrimination Prevention and Compliance

Title IX Coordinator

Office for Institutional Equity

114 S. Buchanan Blvd., Bay 8

Durham, NC 27708

(919) 684-8222

Sex discrimination in educational programs or activities:

Adrienne Allison, Deputy Title IX Coordinator for Students, Compliance Investigator

Office for Institutional Equity

114 S. Buchanan Blvd., Bay 8

Durham, NC 27708

(919) 684-8222

The complete text of Duke's Policy on Prohibited Discrimination, Harassment, and Related Misconduct and appropriate complaint procedures, may be found by visiting the [Office for Institutional Equity's website](#). Additional information and resources are available through the [U.S. Department of Education Office for Civil Rights](#), or call 1-800-421-3481.

Duke University Resources

Academic Resources

Duke University Libraries

The [Duke University Libraries](#) are the shared center of the university's intellectual life. The William R. Perkins Library, Bostock Library, and Rubenstein Rare Book & Manuscript Library comprise the main West Campus library complex, which is joined by Lilly and Music libraries on East Campus and the separately administered libraries serving the schools of [Business](#), [Divinity](#), [Law](#), and [Medicine](#). Together they form one of the nation's top ten private university library systems.

Institutes, Initiatives & Centers

The university institutes, initiatives and centers complement the widespread interdisciplinarity found in every school at Duke. They serve as crucial incubators of innovations in research, teaching and community engagement. Find a complete list of institutes, initiatives, and centers at interdisciplinary.duke.edu/university-institutes-initiatives-centers.

Interinstitutional Agreement with Neighboring Universities

Under a plan of cooperation—the interinstitutional agreement among Duke University and The University of North Carolina at Chapel Hill, North Carolina State University, North Carolina Central University, The University of North Carolina at Charlotte, and The University of North Carolina at Greensboro—a student regularly enrolled in Duke University as a degree-seeking student and paying full fees may enroll for one approved course each semester at one of the institutions in the cooperative program unless an equivalent course is offered at Duke in the same academic term. Credit so earned is not defined as transfer credit since grades in courses taken under the interinstitutional agreement are entered on the official record and used in determining the grade point average. Additional information is available at registrar.duke.edu/registration/interinstitutional-registration.

Technology Resources

- The Office of Information Technology (oit.duke.edu)
- Computing and Networking (wireless.duke.edu)

- Printing and Labs (oit.duke.edu/services-tools/printers-labs)
- Support and Training (oit.duke.edu/services-tools/support-training)

Continuing Studies Programs

Duke University offers a variety of pre- and post-college learning opportunities for learners across a wide variety of ages, backgrounds, and geographies. Overseen by [Duke Learning Innovation & Lifetime Education](#) (LILE), Duke’s continuing students programs provide many opportunities for academic achievement, professional development and personal enrichment. Information about all programs listed below is available at learnmore.duke.edu.

For-Credit Academic Study

Admission to the Continuing Studies Program is discretionary. For consideration for admission, applicants to the Continuing Studies Program must meet at least one of the following two criteria:

- Earned a bachelor’s degree from a college or university accredited by a national or regional accrediting body recognized by the Department of Education.
- Age 25 or older, and intend to initiate or complete academic study in a Duke University academic program.

Students are given academic counseling by LILE, and are subject to the regulations set forth for degree candidates, unless explicitly noted otherwise. A junior or senior who is currently enrolled at an external college or university who wishes to pursue an academic discipline unique to Duke University, may apply at learnmore.duke.edu/academics/undergraduate for admission as a nondegree, full-time visiting student for one or two semesters. Students with unique circumstances should contact LILE at learnmore@duke.edu.

Minimum GPA Requirement. Successful applicants are expected to have earned a minimum 3.0 GPA in their most recent program.

Applicants who fail to meet the minimum GPA requirement are subject to additional review and may be admitted on a provisional basis. As part of the additional review, the following will be taken under consideration:

- The applicant has not been enrolled as a full-time student in the last 4 years, and
- The applicant demonstrates the ability to successfully complete college level coursework by earning a passing grade (B or better) in a minimum of 4 courses during the last 2 years.

As part of a provisional admission, a student must earn a minimum 3.0 GPA in the semester immediately following the provisional admission.

Withdrawal. If a student enrolled in a Duke University program withdraws from the program, or is no longer in good academic standing, they must wait two academic terms before re-applying to any Duke program, including any continuing studies programs (see the Satisfactory Continuation Requirements outlined in the Bulletin of Undergraduate Instruction).

Semester Continuation Requirements. Semester continuation requires that you earn a passing grade (C-or better) in a minimum number of courses to remain in good standing. Students who receive at least one failing grade (D, D-, F) are subject to academic probation or academic dismissal.

Academic Probation	Earned D or D-in at least one course Earned F in one course, and C-or better in at least two courses
Academic Dismissal	Earned F in at least one course

Students placed on academic probation must acknowledge their probationary status in writing to the academic dean for Continuing Studies students, in order to continue into the next academic term. They are also expected to seek assistance from campus resources and have their course selection approved by their academic dean. In the probationary term they must earn grades of C or better in all courses to continue. Students who withdraw from all courses must wait two semesters to submit a request to return to study.

Program and application information is available at learnmore.duke.edu/academics/undergraduate. Application deadlines: August 1 for the fall semester, December 1 for the spring semester, April 15 for Term 1 of the summer session, and June 1 for Term 2 of the summer session.

Certificate Programs

Professional Certificates are designed with the needs of working adults in mind, with classes offered in the evening and on weekends. Current programs offered include business and finance, human resources, legal, management, Six Sigma, technology solutions , and more.

Nonprofit Management Program

Learners interested in the nonprofit sector or in community development are invited to explore the noncredit course offerings of this program. Taught by experts and practitioners, these short courses offer instruction concerning financial and resource management, management of personnel and volunteers, leadership development, fundraising, planning and evaluation, board development/governance, and media relations.

Osher Lifelong Learning Institute (OLLI) at Duke

OLLI at Duke began in 1977 as the Duke Institute for Learning in Retirement. Since 2004 the membership organization has been a member of the Osher Lifelong Learning Network, a group of more than 120 institutes across the country dedicated to meeting the needs of older learners and extending the demographic served by traditional universities. OLLI sponsors noncredit course offerings in the fall, winter, and spring as well as special interest groups and volunteer opportunities.

Pre-College

Duke Pre-College programs offer academic enrichment opportunities for academically-motivated middle and high school students in the summer. Current offerings include residential summer camps on Duke's campus and at the Duke Marine Lab, online courses, a coding camp, and community days for local students to experience learning at Duke.

Student Disability Access Office (SDAO)

The Student Disability Access Office (SDAO) is the office on campus that has been charged with and is committed to providing educational opportunities for students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), and the ADA Amendments Act of 2008.

Core Functions of SDAO

- To establish services for equitable access on campus through partnership with students with disabilities.
- To manage, coordinate, implement and evaluate accommodation and service programs.
- To serve as a resource to students, faculty, and staff regarding access to academic and campus services
- To provide resource and referral information to the campus community at Duke and prospective students and their families.

SDAO works with each student individually to establish academic accommodations including adjustments, auxiliary aids and services for the purpose of mitigating barriers to students' access to campus facilities, programs, and activities.

For more information, visit access.duke.edu/students.

Duke University Campus Life, Activities & Support

Duke offers a wide variety of resources to help students connect and thrive beyond the classroom.

Dining, Housing & Transportation

- Duke Dining (students.duke.edu/living/dining)
- DukeCard (dukecard.duke.edu)
- Undergraduate Housing (studentaffairs.duke.edu/hdrl)
- Graduate and Professional Student Apartments (students.duke.edu/living/housing/graduate-professional-housing)
- Off-Campus Housing (students.duke.edu/living/housing/graduate-professional-housing/housing-in-durham)
- Parking & Transportation (parking.duke.edu)

Student Affairs & Organizations

- Career Center (careerhub.students.duke.edu)
- Division of Student Affairs (studentaffairs.duke.edu)
- Graduate and Professional Student Government (gpsg.duke.edu)
- Intercollegiate Athletics (goduke.com)
- Religious Life (chapel.duke.edu/religiouslife)

Student Health & Safety

- Campus Police (police.duke.edu)
- Counseling & Psychological Services (CAPS) (studentaffairs.duke.edu/caps)
- DukeReach (students.duke.edu/wellness/dukereach)
- DuWell (studentaffairs.duke.edu/duwell)
- Student Health (studentaffairs.duke.edu/studenthealth)

Mission of the Sanford School of Public Policy

The mission of Duke University's Sanford School of Public Policy is to educate tomorrow's leaders and improve the quality of public policymaking through research, professional training, and policy and community engagement.

In 2009, the Sanford School of Public Policy became Duke University's tenth school, building on almost forty years of interdisciplinary public policy research and education. The Sanford School is named for its founder, the late Terry Sanford, North Carolina governor from 1961 to 1965, Duke University president from 1969 to 1985, and US senator from 1987 to 1993.

The school is expanding faculty and research in several key policy areas: health policy; social policy; energy and environment; media and democracy; security policy; technology policy; and international development.

The faculty includes 16 distinguished and named chairs, eight members of national academies, and two current Bass faculty members, for a total of eight in Sanford's history. It also includes experienced professionals such as journalist Bill Adair, founder of PolitiFact, Frank Bruni, best-selling author and New York Times columnist, and Asher Hildebrand, former chief of staff for Congressman David Price.

The Sanford School has one of the nation's largest public policy undergraduate programs, graduating about 200 majors each year. Undergraduates work in internships in state, local, and federal governments and nongovernmental organizations, both in the United States and abroad. The school offers master's degrees in public policy, international development policy, national security policy, and public affairs. Sanford also offers a PhD in public policy.

With a concentration in international development policy in the Master of Public Policy Program (MPP), the Master of International Development Policy (MIDP), the Master of National Security Policy (MNSP), and the Master of Public Affairs (MPA), as well as the International Master in Environmental Policy (iMEP) at Duke University, Sanford is a national leader in providing public policy studies in the international arena. The Sanford School's graduate program is consistently ranked among the top ten policy analysis programs in the United States. A number of multidisciplinary research centers and programs collaborate closely with the Sanford School. These centers conduct grant-funded research and sponsor activities dealing with child and family policy; health policy; philanthropy; international development; media and democracy; terrorism and homeland security; leadership; and more. For more information, see the chapter [Research Centers & Programs](#) or visit sanford.duke.edu/faculty-research/centers-initiatives.

Academic Calendar

Summer 2025

- February 17 (M) Registration begins for all summer sessions
- May 14 (W) Summer Term 1 classes begin
- May 16 (F) Drop/Add for Term 1 ends (11:59 PM)
- May 26 (M) Memorial Day holiday. No classes are held
- June 19 (Th) Juneteenth holiday. No classes are held
- June 23 (M) Term 1 classes end
- June 24 (T) Reading period (until 7:00 PM); Term 1 final examinations begin (7:00 PM)
- June 26 (Th) Term 1 final examinations end
- June 30 (M) Summer Term 2 classes begin
- July 2 (W) Drop/Add for Term 2 ends (11:59 PM)
- July 4 (F) Independence Day holiday. No classes are held
- August 8 (F) Term 2 classes end
- August 9 (Sa) Reading period (until 7:00 PM); Term 2 final examinations begin (7:00 PM)
- August 11 (M) Term 2 final examinations end (10:00 PM)

Fall 2025

- August 19 (T) New graduate student orientation begins
- August 24 (Su) First-Year Convocation
- August 25 (M) Fall semester classes begin (8:30 AM); Drop/Add continues
- September 1 (M) Labor Day. No classes are held
- September 5 (F) Drop/Add ends (11:59 PM)
- September 25-28 (Th-Su) Founders' Weekend. Classes are held Thursday and Friday
- October 10 (F) Fall break begins (7:00 PM)
- October 15 (W) Classes resume (8:30 AM)
- October 20 (M) Shopping carts open for Spring 2026
- October 29 (W) Registration begins for Spring 2026
- November 25 (T) Thanksgiving recess begins (10:30 PM); Graduate classes end
- November 26-December 9 (W-T) Graduate reading period
- December 10 (W) Final examinations begin (9:00 AM)
- December 15 (M) Final examinations end (10:00 PM)

Spring 2026

- January 7 (W) Spring semester begins (8:30 AM). A Monday class schedule is followed. Drop/Add continues
- January 19 (M) Martin Luther King Jr. Day holiday. No classes are held
- January 21 (W) Drop/Add ends (11:59 PM)
- February 9 (M) Shopping Carts open for Summer 2026
- February 16 (M) Registration begins for Summer 2026
- March 6 (F) Spring recess begins (7:00 PM)
- March 16 (M) Classes resume (8:30 AM)
- March 23 (M) Shopping Carts open for Fall 2026
- April 1 (W) Registration begins for Fall 2026; Summer registration continues
- April 15 (W) Graduate classes end
- April 16-26 (Th-Su) Graduate reading period
- April 27 (M) Final examinations begin

- May 2 (Sa) Final examinations end (10:00 PM)
- May 8 (F) Commencement begins
- May 10 (Su) Graduation exercises; Conferring of degrees

Summer 2026

- May 13 (W) Summer Term 1 classes begin
- May 15 (F) Drop/Add for Term 1 ends (11:59 PM)
- May 25 (M) Memorial Day holiday. No classes are held
- June 19 (F) Juneteenth holiday. No classes are held
- June 22 (M) Term 1 classes end
- June 23 (T) Reading period (until 7:00 PM); Term 1 final examinations begin (7:00 PM)
- June 25 (Th) Term 1 final examinations end
- June 29 (M) Summer Term 2 classes begin
- July 1 (W) Drop/Add for Term 2 ends (11:59 PM)
- July 3 (F) Independence Day holiday. No classes are held
- August 7 (F) Term 2 classes end
- August 8 (Sa) Reading period (until 7:00 PM); Term 2 final examinations begin (7:00 PM)
- August 10 (M) Term 2 final examinations end (10:00 PM)

The Sanford School Code of Professional Conduct

This document describes the Sanford School Code of Professional Conduct. This code of conduct applies to all students enrolled in a Master's degree-granting program at the Sanford School of Public Policy. The goal of the Sanford School Code of Professional Conduct is to cultivate a community of trust and respect by establishing clear norms and expectations to govern student conduct.

Undergraduate students enrolled in the PPS major or undergraduates who take Sanford courses are subject to the policies and procedures of the Duke Office of Student Conduct and Community Standards; PhD students are subject to the policies and rules of the Duke Graduate School; and faculty and staff are governed by separate documents and not subject to the information below.

The Duke Community Standard

All Duke students are expected to adhere to the Duke Community Standard. The Duke Community Standard reads:

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 nonacademic 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.

Application of the Professional Code of Conduct to the Sanford School

Respect and Dignity for Others

Students must treat other Sanford community members (including students, staff, and faculty) with respect and dignity. Students may not harass, discriminate, or otherwise create conditions that adversely affect other's well-being. This expectation applies to student conduct wherever it occurs (e.g., on or off campus, in person, through social media or other online platforms).

Academic Integrity

Students enrolled in a Sanford Master's program are expected to demonstrate academic integrity. Unless otherwise specified by an instructor, all individual work must be conducted independently and represent the student's original thought. Students must not plagiarize, steal, or cheat on any assignment, project, exam, or other course activity. Students may not present collaborative work as their own unless such collaborative work is sanctioned by the course. Direct, unattributed use of text, images, or other content generated by artificial intelligence (AI), unless otherwise sanctioned by an instructor, is considered plagiarism.

Suspected Violations of Academic Integrity

Instructors who suspect a student of a violation of academic integrity should first discuss the incident with the student.

If the student admits to the violation, then the instructor has the discretion to address the matter consistent with the policies and procedures established in the course syllabus and in this Code. While the instructor has discretion to impose sanctions as they see, the Sanford School recommends that, for a first offense, a student be given a failing grade on the assignment or exam. For any subsequent offenses, the student can be recommended for expulsion from the program.

If the student denies the violation, or an agreement between the student and the instructor cannot be reached, then the student should reach out to the appropriate director of graduate students (DGS). The DGS will then meet with the student and instructor, review any relevant evidence, and determine whether an academic violation has occurred. If the DGS determines that an academic violation has occurred, the DGS will determine an appropriate sanction in consultation with the instructor. If the DGS determines that an academic violation has not occurred, then the matter will be closed.

If the student disagrees with the DGS's decision, the student can appeal the decision to the Sanford School Conduct Board within ten business days according to the procedures outlined below. If the student decides not to appeal, then the DGS's decision stands and the matter will be closed.

Harassment and Discrimination

Duke's Policy on Prohibited Discrimination, Harassment, and Related Misconduct, overseen by the Duke Office of Institutional Equity (OIE), establishes campus-wide prohibitions on [harassment and discrimination](#), including sexual harassment, domestic violence, dating violence, stalking, and other forms.

Students who have experienced harassment and/or discrimination may report their concerns to the office of the Sanford Associate Dean for Diversity, Equity, and Inclusion (DEI). The Associate Dean, in consultation with the student, will then determine the appropriate course of action, which may include discussion with the persons involved in the incident or referral to OIE. Please note that the Associate Dean of DEI, as well as all other faculty and staff members, must report incidents of harassment and discrimination to the OIE.

If the student is not comfortable reporting to the Associate Dean of DEI, the student has the option to discuss the matter with the appropriate program director or report the incident directly to OIE.

Nonacademic Violations

The second tenet of the Duke Community Standard is *I will conduct myself honorably in all my endeavors*. Sanford graduate students are expected to conduct themselves with honor and integrity outside the classroom as well. This extends to internship and job searches by adhering to the Career Services Standard of Professional Conduct, to Sanford community events, and to interactions with other students, faculty, staff, administration, alumni, employers, and other stakeholders. Students should also respect Sanford's property and the property of others. A community of professional students acts ethically and accords dignity and respect to all people and all things.

Suspected Nonacademic Violations of the Professional Code of Conduct

Resolution of alleged nonacademic violations of the Sanford Code of Professional Conduct generally follows the same procedure as that for academic violations. However, in place of the initial interaction with a faculty member, a member of the Sanford community who feels the code has been violated may approach the alleged perpetrator in an effort to work out the situation to mutual satisfaction. This could include the return of or clean-up of property, an apology, or other action.

If the alleged violation cannot be resolved by the parties involved, the next step is to involve the program DGS, who will adjudicate the alleged violation in the same manner as academic violations of the code. If the violation involves students from two programs, then the DGS from both programs will jointly adjudicate the violation.

Conduct outside of the Sanford School

Graduate students are also generally expected to conduct themselves in accordance with the Code of Professional conduct while they are enrolled in Sanford degree programs, even if they are not physically present at the Sanford School. In the event that a student's conduct involves another jurisdiction or entity (e.g., another school or department), the student will be subject to any rules or consequences imposed by that entity as well as those rules or consequences imposed by the Sanford School. In the event that a student's conduct involves a jurisdiction whose authority exceeds that of the Sanford School (e.g., Duke University, the City of Durham, or state or federal laws), the Sanford School will cede adjudication of the student's conduct to that entity.

The Sanford School Conduct Board

The Sanford School Conduct Board is a standing committee that will be convened in instances of alleged academic or nonacademic misconduct.

The Conduct Board

The Conduct Board shall sit with four members: (a) Two students actively enrolled in a Sanford Master's program, and (b) two members of the faculty appointed by the Dean of the Sanford School. The Conduct Board will be constituted in August of each academic year and will last for one calendar year.

Each Sanford Master's program DGS may nominate one student to serve on the Board. Programs can choose not to submit any nominations. Student representatives will serve on a rotating, case-by-case basis, with the stipulation that the student representatives cannot come from the same program as the student(s) involved in the hearing (e.g., an MPP student cannot be a student representative for a hearing involving an MPP student).

The board chair will be one of the two faculty members, and will be appointed by the Dean. The Board shall be supported by the Assistant Dean of Academic Programs and Student Affairs who will 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 to fully inform the Conduct Board members concerning the case and to provide copies of the relevant documents and records to the Board and all parties to the proceeding.

Conflict of Interest

The accused party has the right to challenge any member of the Conduct Board if they believe the member has a significant conflict of interest. The remaining Board members will adjudicate such challenges by majority vote (e.g., 2-1 or 3-0). If the Board decides to excuse one or more of its members due to a conflict of interest, the Dean shall name replacement member(s) for that case only. If any member of the Board believes they have a conflict of interest that might preclude a fair and impartial decision with respect to the accused, that Board member shall recuse themselves from the case, and the Dean shall appoint a replacement for that case only.

Hearing Procedures

The accused party has the right to be present at the hearing and to choose an advisor to assist them in the hearing process. The advisor must be a current Duke student, a Duke faculty member, or another Duke employee. The role of the advisor is to assist and support the student through the hearing. 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 Conduct Board may call or question any witness with information relevant to the case. The accused shall have the right to offer written and oral testimony, cross-examine any witnesses called by the Board, and call and question additional witnesses.

After consideration of all the evidence, the accused will be excused, and the Conduct Board will discuss the case and vote on whether the allegations are supported by clear and convincing information that the accused violated the Code of Professional Conduct. A majority vote (e.g., 3-1 or 4-0) will determine the finding. If the Board finds that the allegation of misconduct has been substantiated, the Conduct Board will then recommend a penalty, again determined by majority. If the Board cannot reach consensus, no sanctions will be applied.

In reaching its decision(s), the Conduct 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.

Sanctions

The Conduct Board shall have the power to impose the following penalties, or any 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**
- **Disciplinary probation**
- **Other actions deemed appropriate**

The Conduct Board chair shall prepare a written statement of the findings for the DGS of the student's program. The DGS shall review and implement the Conduct Board's findings (pending appeal, if applicable).

While the hearing is ongoing, the defendant's status shall not be changed, nor the right to be on campus or to attend classes suspended. In rare cases, the Board may impose an interim suspension on students who demonstrate by their conduct that their presence on campus constitutes an immediate threat to the Duke community or its property.

Appeals

After the Board has reached their conclusion, either party (the plaintiff or the defendant) may appeal the Board's decision. Likewise, In a case where a majority vote is not reached, either party may appeal the decision to the Dean. All appeals shall be made in writing directly to the Dean

Appeals shall be initiated in writing within one week of the date that a student receives notice of the decision by the Conduct Board. The Dean may conduct an independent review of the student's case or may choose to appoint an Appeals Committee to review it. The Appeals Committee will not include anyone who served on the Conduct Board that considered the appellant's case.

The Assistant Dean of Academic Programs and Student Affairs shall supply the Dean and/or the Appeals Committee with the record of proceedings, documents, and any records related to the case. If appointed, the Appeals Committee will ultimately make their recommendation to the Dean, who will determine the final outcome. The Dean may approve the Appeals Committee's findings, disapprove them, or modify them in whole or in part. The Dean's decision is final and may not be appealed.

Authority and Revision of Sanford Code of Professional Conduct

This revision of the Sanford Code of Professional Conduct was reviewed and approved by the dean and faculty of the Sanford School of Public Policy, effective July 1, 2025. 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.

Facilities

The Sanford School is located in two modern buildings, the Sanford Building and Rubenstein Hall, at the corner of Science Drive and Towerview Road, across from the Duke Law School. Both buildings feature neo-gothic architecture that pays homage to the design of Duke Chapel and the buildings of the main quad.

The 50,000-square-foot Sanford Building, designed by Architectural Resources, Cambridge, opened in 1994. At its core is the Fleishman Commons, a multipurpose space for lectures, meetings, and dining. Staircases framing two sides of the commons feature spaces with couches and benches, providing spontaneous meeting spaces for the Sanford community. The building includes classroom space, the Rhodes Conference room, and offices for several research centers, including the Center for Strategic Philanthropy and Civil Society, the DeWitt-Wallace Center for Media and Democracy, the Hart Leadership Program, and the Heyman Center for Ethics, Public Policy and the Professions.

The 46,000-square-foot Rubenstein Hall opened in August 2005 and houses several Sanford programs, including the graduate program offices, the Duke Center for Child and Family Policy, the Duke Center for International Development, and POLIS, the Center for Political Leadership, Innovation and Service.

The buildings in the Sanford complex are fully equipped for wireless networking.

Career Services

The experienced professionals of the Sanford Career Services team support Sanford students with securing internships and jobs that fit their policy area interests and unique skills, backgrounds, and preferences, and supports policy employers with their talent needs. More information at sanford.duke.edu/career-services. Specifically, the Sanford Career Services team supports undergraduate Public Policy majors with their internship search at sanford.duke.edu/career-services/undergraduate-career-services, and MPP and MIDP students with their internship and job search at sanford.duke.edu/career-services/graduate-students; and MNSP and eMPA students with their job search canvas.duke.edu.

Research Centers & Programs

The Sanford School of Public Policy provides a dynamic campus hub for interdisciplinary research centers exploring vital policy questions in the field and in the classroom. Headed by a director, the centers have faculty drawn from both the Sanford School and across the university. Some centers also have support staff and research assistants. The centers provide students the opportunity to participate in research projects and special course offerings. The centers also bring in guest speakers and hold conferences of interest to the Sanford community. Listed are both centers housed within the Sanford School, as well as university-wide centers in which public policy faculty are active.

Sanford Affiliates

Center for Strategic Philanthropy and Civil Society researches, analyzes, and promotes philanthropy that consistently produces high impact. The center stimulates communication, collaboration, and problem-solving around pressing issues of public policy and philanthropy. It operates the Duke Foundation Research Program. Director: Joel Fleishman, Professor of Law and Public Policy.

Center for the Study of Philanthropy and Voluntarism promotes the exchange of ideas among students, scholars, policymakers, and practitioners in the nonprofit sector. Director: Kirsten Goss, Kevin D. Gorter Professor of Public Policy and Political Science.

Center on Science & Technology Policy serves as an interdisciplinary hub for science and technology policy analysis and fosters deeper ties between the university and the local and global tech communities. The center is a joint venture between the Sanford School and the Duke Initiative for Science & Society.

Counterterrorism and Public Policy Fellowship Program provides mid-career military and civilian national security officials with an academic year of instruction in national security studies and the policymaking process, as well as more directed courses in areas such as intelligence, counterterrorism policy, and regional studies. Executive Director: Tim Nichols, Visiting Associate Professor of the Practice, Director of Graduate Studies, Master of National Security Policy Program (MNSP).

DeWitt Wallace Center for Media and Democracy works to sustain the accountability function of journalism through research, education, policy development, and professional training. The center manages the Policy Journalism and Media Studies Certificate and the Duke Reporter's Lab. Director: Phil Napoli, James R. Shepley Professor of Public Policy.

Duke Center for Child and Family Policy seeks to solve problems facing children in contemporary society by bringing together scholars from many disciplines with policymakers and practitioners. Director: Jennifer Lansford, S. Malcolm Gillis Distinguished Research Professor of Public Policy.

Duke Center for International Development addresses specific policy issues associated with globalization and international development through training, graduate-level education, advisory programs, and related research. Director: Edmund Malesky, Professor of Political Science and Public Policy.

Hart Leadership Program is the first endowed undergraduate program at a major university to emphasize ethics, service, social entrepreneurship, and the responsibilities of leadership as part of its curriculum. Director: Andrew Nurkin, Hart Associate Professor of the Practice of Public Policy.

The James B. Hunt Institute for Educational Leadership and Policy is a nationally recognized leader in educational policy, dedicated to empowering governors, policymakers and educational leaders in the development and implementation of strategies to transform public education. Executive Director and CEO: Javaid E. Siddiqi.

POLIS: Center for Politics engages the Duke community in meeting a great challenge of our time: restoring the health of our politics through leadership, innovation and service. Through teaching, research, and collective engagement, the center aims to inspire and empower Duke students to participate in political life in all its forms, and to improve democratic processes in the United States and around the world. Director: Abdullah Antepli, Associate Professor of the Practice, Sanford School of Public Policy.

Samuel and Ronnie Heyman Center for Ethics, Public Policy and the Professions focuses its teaching and research activities on ethical issues in public policy decisions. The center sponsors symposia, speakers, and conferences. Director: Joel L. Fleishman, Professor of Law and Public Policy.

Triangle Institute for Security Studies is an interdisciplinary consortium founded in 1958 and sponsored by Duke, UNC-Chapel Hill and NC State University to advance research and education concerning national and international security, broadly defined. Director: Peter D. Feaver, Professor of Political Science and Public Policy.

The World Food Policy Center addresses four broad categories of food issues: hunger, malnutrition and food insecurity; obesity and chronic diseases such as diabetes; agriculture and the environment, including biodiversity, GMOs, climate change, water, and other issues; and food safety and defense. It seeks to create a global network of people working on food issues to create a world food policy idea bank. Director: Norbert Wilson, Professor of Divinity and Public Policy; Professor of Food, Economics and Community.

Duke University Research Centers and Institutes Related to Public Policy

Center for Documentary Studies at Duke University teaches, engages in, and presents documentary work grounded in collaborative partnerships and extended fieldwork. CDS promotes documentary work that cultivates progressive change by amplifying voices, advancing human dignity, engendering respect among individuals, breaking down barriers to understanding, and illuminating social injustices. Director: Wesley C. Hogan.

Center for Health Policy and Inequalities Research bridges science, law, and public policy to provide policy and legal solutions to crucial public health issues. Director: Kathryn Whetten, Professor of Public Policy and of Community and Family Medicine.

Center for Law, Economics, and Public Policy organizes workshops, conferences, and other scholarly activities in the area of law and economics, with a particular focus on the intersection between welfare economics and normative questions regarding legal frameworks, institutions and doctrines. Director: Matthew Adler, Richard A. Horvitz Professor of Law, Professor of Public Policy and Philosophy.

Center on Law, Ethics and National Security encourages and sponsors teaching, research, and publications concerning national security law topics, as well as conducting conferences and seminars in the national security field. Additionally, it seeks to provide a focus on national security decision-making from an ethical perspective. Executive Director, Charles J. Dunlap, Professor of the Practice of Law.

Duke American Grand Strategy Program is an interdisciplinary program that blends education and scholarship. Our mission is to raise future leaders by having students study past strategists and engage with current leaders. Through workshops, distinguished lectures, and courses, participants in AGS have the opportunity to interact with leaders from the world of policy as well as the best scholars writing on these topics today. Director: Peter Feaver, Professor of Political Science and Public Policy.

The Duke Population Research Institute (DuPRI) is dedicated to the conceptual unification of the demographic sciences. Its affiliated faculty and research scientists are drawn from the fields of sociology, public policy, economics, biology, genetics, botany, and applied and pure mathematics, among others. Director: M. Giovanna Merli, Professor of Public Policy and Sociology, Research Professor of Public Health.

Duke Sexual and Gender Minority Health Program is an initiative to support sexual and gender minority health through three areas of excellence: groundbreaking research, best practices in care & clinical practice, and public policy formation. More information is available at dukesgmhealth.org. Codirectors: Sarah LeGrand, Associate Research Professor of Global Health, Kathryn Whetten, Professor of Public Policy, Global Health, Nursing and Community and Family Medicine.

Kenan Institute for Ethics is a university-wide initiative that supports the study and teaching of ethics and promotes moral reflection and commitment in personal, professional, community, and civic life. The institute's work is guided by the conviction that universities have a responsibility to prepare students for lives of personal integrity and reflective citizenship by nurturing their capacities for critical thinking, compassion, courage, and their concern for justice. Nannerl O. Keohane Director: Suzanne Shanahan, Associate Research Professor of Sociology.

Nicholas Institute for Energy, Environment and Sustainability's mission is to become the nation's leading source of effective solutions to critical environmental problems by providing decision-makers in the public and private sectors with unbiased evaluations of policy risks and rewards and innovative, practical ideas for meeting complex challenges. Director: Brian Murray, Research Professor, Nicholas School of the Environment and Public Policy.

Program in Public Law promotes better understanding of our nation's public institutions, of the constitutional framework in which they function, and of the principles and laws that apply to the work of public officials. Codirectors: Marin K. Levy, Professor of Law, Ernest A. Young, Alston & Bird Professor of Law.

The Samuel DuBois Cook Center on Social Equity is a scholarly collaborative engaged in the study of the causes and consequences of inequality and in the assessment and redesign of remedies for inequality and its adverse effects. Director: William A. Darity, Jr., Samuel DuBois Cook Professor of Public Policy, African and African American Studies, and Economics.

The Social Science Research Institute supports innovative, externally funded research that bridges to policy, integrates knowledge and service, and makes the translation between theory and practice. Director: Donald H. Taylor, Professor of Public Policy, Community and Family Medicine and Nursing.

All Programs

Doctoral Programs

[Environmental Policy PhD](#) (joint program with the Nicholas School)

[Public Policy PhD](#)

Master's Programs

[International Master of Environmental Policy \(Duke Kunshan University\)](#) (collaboration with the Nicholas School)

[Master of International Development Policy](#) (offered as a traditional or accelerated program)

[Master of National Security Policy](#) (offered as a 12- or 20-month program)

[Master of Public Affairs](#) (offered as a 15- or 18-month program)

[Master of Public Policy](#)

Graduate Certificates

[Concurrent International Development Policy Certificate](#)

Undergraduate Programs

A Public Policy (AB) major is offered through the Trinity College of Arts & Sciences. Several minors and certificates are also available to undergraduate students in Sanford School. [Click here to learn more about these undergraduate programs, as well as several experiential opportunities.](#)

Environmental Policy PhD

Program Code: G-ENP-PHD

Degree Designation: Doctor of Philosophy

Department: Nicholas School of Environment, School of Public Policy

Website: nicholas.duke.edu/academics/doctoral-programs/university-program-environmental-policy-upep & sanford.duke.edu/academics/doctoral-program/university-program-environmental-policy

PhD programs follow the policies outlined in [The Graduate School Bulletin](#).

Program Summary

Duke's University Program in Environmental Policy (UPEP), jointly administered by the Sanford School of Public Policy (SSPP) and the Nicholas School of the Environment (NSOE), is a five-year PhD program for intense research training in environmental policy. It combines disciplinary rigor—starting with the core PhD courses in the economics or the political science department—with topical knowledge and policy processes.

UPEP draws on the extensive resources of both schools and numerous other departments and research institutes at Duke. Students work with PhD students in other disciplines, within each school and across Duke. UPEP's students and faculty conduct world-class research in both domestic and international contexts on topics including climate change, air quality, water quality, biodiversity, community resource management, ecosystem services, energy, environmental health, fisheries, forest management and overlaps with poverty and development. Graduates are prepared for academic positions in a range of departments and professional schools and professional positions in domestic and international public agencies, environmental organizations, research institutes, and consulting firms.

UPEP builds on a long history at Duke of engagement with environmental policy issues. NSOE's predecessors—the School of Forestry, the Marine Lab, and the Geology Department—were founded in the 1930s. SSPP traces its history to the formation of the Institute of Policy Sciences and Public Affairs in 1971. Each school has offered environment-focused PhD training for many years. UPEP was created in 2010 to bring together groups at Duke already engaged in similar types of social science research and training in the environment—the first PhD program in the United States that is jointly administered by a school of the environment and a school of public policy.

Students seeking admission to UPEP should apply to The Graduate School, specifying UPEP. Applicants are encouraged to contact faculty members to learn more about their current research projects and interest in accepting new doctoral students. Direct inquiries to the assistant to the director of graduate studies at upep-inquiry@duke.edu.

Academic Requirements

The following is a summary list of the categories for 40 total credits:

- Public Policy Core Courses (PUBPOL 901, 902) (6 credits)
- Dissertation Proposal Seminar (PUBPOL 908) (3 credits)
- Environmental and Resource Economics (3+ credits)
- Disciplinary Concentration (in either Economics or Political Science)
 - Core Theory Courses (6+ credits)
 - Research Methods (6+ credits)

- Fields (environmental economics or environmental politics) (6+credits)
- Other requirements and electives (6+ credits)

Public Policy PhD

Program Code: G-PPS-PHD

Degree Designation: Doctor of Philosophy

Department: School of Public Policy

Website: sanford.duke.edu/academics/doctoral-program

PhD programs follow the policies outlined in [The Graduate School Bulletin](#).

Program Summary

The PhD in public policy is a research-based, interdisciplinary social science degree. Graduates of the program are prepared for academic careers and professional positions in research, consulting firms, or public agencies.

Students designate a disciplinary concentration in economics, political science, psychology, or sociology and a policy focus, such as social policy, globalization and development, or health policy. The program requires a two-course sequence in theories of political economy and a theory and methods course working in the student's social science disciplinary concentration.

Financial Aid

Duke University and the Sanford School of Public Policy are committed to supporting public policy PhD students for five years through a combination of scholarships, fellowships, research or teaching assistantships, and stipends, provided that students maintain satisfactory progress in the program.

For more information about financial support for PhD students at Duke, visit gradschool.duke.edu/financial-support.

For more information about Duke University Graduate School Fellowships, visit gradschool.duke.edu/financial-support/find-funding.

In addition to those awards available through the university, applicants are urged to compete for national and foundation awards available for graduate study. A website maintained by Duke's Office of Research Support lists awards available from various federal and private sources, as well as awards funded by the university. External awards, which are prestigious and valuable acknowledgments of a student's intellectual project and promise, typically replace departmental or Graduate School awards. Visit the Office of Research Support website for detailed information about external financial awards: researchinitiatives.duke.edu/funding-search-tools.

Faculty

The Sanford School's Public Policy PhD faculty members represent diverse disciplinary backgrounds and numerous research interests. The Public Policy PhD Program faculty consists of all members of the graduate faculty of Duke University with primary or secondary appointments in the Sanford School of Public Policy as well as members of the graduate faculties in the departments of political science, economics, sociology, and psychology and neuroscience, and of the faculties of the Nicholas School of the Environment, The Fuqua School of Business, Duke Law School, and other professional schools.

Academic Requirements

The program requires a two-course sequence in theories of public policy, microeconomics, and research methods. Students also complete coursework in a designated disciplinary concentration such as economics, political science, psychology, or sociology, as well as a policy focus, such as social policy, globalization and development, or health policy.

Students in the program are expected to pass a comprehensive exam at the beginning of the third year and a preliminary exam that is a dissertation prospectus defense at the end of the third year.

The MA in Public Policy

PhD students in good standing become eligible to receive an MA degree upon successful completion of the comprehensive exam, typically administered at the beginning of a student's third year in residence. Students who elect to exit the PhD program, or who fail one or more qualifying requirements up to and including the comprehensive exam, may be eligible to earn an MA in public policy, under conditions described below.

A. Coursework

Students must pass at least ten 3.0 credit graduate courses. These courses must include the following:

- PUBPOL 901
- PUBPOL 902
- PUBPOL 908
- two courses in research methods
- two courses in a disciplinary subfield within economics, political science or sociology
- two public policy electives in a specific policy area (500 level or above)

B. Completion Exercise

- **Option 1: The Comprehensive Exam**

- Description: Students enrolled in the PhD program in public policy who have met all coursework requirements and successfully passed the Comprehensive Exam may apply for an MA in public policy as they continue to work toward the PhD degree. Students interested in obtaining the MA must apply to receive it and bring the necessary forms to be signed by the Comprehensive Exam Committee. Receipt of the MA in public policy precludes students from obtaining master's degrees in any other area during the course of their doctoral studies.
- The Comprehensive Exam is designed to assess a student's mastery of existing scholarly work in an area delimited by traditional disciplinary subfield and policy area and is taken at the beginning of a student's third year in the PhD program. The Comprehensive Exam will consist of three components: 1) a research paper to be initially submitted in advance of the exam, with a revision due on the date of the written exam, 2) the written exam itself, and 3) an oral follow-up with the three-member examination committee. The paper and written test collectively serve the role of a completion exercise, and the oral follow-up serves as the defense of this completion exercise. **Literature Review Option** (replaces the written exam): Instead of an eight-hour written test, students may opt to write a journal-length manuscript that reviews and synthesizes a literature and/or makes a theoretical contribution to a field. The manuscript should indicate mastery of literature, and the author should synthesize and critically examine a field of research. The intent is to help the student grow these research skills and add to their academic accomplishments/vita.
- The standard for passing the comprehensive exam at the MA level is intended to be lower than the standard for passing at the PhD level, thus a comprehensive exam committee may simultaneously deliberate (a) whether a student has met the standard to continue in the PhD program in good standing and (b) conditional on failing to meet this threshold, whether the student has met the requirements to receive the MA degree.

- **Option 2: The MA Project**

- Rationale: The proposed "accelerated" master's degree for PhD students in public policy draws heavily from similar degrees available to PhD students in the political science, economics, and sociology departments at Duke. The option is primarily intended for those students who have completed the majority of the coursework for the doctoral program but were unable to meet one or more specific qualifying requirements, or for those students who have elected to leave the program voluntarily.
- Students interested in pursuing option two must obtain approval from the director of graduate studies of the Public Policy PhD Program prior to the oral defense of the MA project.
- Students, who elect to leave the program before the administration of the comprehensive exam, or those who fail to complete an earlier qualifying requirement, complete an MA project in lieu of the comprehensive exam. The MA project should demonstrate the student's ability to collect, interpret, and analyze pertinent material on a research problem. Ideally, the MA project will be a paper of approximately 20-30 pages, double-spaced. Students may choose to expand upon a term paper to fulfill this requirement. Student projects will be completed under the supervision of a faculty advisor. The project will be the principal topic of a final oral examination conducted by the advisor and two other public policy faculty members and scheduled to meet posted Graduate School deadlines for master's examinations (gradschool.duke.edu/academics/preparing-graduate/graduation-deadlines).

International Master of Environmental Policy (Duke Kunshan University)

Program Code: K-MEP-MEP

Degree Designation: Master of Environmental Policy

Department: Nicholas School of the Environment, School of Public Policy

Website: nicholas.duke.edu/academics/masters-programs/international-master-environmental-policy & sanford.duke.edu/academics/masters-programs/international-master-environmental-policy

Program Summary

The Sanford School of Public Policy and the Nicholas School of the Environment (NSOE) offer a two-year International Master of Environmental Policy (iMEP) program based at the Duke Kunshan University campus in Kunshan, China. The iMEP Program offers a highly analytical and multidisciplinary master's degree based on the Duke Master of Public Policy (MPP) and Master of Environmental Management (MEM) programs. With an emphasis on both international and Chinese experience and contexts, the iMEP combines a world-class faculty, a cutting-edge research center, an innovative curriculum, and unparalleled career opportunities.

Duke Kunshan University's iMEP Program prepares its graduates to meet the pressing environmental and economic challenges facing the international community through effective policy solutions by drawing from an array of disciplines. The core curriculum combines economics, science, law and governance, policy, and program evaluation. The program is four semesters and includes sixteen courses for a total of 48.0 graduate course credits. The program allows Duke Kunshan University students to spend the spring semester of their second year at Duke. In their second year, iMEP students complete a client-based or quantitative research master's project in partnership with an academic advisor.

The iMEP Program simultaneously creates a one-semester study away opportunity for Sanford MPP/MIDP and NSOE MEM/MF students, who may travel to Duke Kunshan University in their third semester. Duke and Duke Kunshan faculty may participate in a similar exchange.

iMEP Academic Policies

Credit Hour Requirements

iMEP students are required to enroll each fall and spring term from matriculation until graduation as full-time students for a period of four semesters. During each of these four semesters, students must maintain a course load of at least 12 credits, for a total of 48 credits. Taking more than 15 credits per semester is considered a credit overload, and requires the approval of the iMEP Director of Graduate Studies (DGS). Students who have overloaded on credits during one semester may receive approval from the DGS to underload on credits during a subsequent semester. In making such a determination, the DGS will take into consideration a student's overall performance in the program, GPA, and course workload. Under normal conditions (e.g., those in which a student has not previously overloaded on course credits), students are strictly prohibited from underloading course credits, except under extenuating circumstances and only with the express approval of the DGS. Violation of this prohibition may result in the student being placed on academic probation.

Course Withdrawal

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 by contacting the iMEP DGS and the DKU Registrar's Office (dku-registrar@dukekunshan.edu.cn). All withdrawals will be noted on the student's record with a grade of W (withdrew from a course).

Study Away Semester at Duke

iMEP students will have the option to study away at Duke the spring semester of their second year. While at Duke the students will enroll in the first semester of their MP course and three electives chosen from the Sanford School of Public Policy or the Nicholas School of the Environment. Students are limited to only three elective courses unless they receive approval from the director of the program. Students will register for courses at Duke during the graduate student registration window during the preceding fall semester. iMEP students may also register for courses outside of the Sanford and Nicholas schools by following the same registration policies laid out by the MPP Program. iMEP students will receive registration service and support through the iMEP Program coordinator at Duke.

Grades

Grades in the iMEP 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. The student and instructor should coordinate a timeline for submission of the missing work to resolve an incomplete (I), not to exceed one year from the completion of the term for which the incomplete (I) was awarded. If the student does not satisfy the requirements within the agreed-upon timeline, the incomplete (I) will become part of the student's permanent academic record. Program or continuation fees may be assessed for students who must register for an additional semester to resolve an incomplete.
- The grade of **X** indicates that a student has missed the final examination for a course and must make it up by the end of the fifth week of the following semester to receive a grade for the course.
- The grade of **Z** indicates satisfactory progress at the end of the first semester of a two-semester course. For graduate students enrolled in the summer session, a temporary I for a course may be assigned after the student has submitted a written request. If the request is approved by the instructor of the course, then the student must satisfactorily complete the work prior to the last day of classes of the subsequent summer term.
- A grade of **W** indicates that the student officially withdrew from the course.
- A grade of **F** in a core course normally occasions withdrawal from a degree program not later than the end of the ensuing semester or term; a grade of F in any other course occasions at least academic probation.
- A grade of **C** or lower in a core course may result in the student being required to retake the course in a subsequent academic term. The DGS will review the student's overall academic performance and progress toward meeting iMEP degree requirements and will confer with the course instructor to determine whether such a retake is warranted. 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.

Academic Standing

To remain in good academic standing, and to graduate from the iMEP Program, students must maintain at least a 3.0 (B) cumulative grade point average. Students must also demonstrate satisfactory progress in research and related activities beyond coursework. Students falling below the 3.0 average jeopardize their financial support and are subject to dismissal. A failure to maintain good academic standing, for whatever reason, will result in the student being placed on probation for one semester. If the student has not regained good academic standing by the end of that semester, the student may be dismissed from the program without receiving a degree.

iMEP Academic Requirements

The curriculum for the iMEP degree consists of sixteen courses (48.0 course credits) spread out over two years. Students will be required to take seven core courses (21.0 course credits) to ensure quality and consistency in the degree. They will also be required to enroll in a full year of the master's project class (MP, 6.0 course credits). Unlike the traditional MA programs in China, the iMEP Program does not offer a thesis option but a capstone project. There will be flexibility with the seven elective courses (21.0 course credits) to allow students to pursue particular environmental policy and resource issues as well as enhance their methodological skills. Finally, students will have the opportunity to complete a summer internship, ideally connected to their MP. The curriculum includes

- Two-week Boot Camp the summer prior to first semester
- Seven core courses (21.0 course credits)
- Seven elective courses (21.0 course credits)
- Two MP capstone courses (6.0 course credits)
- Summer Internship

The program includes a statistics and economics prerequisite. Students are required to take two examinations prior to enrollment to ensure that they have the appropriate skills in statistics and economics. If the student does not pass the examination, they will take an online class prior to enrollment and take refresher courses during the two-week Boot Camp the summer before their first semester.

This program also administers an English reading and writing examination prior to enrollment. Because iMEP is an English-only program, students will need to be screened for language before they can enroll. For students that need additional support in writing, they will be required to enroll in one of the English-language courses offered through the writing program at Duke Kunshan University (in addition to their 48.0 credits). For students whose native language is not Chinese, the Language and Culture Center at Duke Kunshan University provides different levels of Chinese courses. Chinese coursework is entirely optional, does not confer credit, and must be taken in addition to the required coursework. In addition to a weekly introductory course for graduate students, independent language study with a support coach is available for students with some previous Chinese experience.

Core Courses

- ENVIRON 805K. Environmental Economics (Year 1 Fall)
- PUBPOL 870K. Statistics and Program Evaluation (Year 1 Fall)
- PUBPOL 871K. Environmental Policy Analysis (Year 1 Fall)
- ENVIRON 718K. Environmental Sciences (Year 1 Spring)
- PUBPOL 872K. Environmental Economics Policy Practicum (Year 1 Spring)
- ENVIRON 803K. Environmental Policy Process (Year 1 Spring)
- ENVIRON 835K. Environmental Law (Year 2 Fall)

Electives

Below are electives that have been taught by iMEP faculty, adjuncts, or visiting Duke faculty. Not all electives will be offered each year. These are just samples of the classes that could be offered. The program may interest Duke faculty outside of the Nicholas School of the Environment and Sanford, including those who teach history, engineering, law, and sociology, for example. As the program develops, it will continue to provide additional course offerings.

- Building an NGO Toolkit
- Climate Change Economics and Policy
- Key Areas in International
- Environmental Policy
- Independent Study
- Natural Resources and Protected
- Area Management
- Research Methods I
- Research Methods II
- Environmental GIS
- Environmental Economics II
- Global Environmental Health Challenges
- ESG Fundamentals
- Business Strategy and the Environment
- Key Areas in International Environmental Policy
- Independent Study
- Natural Resources and Protected Area Management Environmental
- Science Research Methods
- Economics and Policy (Crosslisted in Global Environmental Health)

Master's Project Capstone

MP Capstone Class (Year 2 Fall and Spring)

The master's project (MP) is an 8,500-11,500-word, single-spaced paper, policy memo, or journal article required of all master's students in the iMEP Program. Two types of projects are possible: a project for an actual client that involves a variety of methodological approaches (client-based), or a project based on quantitative methods that may or may not have an actual client (research-based). Hybrids of these projects 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.

Research-Based Projects

This type of MP more closely resembles a thesis. Research MPs follow the standard format for scientific research—abstract, introduction, methods, results, and discussion—and introduce a brand new idea or theory, and may involve original field data collection. Students interested in a doctoral degree or employment in research roles may benefit from this type of MP. Working with the MP advisor, the student needs to follow scientific methods in their topic area. The research topic must be relevant to environmental policy, and involves rigorous quantitative and/or qualitative methodology. If analysis involves using data with human subjects, then students may need the Duke Kunshan University IRB to review and approve their protocol. Research MPs should be of publishable quality, although they do not need to be published.

Client-Based Projects

This type of MP is designed to help a client decide what to do about an environmental policy problem. The purpose is to recommend a specific course of action. This project must also measure up to standards of good analysis, including a clear definition of the problem and careful evaluation of the relevant evidence, identification of important trade-offs, and identification of conclusions and recommendations. The student needs to identify a client or a policy problem as the first step. This project could follow from the summer internship, or an organization that the student would like to work with in the future. The student will conduct initial research into a general policy problem, then conduct relevant research to identify the specific policy problem. To be approved as an MP topic, the client must have a significant policy problem posed in the form of "What should the client do?" Students are encouraged to turn their MP into a case study for teaching purposes.

Process for Completing the Project

In the spring semester of their first year, iMEP students should start the process of identifying a client, and a policy problem to address. By April 1, students must submit an MP Advisor Application form to the iMEP Program director. The MP advisor must be iMEP faculty with a primary appointment at Duke Kunshan University, or from Duke University with a secondary appointment at Duke Kunshan University. By April 31, students should have met with their MP advisor and must sign an MP agreement containing the title and a succinct presentation of the MP project, which will be submitted to the iMEP Program coordinator at Duke Kunshan. If the MP is a client-based project, an acceptance letter or email from the client should be provided with the MP agreement. If the project involves human subjects, then the student should begin the IRB process as soon as possible. Students should check with their employer whether there is a confidentiality clause and if data from the internship can be stored in the public domain.

In their second year, all iMEP students enroll in the required fall and spring MP courses. The course syllabus will provide a deadline in early September for a statement of intent and a deadline for changing the MP advisor. The fall term course is designed to help each student conceptualize their project, to provide guidelines related to applied research (IRB procedures and study design), and to complete a prospectus that will be due to the MP I instructor by late November and the MP advisor by the end of the semester.

For most students, the spring semester of their second year will take place at Duke University in Durham, where the iMEP faculty lead Jackson Ewing will teach the MP II course. It is recommended that the student complete all data collection before the beginning of their last semester. Students will maintain long-distance communication with their advisor if they are based at Duke Kunshan University. The first draft is due to their MP advisor in late March of the final semester. The final copy is due in April of the final semester. The final copy must be submitted in electronic (PDF) format to Sihui Zhou at sihui.zhou@dukekunshan.edu.cn. The student must also get an electronic Master's Project Submission form signed by their MP advisor by the date specified on their Master's Project II syllabus. A final master's defense involving a presentation and Q&A with all students and MP advisors present will be scheduled after the final copy due date and before graduation.

Grading of the MP

The MP advisor reviews the final MP and attributes one of the following grades: credit or no credit. If a student disagrees with the decision of the advisor, they can make a reasoned appeal of this decision to the director of graduate studies. In this case, an appeal committee consisting of the MP advisor and an ad hoc group of faculty members selected by the director of graduate studies makes a final decision on the MP grade.

iMEP Admissions

Eligibility

iMEP seeks applications from a variety of academic, professional, ethnic, and cultural backgrounds. The iMEP Program is an international program seeking applicants from across the globe. The selection committee considers the applicant's academic performance as an undergraduate, range of courses taken, Graduate Record Examination (GRE) scores, TOEFL and IELTS scores, English and writing skills, personal statement, relevant work experience, and faculty and employer evaluations.

As prerequisites, applicants must hold the equivalent of a US bachelor's degree from an accredited institution. Also, iMEP recommends students complete both basic statistics and microeconomics courses prior to enrollment.

Application

Applications are submitted online through the iMEP admissions website. The early bird deadlines are August 31 and October 31. The application priority deadline for the iMEP Program is January 15. After the priority deadline, applications for the iMEP will continue to be accepted and considered on a space available basis until May 31. The iMEP Program waives the application fee. The online application page is available at env.dukekunshan.edu.cn/admissions/how-to-apply.

In addition to the prerequisite bachelor's degree, the following are required:

- **Complete the online application form**
- **Résumé/ CV**
- **Statement of Purpose (500–1,000 words):** As part of the online application, the applicant must upload a Statement of Purpose. The statement should be one to two pages and single-spaced. It should briefly discuss:
 - Purposes and objectives in pursuing graduate study;
 - Special interests and plans;
 - Strengths and weaknesses in the applicant's chosen field;
 - Any research projects or any independent research in which the applicant has actively participated and how they have influenced their career choice and desire to pursue graduate studies; and
 - Any particular reasons the applicant may have for applying to Duke Kunshan University (e.g., the applicant would like to work with a specific faculty member).
- **Transcript(s):** Transcript from each post-secondary institution attended is required (an uploaded unofficial transcript with the degree posted and other transcripts for all colleges and universities attended).
- **Test Scores:**
 - Graduate Record Examination (GRE). Ask Educational Testing Service to send an official copy of the scores to Duke Kunshan University, using institution code 7552. No department code is needed. If ETS requires a department code, select any one of the department codes listed. Regardless of the department code entered, the scores will come to Duke Kunshan University as long as applicants use institution code 7552. Be sure to alert the iMEP Program if the name on an application is different from the name on an applicant's score report.
 - GRE Equivalent: Applicants may apply for a GRE score waiver by meeting any of the following requirements:
 - High GPA and appropriate coursework at an elite university. The applicants from DKU and "Project 985 Universities" in China with 3.5+ GPA or top 20% ranking in the major class can request to waive the GRE. Applicants without an undergraduate degree from an English-language university must have 105+ TOEFL (or 7.5+ IELTS). The applicants from outside China must provide evidence to justify their course work and university status.
 - Specific alternative tests. GMAT, LSAT, and TEM-8 scores can be used in lieu of the GRE.
 - Years and quality of experience for mid-career professionals. The work experience must be sufficient to demonstrate writing, quantitative and analytic skills.
 - Advanced terminal degrees such as PhD, MD, JD, and EdD.
 - **Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS):** The program's language of instruction is English, and written and spoken English proficiency is required. Students who are not native English speakers must provide language evaluation test scores with their application materials.
 - TOEFL: The minimum score for the TOEFL Internet-based Test (TOEFL iBT) is 90. Ask Educational Testing Service to send an official copy of the scores to Duke Kunshan University, using institution code B624. Applicants do not need a department code. If ETS requires a department code, select any one of the department codes listed. Regardless of the department code entered, the scores will come to Duke Kunshan University as long as applicants use institution code B624.
 - IELTS: The minimum score for IELTS is 7.0. Please email iMEP@dukekunshan.edu.cn for mailing address. The IELTS is administered by Cambridge ESOL, British Council, and IDP: IELTS Australia. See ielts.org for more information.
 - Duolingo English Test: There is no institutional code for Duolingo, but applicants will need to select Duke University

Graduate Programs: Graduate School; Divinity; Engineering; Environment; Public Policy; Duke Kunshan as the institution to send scores to. Make sure to include subscores. Score reports without subscores will not be accepted.

- **TOEFL/IELTS/Duolingo Waiver Policy:** If the applicant's native language is any language other than English, they must submit an official score report from the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the Duolingo exam. This requirement may be waived if the applicant earned an undergraduate degree in the United States, earned an undergraduate or master's degree from an English-only speaking institution outside of the United States, or has been working in the United States for two years or more. If you believe you qualify for a TOEFL/IELTS/Duolingo waiver based on the above criteria, indicate your eligibility in the Additional Academic Information section of the application under the Test Score Instructions for the TOEFL/IELTS exam. Due to the volume of applications we receive, we will not examine, confirm the status of, or grant any waiver requests prior to extending an offer of admission.

- **Letters of Recommendation:** At least two letters of recommendation (two academic references and one professional preferred).

Visiting Duke Kunshan and the iMEP Program

Professors, scholars, and prospective students are welcome to visit iMEP at Duke Kunshan University. During the visit, they can learn detailed information about academic programs, research projects, administrative methods, and cooperation opportunities. To schedule a meeting with the iMEP Program, email iMEP@dukekunshan.edu.cn.

International Master of Environmental Policy (Duke Kunshan University) (K-MEP-MEP)

iMEP Financial Aid

Merit-Based Scholarship

Duke Kunshan University is committed to enrolling a highly talented, diverse, and international student body. All students are automatically considered for merit scholarships based on their Graduate School application. No additional application is required to be considered for these awards.

Need-Based Financial Aid

Citizens of People's Republic of China are eligible to apply for need-based financial aid if their family financial situation meets the criteria set by Duke Kunshan University. US citizens may apply for need-based financial aid through Duke University by completing the FAFSA. Loan funds are provided through the Federal Direct Unsubsidized and Graduate PLUS programs.

Work-Study Opportunity at Duke Kunshan

Resident Assistant

Resident Assistants (RAs) and Graduate Resident Fellows (GRFs) are student leaders who live on the residence hall floor and serve as a primary resource for students, providing peer help on academic, social, and personal issues; ensuring the health and safety of residents, and building a positive community within the residence hall. The RA position is for one semester, while the GRF position is for one academic year. RAs and GRFs receive training on topics of student development theories, roommate conflict resolution, preventive mental health, programming, assessment, community building, leadership, and teamwork. Currently, all RAs and GRFs receive single-room housing remuneration for their work. For more information on applying, visit dukekunshan.edu.cn/en/student-life/residence-life#leadership-opportunities. Questions about RA should be addressed to residencelife@dukekunshan.edu.cn.

Student Workers

Students enrolled in a Duke Kunshan degree program can work on campus on a variety of activities, from research assistantship to administrative operations. The maximum working hours of the student workers is 40 hours/month. The payment varies depending on the grades of students and type of work. International students may get positions as student workers.

International Master of Environmental Policy (Duke Kunshan University) (K-MEP-MEP)

iMEP Tuition & Fees

Duke Kunshan University offers a world-class education for highly qualified students from all backgrounds. The cost of attending Duke Kunshan reflects the university's commitment to providing an outstanding educational experience and is comparable to that of other leading private universities.

Duke Kunshan is committed to enrolling a highly talented, diverse, and international student body. Scholarship support is available to support these goals. All applicants will automatically be considered for available scholarships, up to and including full scholarships.

Special financial aid will be offered to all Chinese students from mainland China, Hong Kong, Macau, and Taiwan to lower the tuition standard to RMB 180,000 per year. Additional scholarships of varying amounts will be available based on academic achievement and family financial circumstances. Admitted students will be given an opportunity to submit supplemental financial information.

Tuition and Fees for the 2025-2026 Academic Year

Cost of Attendance for International Students (non-Chinese citizens)

	FIRST-YEAR STUDENT		SECOND-YEAR STUDENT	
	Fall 2025 (Kunshan)	Spring 2026 (Kunshan)	Fall 2025 (Kunshan)	Spring 2026 (Duke)
Tuition	\$24,044	\$24,044	\$24,044	\$24,044
Health Insurance	\$1,408	-	\$587	\$1,428
Student Fees	-	-	-	\$850
Health Fee	-	-	-	\$503
Transcript Fee	-	-	-	\$120
Activity Fee	-	-	-	\$19
Graduate Student Service Fee	-	-	-	\$13
Recreation Fee	-	-	-	\$195
Total Tuition and Fees	\$25,452	\$24,044	\$24,631	\$26,322
Books & Supplies	\$100	\$100	\$100	\$330
Housing	\$1,695	\$1,695	\$1,695	\$7,510
Food	\$1,483	\$1,483	\$1,483	\$2,350
Domestic/International Travel	\$3,000	-	\$3,000	-
Local Transportation	-	-	-	\$1,130
Miscellaneous/Personal Expenses	\$847	\$847	\$847	\$2,370
Total Living Expenses	\$7,025	\$4,025	\$7,025	\$13,360
Total Cost of Attendance	\$32,577	\$28,169	\$31,756	\$40,012

Cost of Attendance for Domestic Students (Chinese Citizens)

Figures are in RMB.

	FIRST-YEAR STUDENT		SECOND-YEAR STUDENT	
	Fall 2025 (Kunshan)	Spring 2026 (Kunshan)	Fall 2025 (Kunshan)	Spring 2026 (Duke)
Tuition	¥210,000	¥210,000	¥210,000	¥210,000
Health Insurance	¥,800	-	¥,800	¥10,110
Student Fees	-	-	-	¥6,108
Health Fee	-	-	-	¥3,623
Transcript Fee	-	-	-	¥850
Activity Fee	-	-	-	¥136
Graduate Student Service Fee	-	-	-	¥94
Recreation Fee	-	-	-	¥1,405
Total Tuition and Fees	¥210,800	¥210,000	¥210,000	¥232,326
Books & Supplies	¥708	¥708	¥708	¥2,377
Housing	¥12,000	¥12,000	¥12,000	¥53,171
Food	¥10,500	¥10,500	¥10,500	¥16,638
Domestic/International Travel	¥1,500	¥1,500	¥1,500	¥21,240
Local Transportation	-	-	-	¥8,000
Miscellaneous/Personal Expenses	¥6,000	¥6,000	¥6,000	¥16,780
Total Living Expenses	¥30,708	¥30,000	¥30,000	¥118,206
Total Cost of Attendance	¥241,508	¥240,708	¥241,508	¥350,532

All figures are estimates only.

Cost of Attendance (COA) Notes

- All fees and rates provided at this time are estimates.

- All tuition will be invoiced by and paid to Duke Kunshan University. Other fees and charges will be invoiced and paid in either China or the United States.
- Duke Kunshan student residence and dining facilities are closed during the winter break between the fall and spring semesters and for seven days during the Chinese New Year Holiday. Students should arrange accommodation during the campus closing periods. The costs are not included in the above estimated costs of attendance. Students need to pay the costs on their own.
- International travel includes an estimate of the cost of one round-trip flight to the United States for Chinese students or from an international destination to Shanghai for international students, typical visa costs, and, for non-Chinese students, additional health check and registration costs associated with establishing legal residence in China. Students wishing to return to their home countries during breaks in their study before the end of the year should budget additional funds for these trips. For detailed insurance information, visit dukekunshan.edu.cn/clinic/health-insurance.
- US based and international students from outside the United States (i.e., India, Africa, Hong Kong, Macau, Taiwan) who do not apply through Duke's GEO (Study Abroad) application system are required to enroll in the Global Health Insurance Plan.
- Insurance plan year is August 1-July 31; insurance will be charged at the actual approved rate regardless of prior estimates. International students are required to purchase and enroll in the Health Insurance Plan (including SOS) from the university. For detailed information about insurance, visit dukekunshan.edu.cn/clinic/health-insurance.
- All students must pay a refundable Campus Deposit of RMB 2,000/USD \$300. The deposit would be used to pay for the costs of replacement of lost DKU cards; repairs of residence damages; excessive cleaning; refrigerator rental; library overdue, damaged, or lost books; replacement processing fees; and other similar losses and damages caused to university properties.

Master of International Development Policy

Program Code: P-IDP1 & P-IDP2

Degree Designation: Master of International Development Policy

Department: School of Public Policy

Website: sanford.duke.edu/academics/masters-programs/master-international-development-policy

Program Summary

The Master of International Development Policy (MIDP) is a flexible interdisciplinary degree program focused on early to mid-career professionals who dedicate their careers to policymaking and public service across the globe.

The Master of International Development Policy (MIDP) degree is awarded by the Sanford School of Public Policy.

At the Sanford School, MIDP faculty, staff, and students are driven by a shared vision: development that promotes peace and prosperity for all people. Through rigorous education for mid-career professionals, training programs for policymakers, and engagement informed by timely research, we work together to make this vision a reality.

Degree and Certificate Options

Traditional Degree: 48.0 course credits completed over two academic years. Requires a final master's project and an internship usually completed during the summer between the first and second year of study.

Accelerated Degree: 30.0 course credits completed over three semesters. The accelerated degree program can be completed within one calendar year if the student chooses to enroll in a sufficient number of credits over the summer semester. Requires a final master's project. To qualify for application to this program, applicants must have completed at least one year of graduate-level coursework and have a strong background in market-based economics.

Areas of Focus

Fellows in the MIDP may self-select into one of the following informal areas of focus. These focus areas serve to aid the course selection process and facilitate professional growth. These focus areas do not appear on student transcripts or diplomas.

Applied Development Economics. This area emphasizes the economic policy aspects of development—including issues of international trade and competitiveness, public finance and evaluation of public expenditures, banking and financial sector management, privatization, external debt management, factors that bolster economic growth, domestic revenue generation, and international capital markets.

Institutions, Governance, and Organizations. This area has a strong foothold in political science and covers issues of public and private partnerships, civil society and governance, fiscal decentralization, political risk analysis, aid coordination, regional planning, or other sector development issues.

Social Welfare and Policy. This area focuses on how to improve the lives of citizens by supporting their education, health, work, and wellbeing. It focuses on safety net policies as well as on issues of gender, ethnic and economic inequality, health policy, building human capital, and social entrepreneurship.

Environment and Energy Management and Policy. This area emphasizes international environmental and energy policy, security, regulation, and institutional development. Sanford expertise is complemented by the resources from the Nicholas Institute for Energy, Environment and Sustainability in areas such as natural resource economics, energy access, climate change, and environmental advocacy and regulation.

Global Health and Development. This area focuses on health equity and policy alternatives for current global health challenges. Sanford expertise is complemented by the resources of the Duke-Margolis Center for Health Policy and the Duke Global Health Institute. Those interested may pursue the Global Health graduate certificate offered by the Duke Global Health Institute.

Peace and Conflict Resolution. This area equips future leaders to promote greater tolerance, cooperation, and peace among people. Course choices focus on democracy, negotiation, and conflict resolution, and the promotion of effective cooperation in international development. Those interested may pursue a University of North Carolina at Chapel Hill certificate in peace and conflict resolution offered to two-year MIDP fellows through the Duke-UNC Rotary Peace Center.

Technology Policy and Development. Technology plays a crucial role in sustainable and inclusive development. This area focuses on the impact that technology has on society across industries as well as the role of technology in governance and democracy.

Private Sector and Development. This area focuses on the range of strategies that promote economic growth in developing countries by creating healthy enabling environments for private enterprises, whether small, medium, or large. Strategies include political risk analysis, regulation, and global value chains. Additional options are also available at Duke's Fuqua School of Business.

Innovation and Entrepreneurship. This area of focus draws on Duke's Innovation & Entrepreneurship Initiative and its pioneering leadership in policy and social entrepreneurship education. It aims to further enhance fellows' abilities to explore the I&E ecosystems and complexities and to develop innovative and entrepreneurial methods to address local and global challenges. Those interested may pursue a graduate certificate in Innovation and Entrepreneurship.

Other Training Programs and Activities

Executive Education

Executive Education programs are offered to organizations in need of training directly related to their regional and professional needs. The content of the programs is adapted based on the needs and professional experience of the participants and organizations. The programs may be held in-country, on the Duke campus, or both as needed and vary in length from one week to a full academic semester. Recent programs have been held for organizations such as Oxfam and the US Military.

International Development Policy Certificate Program

Graduate and professional students from across Duke, as well as neighboring inter-institutional partners, are invited to complement their degree coursework with the concurrent graduate International Development Policy (IDP) certificate. (MIDP Fellows are not eligible for the IDP certificate.)

To date, over 400 master's and PhD students have enriched their studies with the IDP Certificate. These alumni now influence the broad field of international development, whether through global health, business, environmental management, communications and journalism, education, sustainable tourism, scientific diplomacy, etc.

Nondegree IDP Certificate: 24.0 course credits completed over one academic year, culminating in a nondegree certificate. Master's project and internship are not required.

Concurrent IDP Graduate Certificate: 15.0 course credits. Students interested in this certificate may enroll to complete it concurrently with their degree program.

Master of International Development Policy (P-IDP1/P-IDP2)

MIDP Academic Policies

Grades

Grades in the MIDP 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 the submission of the missing work. Program or continuation fees may be assessed for students who must register for an additional semester to resolve an incomplete. Incompletes may not count towards graduation requirements.
- The grade of **X** indicates that a student has missed the final examination for a course and must make it up by the end of the fifth week of the following semester to receive a grade for the course.
- The grade of **Z** indicates satisfactory progress at the end of the first semester of a two-semester course. For graduate students enrolled in the summer session, a temporary (I) for a course may be assigned after the student has submitted a written request. If the request is approved by the instructor of the course, then the student must satisfactorily complete the work prior to the last day of classes of the subsequent summer term.
- A grade of **W** indicates that the student officially withdrew from the course.
- A grade of **F** in a core course will normally result in dismissal from the program. Failure to maintain at least a 3.0 (B) cumulative grade point average or receiving a grade below a B- in any core course or an F in any other course will result in academic probation. To remain in good academic standing, and to graduate from the MIDP Program, students must maintain at least a 3.0 (B) cumulative grade point average. Students falling below this average jeopardize their financial support and are subject to dismissal.

Registration

Master's Students. Full-time master's candidates must register for a minimum of 9.0 course credits per semester to maintain full-time status. Full-time students may enroll in less than 9.0 course credits only in their final semester of study if they are assured that they will graduate from their program upon completion of that semester.

Registration Periods. All students enrolled in the MIDP who have not been granted a leave of absence must register each academic semester until all degree requirements are completed. New students will register upon matriculation to their program or during new student orientation; continuing students register during the announced registration periods set by the Office of the University Registrar. All students are expected to register at the times specified by the university; late registration is not permitted.

Summer Registration. Students enrolling in summer classes may begin registering mid-spring semester. The exact Drop/Add schedule will be determined and published each year by the Office of the University Registrar. Summer session students may drop and add courses according to the dates set by the Registrar's office. Graduate students who are completing coursework remaining from a previous semester due to an incomplete grade must register for CONTPPS 1-01 during the summer semester and pay the continuation fee.

Paying Tuition and Fees. The university provides tuition and fees statements online. All tuition and fees should be paid by the dates set by the Bursar's Office. Students who fail to register and pay all tuition and fees before the deadlines will be assessed a penalty by the Bursar. Failure to pay tuition and fees by the end of the Drop/Add period will result in an administrative penalty. Please see the Bursar's website for full information.

Additional Registration Requirements. It is necessary to be a full-time student, according to Duke's regulations, in order to be eligible for student loans and the Student Health Center services, including student health accident and sickness insurance.

Full-time students in any degree program may audit courses without charge during the fall and spring semesters, if approved by the faculty member teaching the course. Students should obtain faculty permission prior to registering for the class. If the student is not in full-time status, an audit fee is charged.

Transfer of Credits. After successful completion of the first year of study, a maximum of 6.0 course credits of graduate credit may be transferred for graduate courses completed at other universities. Such credits will be transferred only if the student has received a grade of B (or its equivalent) or better, the work is not more than two years old, and the coursework is deemed relevant by the DGS. 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 must be submitted on the approved Sanford School form. Students enrolled in the accelerated degree program are not eligible for transfer credits. Credit hours, not content, are transferable.

Retroactive Credit. Credit for graduate courses taken at Duke by a student (not undergraduate) before degree admission to the Sanford School or while registered as a nondegree student may be carried over into a Sanford graduate degree program if

- the action is recommended by the student's director of graduate studies;
- the amount of such credit does not exceed 12.0 course credits;
- the work has received grades of B or better;
- the work is not more than two years old; and
- the student applies for and is granted formal admission into a Sanford graduate degree program.

Time Limit for Completion of the Master's Degree

Students who are unable to complete the master's degree requirements within 150 percent of the normal time for completion may appeal for an extension due to extraordinary circumstances or reasons approved by the dean. Students must submit an appeal to and obtain the approval of their director of graduate studies and the associate dean for academic programs. The change of an expected graduation date may be subject to the completion of new program requirements.

Leave of Absence

Unforeseen circumstances (e.g., family crisis, medical issue) may require a student to take a leave of absence (LOA) from the program for a period of up to two semesters. A request for a leave of absence should originate from the student and be endorsed by the director of graduate studies. Students who have been on a leave of absence and intend to resume a degree program must give their director of graduate studies and program administrators written notice of intention thirty days before registration. 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 student wishes to drop a course after the official Drop/Add period ends for a given semester, they must formally withdraw from the course by obtaining the approval of the instructor and DGS via an online request process. All withdrawals will be noted on the permanent record as Withdrew (W).

Withdrawal from the Program

In the event of death, refund of full tuition and fees for the term will be granted. In all other cases of withdrawal from the university, students may have tuition refunded according to the refund schedule which is updated annually on the [Bursar's website](#) and provided below. Tuition charges paid from grants or loans will be restored to those funds on the same pro rata basis and will not be refunded or carried forward. The student health fee will not be refunded.

TIME OF WITHDRAWAL	AMOUNT REFUNDED
Withdrawal before classes begin	Full refund, including fees*
Withdrawal during the first or second week of classes	80 percent refund
Withdrawal during the third, fourth, or fifth week of classes	60 percent refund
Withdrawal during the sixth week of classes	20 percent refund
Withdrawal after the sixth week	No refund

*Fees are not refunded after the start of the term.

Master of International Development Policy (P-IDP1/P-IDP2)

MIDP Academic Requirements (Traditional Program)

Forty-eight (48) course credits are required to obtain the traditional degree. These credits are typically completed over four academic semesters. 24 credits must be MIDP courses while the remaining 24 credits may be graduate-level courses chosen at any department at Duke or outside institution (UNC-Chapel Hill, NC State, NCCU) through the interinstitutional agreement.

- **MIDP Required Courses (5 courses)**
 - PUBPOL 700S
 - PUBPOL 701
 - PUBPOL 702
 - PUBPOL 741
 - PUBPOL 800
- **Master's Project (2 courses)**
 - PUBPOL 704
 - PUBPOL 705
 - Fellows in the traditional degree program are required to complete a final master's project during their second year of study. The master's project is a 30-35 page paper required of all candidates for the master's degree. It is intended to demonstrate mastery in defining a policy problem, analyzing it in an interdisciplinary manner, and recommending a specific course of action to address that problem. More specifically, the master's project must also measure up to the standards of good analysis, including a precise definition of the problem, careful evaluation of the evidence from an interdisciplinary viewpoint, review of other countries' experiences, identification of important costs and benefits, and a clear presentation of the results and recommendations. Additional guidelines on the master's project are issued annually.
- **Writing and Communication Practicum (3 courses)**
 - PUBPOL 711
 - PUBPOL 712
 - PUBPOL 713
- **Additional MIDP courses**
 - The remaining MIDP course credits (to total 24) must be chosen from courses offered by MIDP each semester or those listed on the MIDP course information sheet distributed to students.
- **Elective Courses (24 credits)**
 - Choose the remaining 24 credits from any department at Duke or from an outside institution.
 - Elective courses must be selected in consultation with the academic advisor to ensure that the course is appropriate.
 - A maximum of two interinstitutional classes per term may be taken, provided the student is also registered for the balance of their normal load at the home institution.
 - Undergraduate, physical education, music, foreign language, English, and other recreational elective courses do not count toward the degree.
- **Internship:** MIDP fellows in the traditional (48 credit) degree track are required to complete at least 300 hours of relevant, practical training in the field. This requirement is typically fulfilled through participation in an internship usually completed in the summer between the first and second year of study, although fellows who meet certain criteria may petition to have prior experience evaluated and counted as fulfillment of this requirement. For students who complete an internship, the experience must last at least 10 weeks full-time (or the equivalent of 300 hours) and must be policy-relevant, as determined by Sanford Career Services. To receive credit for completion of the practical training degree requirement through an internship experience, a letter of internship offer, a self-assessment and supervisor assessment must be submitted to the Director of Global Careers upon offer and completion of the internship. More information is available at sanford.duke.edu/career-services/graduate-students.

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

MIDP Academic Requirements (Accelerated Program)

Thirty (30) course credits are required to obtain the accelerated degree. The accelerated degree program can be completed over three traditional semesters (fall, spring, fall), or may be completed within a calendar year if the student enrolls in a summer semester and takes a sufficient number of credits courses (fall, spring, summer). Students in the accelerated degree program must complete a minimum of 15 course credits offered by the MIDP Program.

- **MIDP Required Courses (2 courses)**
 - PUBPOL 700S
 - PUBPOL 701, or PUBPOL 702
- **Master's Project (2 courses)**
 - PUBPOL 704
 - PUBPOL 705
 - One-year fellows are required to complete a final master's project and will start this process during their first semester of study. The master's project is a 30-35 page paper required of all candidates for the master's degree. It is intended to demonstrate mastery in defining a policy problem, analyzing it in an interdisciplinary manner, and recommending a specific course of action to address that problem. More specifically, the master's project must also measure up to the standards of good analysis, including a precise definition of the problem, careful evaluation of the evidence from an interdisciplinary viewpoint, review of other countries' experiences, identification of important costs and benefits, and a clear presentation of the results and recommendations. Additional guidelines on the master's project are issued annually.
- **Additional MIDP courses**
 - The remaining MIDP course credits (to total 15) must be chosen from courses offered by MIDP each semester or those listed on the MIDP course information sheet distributed to students.
- **Elective Courses (complete 15 credits)**
 - Choose the remaining 15 credits from any department at Duke or from an outside institution.
 - Elective courses must be selected in consultation with the academic advisor to ensure that the course is appropriate.
 - A maximum of two interinstitutional classes per term may be taken, provided the student is also registered for the balance of their normal load at the home institution.
 - Undergraduate, physical education, music, foreign language, English, and other recreational elective courses do not count toward the degree.
- **Summer Internship (optional):** The summer internship is optional for completion of the accelerated degree. Accelerated degree candidates who wish to undertake an internship may do so either upon completion of their studies or over the summer after completing at least one academic year (for students who begin in fall). The internship must meet certain criteria, including being policy-relevant, as determined by Sanford Career Services. More information is available at sanford.duke.edu/career-services/graduate-students.

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

MIDP Admissions

The MIDP is a mid-career program and as such, applicants must have a minimum of five years of work experience and demonstrate an increase in responsibilities over time. Development-related experience is preferred. Applicants should have at least a 3.0 US GPA (or equivalent) in college-level coursework and hold a bachelor's degree. Prior coursework in economics and statistics is an advantage. Applicants to the accelerated program must have at least five years of work experience and at least one year of relevant previous graduate-level coursework. The following items are required for application:

- an **electronic application form**, available online at applygp.duke.edu/apply/?sr=cb8df019-a7a5-4447-96ed-c0ccea923af7
- **official transcripts** from all institutions of higher education detailing the courses taken, grades or marks earned, the dates attended, and the degree conferred
- a **statement of purpose**, limited to one page, single-spaced (describe why you are interested in the MIDP; how you expect the program to benefit you and your home country or region; how aspects of your professional, academic, and personal experiences have shaped you; and your professional goals upon graduation)
- a **personal video**, limited to one minute (prepare a short video to inform the admissions committee who you are and what development means to you)
- **three letters of recommendation** (online submission required)
- an **IELTS, TOEFL, PTE, or Duolingo score (required for citizens of non-native English-speaking countries)**. Minimum required scores can be found on the MIDP website
- a **recent curriculum vitae or résumé**

- **\$80 application fee**, payable via credit or debit card

Notes on Application Materials

- Returned Peace Corps volunteers applying through the Coverdell Peace Corps Fellows Program must also submit a copy of their Description of Service.
- The GRE and GMAT are NOT required for application.
- All of the above documents may be uploaded to the online application, with the exception of the official transcripts, which are not required for the application. They are required before enrollment.
- Applications are accepted on a rolling basis until all program spaces are filled.
- Applications for the spring term are limited.
- Applicants must attest that all application materials are entirely their own and AI-generated or translated content without disclosure is prohibited.

Deferrals

Deferrals (to defer an offer of admission to a subsequent academic term or year) are allowed for up to two years and must be approved by the MIDP director of admissions.

Master of International Development Policy (P-IDP1/P-IDP2)

MIDP Tuition & Fees

The tables below provide estimated costs for the first year of study. Costs for the second year of study can be expected to be based on a three to five percent increase. Current rates can be found on the Sanford website at sanford.duke.edu/admissions/midp-admissions/midp-tuition-and-fees.

Tuition and Fees for the 2025-2026 Academic Year

	TWO-YEAR PROGRAM (48.0 COURSE CREDITS/NINE-MONTH ACADEMIC YEAR)	ONE-YEAR PROGRAM (30.0 COURSE CREDITS/TWELVE-MONTH ACADEMIC YEAR)
Tuition	\$56,028	\$56,028
Student Health Center Fee	\$1,006	\$1,006
Transcript Fee (one-time fee)	\$120	\$120
Sanford School Fee (\$50/semester)	\$100	\$100
Recreation Facilities Fee	\$389	\$389
Graduate Student Activity Fee	\$38	\$38
Graduate Student Services Fee	\$25	\$25
Duke Student Medical Insurance	\$3,713	\$3,713
Summer Tuition (two 3-credit courses at \$2,267 per credit)		\$14,430
Summer Student Health Fee		\$312
Total	\$61,419 (for first year of study only)	\$76,151 (for accelerated 12-month degree)

All figures are estimates only.

Proof of Funding for International Students

Duke Visa Services (DVS) is required to verify that applicants have evidence of funding that meets or exceeds the estimated student expenses for at least the first year of the degree program (nine months). For F-1 status, proof of funding is required for the first year of the degree program. For J-1 status, proof of funding is required for the full length of the degree program. Applicants must also provide evidence of additional funds required for family members to be issued dependent visa documentation. Minimum funding requirements for visa documentation can be found on the MIDP website.

Master of National Security Policy

Program Code: P-MNSP-12M & P-MNSP-20M

Degree Designation: Master of National Security Policy

Department: School of Public Policy

Website: sanford.duke.edu/academics/masters-programs/master-national-security-policy

Program Summary

The Master of National Security Policy program is a one-year executive program for those currently working in national security.

Participants, on average, have at least seven years of work experience. While the program has online components, it requires occasional trips to Duke for on-campus immersion experiences. The hybrid program is designed so that students can continue to work during the program while completing their degree in as little as one year (June to May) or in up to 20 months.

As a rigorous 30-credit program in one year, the program is intense but quick to completion. The program includes several immersion experiences at Duke, weekly interaction with faculty, projects directly related to work in national security and online learning that can be done any time of the day convenient to the student.

Master of National Security Policy (P-MNSP)

MNSP Academic Policies

Registration

Students who enroll in the MNSP receive academic advising, and are enrolled in their courses, by program faculty and staff. Again, the MNSP uses a streamlined curriculum, where students take courses lock step with their cohort, with variance occurring with the selection of an elective towards the end of the program. A student must be registered to establish eligibility for university and other loans, and to access university services. Students will receive correspondence regarding registration and the staff of the MNSP will be always available for questions and advising. All tuition and fee payments and any indebtedness must be settled before registration can be completed. Students who fail to register and pay all tuition and fees before deadlines specified by the university will be assessed a penalty by the bursar.

Credit Hours

Candidates for the MNSP degree register for three consecutive semesters (Summer, Fall, Spring) if they choose the 12-month option and for five total semesters if they choose the 20-month option (Summer, Fall, Spring, and Fall, Spring in the second year). Both options culminate in 30 credits and a degree in a Master of National Security Policy. These credits are earned by accumulating academic hours through the summer immersion experiences, weekend experiences in the Fall and Spring terms, as well as class work which will be both asynchronous and synchronous in delivery and requirements.

To be considered full-time, candidates for master's degrees must register for a minimum of nine credits per semester. All students choosing the 12-month option will be considered full-time students as each semester will have a minimum of three courses (9 total credits). Students who chose the 20-month option will have four of the five semesters under nine total credits, so they will be considered part-time students. The curriculum and plan of study have been created for students to work together with their cohort and to streamline the experience. Students will, however, be able to select an elective course in their third semester of the program. Due to the master schedule, and when courses will be offered and their sequenced delivery, students will not be able to change the order or number of courses they are taking in a semester beyond choosing the 12-month or 20-month option.

Immunization Requirements

Due to the hybrid format of the MNSP and limited hours on campus, students of this program are exempt from submitting immunization records. All Duke students, however, are to follow any emergency protocols which can change throughout the academic year.

Grades

Grades in the MNSP Program are as follows: A+, A, A-, B+, B, B-, C, F, I, X, Z, and W.

- **I (incomplete)** indicates 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 will normally result in dismissal. Failure to maintain at least a 3.0 (B) cumulative grade point average or receiving a grade of F in any other course will result in academic probation. To remain in good academic standing, and to graduate from the MNSP Program, students must maintain at least a 3.0 (B) cumulative grade point average. Students falling below this average jeopardize their financial support and are subject to dismissal.

If a student takes a course for credit at another Duke school, such as The Fuqua School of Business or Duke Law School, which does not assign grades used by Sanford, the instructors should review Sanford grades found at registrar.duke.edu/student-resources/grade-point-average-gpa and assign the appropriate Sanford grade accordingly. Courses graded Credit/No Credit cannot count toward graduation requirements. Courses numbered below the 500 level (undergraduate courses) may not be applied toward the required credits needed for a post-baccalaureate degree.

Waiving Required Courses

The program is designed to foster experiential exchanges between the cohort as a whole and among the members of smaller work teams; therefore, it is unlikely that courses will be waived. Instead, students having advanced understanding of certain topics may find opportunities to share their experiences with teammates and will likewise benefit from the contributions of teammates holding expertise in other areas. In the rare instance a student may waive a required course if it is determined beneficial or needed. To have a course waived, the student should consult with the faculty member who teaches the course. If the faculty member consents to waive the student out of the course, the student should fill out a course exemption form available in the “Forms” section of the MNSP student handbook or accessible through the student’s MNSP Canvas organization site and have the faculty member sign it. The student should then return the form to the MNSP staff for final approval. All courses waived must be replaced with other policy-related courses of equal credit value.

Course Listings

A list of courses offered at the Sanford School is updated and posted each semester. Students may consult with MNSP staff to discuss course options and graduation requirements.

Interinstitutional Registration

With MNSP Program approval, students may take their elective course at The University of North Carolina at Chapel Hill, North Carolina State University, or North Carolina Central University. 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 interinstitutional registration process is available at registrar.duke.edu/registration/interinstitutional-registration/duke-students-visiting-other-campuses.

Taking Classes in Other Duke Schools

Students will have the opportunity to take their elective course at other Schools here at Duke. The MNSP Program has an approved course list for students to take with no additional requirements, however, for some courses students might have to obtain approval from the School or course instructor prior to be registered for the class.

Independent Study

On rare occasions, a student may wish or need to create a class of their own to study a particular policy issue in depth. The MNSP Program provides the opportunity to create such a course for a fixed credit of 3.0. This course would constitute the sole elective in the program. 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 contact the MNSP staff.

Auditing a Course

Auditing a course gives a student the opportunity to explore an area related to their policy interests or review an area of personal expertise. If a student audits a course, which would need to be paid for as the MNSP is a fee per course program, they will attend classes but may not be required to turn in all assignments or take exams. No grade or credits will be issued for the course; however, it will appear on the student’s transcript with the notation “AD.” If the student withdraws from the audited course after the Drop/Add period, a “WA” (withdraw audit) will appear on the transcript. In order to register as an auditor for a course, the student completes the course audit form available on the MNSP Canvas organization site and either delivers it in person to the Office of the University Registrar, 1121 West Main Street, Suite 1200—Bevan Building, or scans and emails it to registrar@duke.edu prior to the end of the Drop/Add period.

Transfer of Credits

With the MNSP set-up as an accelerated, executive program, students must complete all ten course, 30 credits, to obtain the Master of National Security Policy. If there is course duplication, or students take their elective outside of Duke, the MNSP Program will work with students to transfer credits upon request for transfer of credits and approval.

Leave of Absence

Unforeseen circumstances (e.g., family crisis, medical issue) may require a student to take a leave of absence (LOA) from the program for a period of one or two semesters. Students who think they may need to pursue this option should contact the MNSP staff to discuss 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 MNSP staff for approval. All withdrawals will be noted on the permanent record as Withdrew (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 MNSP staff 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 MNSP staff will initiate the formal withdrawal process through the Sanford School registrar. Consult the financial aid and student accounts pages of the MNSP student handbook for information on eligibility for tuition refund upon withdrawal.

Master's Thesis

The MNSP does not require a Master's Thesis for graduation. All students must complete the ten-course sequence, 30 credits, for the Master of National Security Policy. Included in the curriculum, however, are two project-based courses: a Team-Based Learning for National Security Professionals course as well as a Professional Practice for National Security class. These classes will blend real-world problem solving with student's professional practice under the direction of a faculty supervisor.

Master of National Security Policy (P-MNSP)

MNSP Academic Requirements

- **Core (9 courses)**
 - PUBPOL 873
 - PUBPOL 874
 - PUBPOL 875
 - PUBPOL 876
 - PUBPOL 877
 - PUBPOL 878
 - PUBPOL 879
 - PUBPOL 880
 - PUBPOL 881
- **Electives (1 course)**
 - PUBPOL 890, or a different approved course

Master of National Security Policy (P-MNSP)

MNSP Admissions

Eligibility

The Sanford School seeks applicants from a variety of academic, professional, ethnic, and cultural backgrounds. The selection committee considers the applicant's academic performance as an undergraduate, relevant work experience, range of courses taken, English and writing skills, personal statement, and faculty and/or employer recommendations.

The MNSP is an executive-style, hybrid program (courses mostly online but with campus experiences each Summer and twice on weekends in both the Fall and Spring semesters). Prospective students should be prepared to attend these events on campus, as well as have seven years of relevant work experience in the national security field (or graduate school and work equivalent). Students will need to be able to provide official transcripts for all undergraduate, or graduate, courses taken prior to starting the program.

Personal interviews are not a requirement of the admissions process; however, faculty and staff are happy to meet with prospective students or talk with them about the program. Applicants are encouraged to take advantage of the opportunity to submit a short video with their online application.

Application

Applications are submitted online through the MNSP admissions website.

The application deadline for the Duke MNSP Program is January 5 (5 p.m. Eastern Standard Time). The deadline includes receipt of all application materials via the online application system: personal statement, three letters of recommendation, résumé, and uploaded transcripts from all universities and/or colleges attended. Since all application materials are uploaded within the online application, please do not mail or email application documents unless they are requested by the Duke MNSP Admissions Office. Students also have the option to provide optional materials to supplement their application materials, including GRE, GMAT, LSAT (standardized test) scores, writing samples, and a short video introduction (recommended).

A completed application includes:

- **Transcripts.** An uploaded undergraduate transcript with degree posted and other official transcripts for all colleges and universities attended.
- **Three Letters of Recommendation.** The online electronic letter of recommendation and evaluation form provided are required in lieu of either mailed or placement office prepositioned recommendations. Individual, personalized letters of recommendation (provided in addition to the Duke Evaluation Form) from academic and professional references, who can speak directly about the applicant's accomplishments and potential during and after completion of the MNSP Program, are encouraged. Considering the seven-year work experience requirement for the MNSP it is appropriate to obtain all three recommendations from work-related professionals.

- **Statement of Purpose.** One to three typewritten pages, single- or double-spaced, uploaded with the online electronic application, and addressing:
 - What is your experience in the national security sector?
 - Why are you interested in obtaining a masters of national security policy?
 - How do you see the master of national security improving your current professional practice and helping you to achieve your future professional goals?
- **Resume.** Not to exceed two printed pages, uploaded with the online electronic application.
- **Application Fee (\$80).** Applicants pay the fee by credit card (this option is available only at the time of submission of the electronic application). Applications are not processed until the application fee has been received.

Optional Materials Include:

- Short Video Introduction (recommended)
- GRE, LSAT, etc. (test scores)
 - Graduate Record Examination (GRE) (Optional). Official scores of the Graduate Record Examination (GRE) taken within five years of application. The GRE must be taken before December 1 for scores to be received by the January 5 application deadline; it takes about three to four weeks to obtain GRE scores via the Educational Testing Service (ETS).
 - Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). Those submitting IELTS scores should have an official report mailed prior to the January 5 deadline. All non-US applicants whose native language is not English must submit TOEFL or IELTS scores regardless of whether they have attended US academic institutions or participated in ESL programs. TOEFL or IELTS waivers are not provided. U.S. citizens or U.S. permanent residents do not need to submit a TOEFL score. The TOEFL or IELTS must be taken before December 1 for Sanford to receive the scores by the January 4 application deadline; it takes approximately four weeks to obtain scores—please plan accordingly. The TOEFL institution code number for Duke is 5156 (a departmental code is not required). Applications missing language testing scores may not be reviewed. The score must not be more than two years old, and an official record must be sent electronically via ETS. Personal copies are not acceptable, nor are “attested” or notarized copies. The desired score range for the TOEFL Internet-based Test (TOEFL iBT) is 110-120.
- Writing Samples

Deadline

All online application materials must be received by the January 5 deadline. This deadline date includes (but is not limited to) receipt of online recommendations, transcripts, and test scores.

Please do not mail application materials unless the school requests them; instead, application materials are required to be uploaded with the online application. If the school requests mailed documents, application materials should be mailed to the below address; the school accepts weekday (Monday through Friday) deliveries via US Postal Service, FedEx, and UPS*:

Duke MNSP Admissions Office
149 Sanford Building, Box 90239
Duke University, Durham, NC 27708
(919) 613-7355

*For FedEx or UPS service: Delete “Box 90239” and add the area code/telephone number above to the shipping document.

Deferrals

Deferrals (to defer an offer of admission to a subsequent academic term or year) are rarely granted—for exceptions, please contact the MNSP academic advisor. An admission offer is for only the semester specified in the letter of admission. Prospective students should submit their application during the year prior to the desired year of attendance.

Visiting Duke and the MNSP Program

To schedule a meeting (or a phone call or video chat) with the MNSP Program, contact MNSP Admissions at mnspp.admissions@duke.edu, Mark Hart at (919) 613-7355 or mark.hart@duke.edu, or Tim Nichols at (910) 658-6441 or timothy.nichols@duke.edu.

Visits are encouraged during the fall or spring semesters, when classes are in session and prospective applicants can get a more complete experience of the school. The itinerary may include a meeting with the representatives of the MNSP program, and faculty (based on individual policy interests and faculty availability). Students may request to observe classes in session.

To allow time to plan an agenda, please contact us at least two weeks in advance of the projected arrival date. The school will also be pleased to put prospective students in contact with current students and faculty. Visits cannot be scheduled on weekends (Saturday or Sunday) or on designated Duke holidays, breaks, or recesses. Due to winter break and application processing, visits are not scheduled during the period between December 15 through January 3.

Once an MNSP application has been submitted online, visits are deferred until after the student has received the admission decision.

Recruiting Events

The Sanford School attends student recruiting events throughout the United States, as well as specific events for the MNSP program. Visit the MNSP website for upcoming recruiting events: sanford.duke.edu/MNSP.

Master of National Security Policy (P-MNSP)

MNSP Financial Aid Awards, Loans, and Student Accounts

The Duke Master of Public Policy Financial Aid Office awards merit and needs-based financial aid awards to all qualified domestic and international students in the form of scholarships. The Duke MNSP Program reserves the right to amend financial aid awards if a student receives external funding or fails to maintain academic performance standards. Federal Loans require students to be making satisfactory progress. Students who perform below a 3.0 for two semesters will lose their eligibility for student loans. To be certified as making satisfactory progress towards the degree, graduate students must maintain at least a 3.0 (B) cumulative grade point average. Students have an ongoing obligation to notify the MNSP aid officer upon receipt of external funding sources, scholarships, or grants obtained independently.

Loans and Work Study

The MNSP Program is responsible for loans and certification of work-study eligibility for US citizens and permanent residents. Loan funds are provided through the Federal Unsubsidized and Graduate PLUS programs. Loans are available through the Federal Direct Lending Program. Visit financialaid.duke.edu for more information. Federal Loans and College Work Study funds may be available to graduate students on the basis of financial need. Financial need is determined by subtracting from the standard student budget the expected student contribution (EFC) and any other financial aid awarded. The difference can be funded with federal need based financial aid. All fellowship and scholarship awards are considered financial aid in the needs analysis.

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

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

Financial Aid Resources

- Duke Financial Aid-Direct Lending (summary of loan types, interest rates, etc.): financialaid.duke.edu/types-aid/loans
- National Student Loan Data System (to find servicing agency and loan information)
- Access federal financial aid history: studentaid.gov
- The Smart Student Guide to Financial Aid: finaid.org
- The Sanford School of Public Policy Financial Aid Policy and Procedure Manual

Disbursement of Loans

Generally, student loan proceeds are received by Electronic Fund Transfer at the University not more than 10 days prior to the start of classes each semester and are credited to a student's Bursar account in two equal payments—at the beginning of the fall and spring semesters.

Private Loans

Alternative student loans must be obtained by the student. Students must notify the loan officer so it may be included in their aid package. Most private loans must be certified by the aid officer before they will disburse.

Payment of Student Accounts

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

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

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

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

The past due student account will also be referred to a collection agency and credit bureaus. Students with questions about their bursar accounts should first contact the Bursar’s Office. Please contact the Sanford director of financial aid about any financial aid difficulties and for other issues or questions about charges contact the director of student services.

Refunds for Withdrawal from School during Fall and Spring Semesters

In the event of death, refund of full tuition and fees for the term will be granted. In all other cases of withdrawal from the university, students may have tuition refunded according to the following schedule:

TIME OF WITHDRAWAL	AMOUNT REFUNDED
Withdrawal before classes begin	Full refund, including fees*
Withdrawal during the first or second week of classes	80 percent refund
Withdrawal during the third, fourth, or fifth week of classes	60 percent refund
Withdrawal during the sixth week of classes	20 percent refund
Withdrawal after the sixth week	No refund

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

Internal Revenue Service (IRS) Information and Publications

Under the Tax Reform Act of 1986, both fellowship payments and assistantships may be taxable. For general information about the taxability of scholarships and fellowships, students should see IRS publication 970 (see [irs.gov](https://www.irs.gov)).

There is an IRS requirement that tuition payments for foreign students must be reported to the federal government. Tax treaties can be viewed on the web. Each student’s tax situation is unique, and the Duke payroll office provides assistance to enrolled students regarding withholding requirements. Duke employees are prohibited from providing tax advice; hence students should contact the IRS or a qualified tax advisor concerning taxes and income inquiries.

Master of National Security Policy (P-MNSP)

MNSP Tuition & Fees

Estimated Cost of Attendance

The estimated Cost of Attendance (COA) includes both education and education-based fees. 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.

Tuition and Fees for the 2025-2026 Academic Year

Tuition	\$49,170
Transcript fee (one-time fee)	\$120
MNSP student activity fee	\$100
Recreation facilities fee	\$326 (can be waived if requested)
Graduate student activity fee	\$37
Books and supplies	\$600
Total educational expenses	\$50,353

Miscellaneous personal expenses not included in tuition include transportation for two Summer Campus Experiences and two weekend experiences per each Fall and Spring semester, including:

- Travel (by car or plane to Duke campus)
- Lodging, if needed
- Food

- Parking fees on campus

Additional Cost for Continuation

Students who do not complete the degree requirements in the prescribed time (two academic years) are charged \$500 for each additional semester needed to complete the MNSP degree.

Master of Public Affairs

Program Code: P-MPA-15M & P-MPA-18M

Degree Designation: Master of Public Affairs

Department: School of Public Policy

Website: sanford.duke.edu/master-public-affairs

Program Summary

The Duke MPA combines the rigorous analytical tools of a public policy degree with the management and leadership skills taught in many public administration programs. While many of our students work (or plan to work) in the public sector, the MPA is also designed for students in the non-profit and philanthropic sectors and in a range of private-sector professions such as consulting, government relations, and social entrepreneurship.

The Duke MPA combines in-person residencies with state-of-the-art online instruction, providing opportunities for networking and cohort development along with the flexibility of remote learning that can be done any time of the day convenient to the student.

Master of Public Affairs (P-MPA)

MPA Academic Policies

Registration

Students who enroll in the MPA receive academic advising, and are enrolled in their courses, by program faculty and staff. The MPA curriculum consists of courses required to be taken with the full cohort and courses in the concentrations and electives that students have some choice in selecting. A student must be registered to establish eligibility for university and other loans, and to access university services. Students will receive correspondence regarding registration and the staff of the MPA will be always available for questions and advising. All tuition and fee payments and any indebtedness must be settled before registration can be completed. Students who fail to register and pay all tuition and fees before deadlines specified by the university will be assessed a penalty by the bursar.

Credit Hours

Candidates for the MPA degree register for four consecutive semesters (Summer, Fall, Spring, Summer) if they choose the 15-month option and for five total semesters if they choose the 18-month option (Summer, Fall, Spring, Summer, and Fall). Both options culminate in 30 credits and a degree in a Master of Public Affairs. These credits are earned by accumulating academic hours through the weeklong residency experiences, as well as class work which will be both asynchronous and synchronous in delivery and requirements.

To be considered full-time, candidates for master's degrees must register for a minimum of nine credits per Fall and Spring semester and six credits per Summer semester. All students choosing the 15-month option will be considered full-time students as each semester will have full-time credit options. Students, however, who chose the 18-month option will be considered part-time students taking six credits per semester. The curriculum and plan of study have been created for students to work together with their cohort and to streamline the experience. Students will, however, be able to select elective courses and choose between concentration courses. Due to the master schedule, and when courses will be offered and their sequenced delivery, students will not be able to change the order or number of courses they are taking in a semester beyond choosing the 15-month or 18-month option.

Immunization Requirements

Due to the hybrid format of the MPA and limited hours on campus, students of this program are exempt from submitting immunization records. All Duke students, however, are to follow all current and future Covid policies which can change throughout the academic year.

Grades

Grades in the MPA Program are as follows: A+, A, A-, B+, B, B-, C, F, I, X, Z, and W.

- **I (incomplete)** indicates 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 will normally result in dismissal. Failure to maintain at least a 3.0 (B) cumulative grade point average or receiving a grade of F in any other course will result in academic probation. To remain in good academic standing, and to graduate from the MPA Program, students must maintain at least a 3.0 (B) cumulative grade point average. Students falling below this average jeopardize their financial support and are subject to dismissal.

If a student takes a course for credit at another Duke school, such as The Fuqua School of Business or Duke Law School, which does not assign grades used by Sanford, the instructors should review Sanford grades found at registrar.duke.edu/student-resources/grade-point-average-gpa and assign the appropriate Sanford grade accordingly. Courses graded Credit/No Credit cannot count toward graduation requirements. Courses numbered below the 500 level (undergraduate courses) may not be applied toward the required credits needed for a post-baccalaureate degree.

Waiving Required Courses

The program is designed to foster experiential exchanges between the cohort as a whole and among the members of smaller work teams; therefore, it is unlikely that courses will be waived. Instead, students having advanced understanding of certain topics may find opportunities to share their experiences with teammates and will likewise benefit from the contributions of teammates holding expertise in other areas. In the rare instance a student may waive a required course if it is determined beneficial or needed. To have a course waived, the student should consult with the faculty member who teaches the course. If the faculty member consents to waive the student out of the course, the student should fill out a course exemption form available in the “Forms” section of the MPA student handbook or accessible through the student’s MPA Canvas organization site and have the faculty member sign it. The student should then return the form to the MPA staff for final approval. All courses waived must be replaced with other policy-related courses of equal credit value.

Course Listings

A list of courses offered at the Sanford School is updated and posted each semester. Students may consult with MPA staff to discuss course options and graduation requirements.

Interinstitutional Registration

With MPA Program approval, students may take their elective courses at The University of North Carolina at Chapel Hill, North Carolina State University, or North Carolina Central University. All interinstitutional registrations involving extra-fee courses or special fees required of all students will be made at the expense of the student and will not be considered part of Duke’s tuition coverage. Information on the interinstitutional registration process is available at registrar.duke.edu/registration/interinstitutional-registration/duke-students-visiting-other-campus.

Taking Classes in Other Duke Schools

A student interested in taking a class at other schools within Duke should contact the program as the course enrollment process may vary by school. The MPP program will communicate enrollment instructions ahead of course registration periods for each semester.

Independent Study

On rare occasions, a student may wish or need to create a class of their own to study a particular policy issue in depth. The MPA Program provides the opportunity to create such a course for a fixed credit of 3.0 credits. This course would constitute as an elective in the program. 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 contact the MPA staff.

Auditing a Course

Auditing a course gives a student the opportunity to explore an area related to their policy interests or review an area of personal expertise. If a student audits a course, which would need to be paid for as the MPA is a fee per course program, they will attend classes but may not be required to turn in all assignments or take exams. No grade or credits will be issued for the course; however, it will appear on the student’s transcript with the notation “AD.” If the student withdraws from the audited course after the Drop/Add period, a “WA” (withdraw audit) will appear on the transcript. In order to register as an auditor for a course, the student completes the course audit form and provide that to MPA staff.

Transfer of Credits

With the MPA set-up as an accelerated, executive program, students must complete all ten course, 30 credits. A maximum of 6.0 course credits of graduate credit, however, may be transferred for graduate courses completed at other universities (or 9.0 here at Duke). Such credits will be transferred only if the student has received a grade of B (or its equivalent) or better and if the work is not more than five years old and at the discretion of the Director of Graduate Studies if they feel the course is a direct substitution. 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 must be submitted on the approved Sanford School form.

Leave of Absence

Unforeseen circumstances (e.g., family crisis, medical issue) may require a student to take a leave of absence (LOA) from the program for a period of one or two semesters. Students who think they may need to pursue this option should contact MPA staff to discuss 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 MPA staff for approval. All withdrawals will be noted on the permanent record as Withdrew (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 the MPA staff no later than the last day of classes for that semester. Upon receipt of approval, the MPA staff will initiate the formal withdrawal process through the Sanford School registrar. Consult the financial aid and student accounts pages of the MPA student handbook for information on eligibility for tuition refund upon withdrawal.

Master's Thesis

The MPA does not require a Master's Thesis for graduation. All students must complete 30 credits including in the Professional Practice of Public Affairs capstone project course. The MPA classes will blend real-world problem solving with student's professional practice under the direction of faculty practitioners.

Master of Public Affairs (P-MPA)

MPA Academic Requirements

- **Core Courses (4 courses)**
 - PUBPOL 831
 - PUBPOL 832
 - PUBPOL 833
 - PUBPOL 834
- **Leadership, Management, and Ethics Concentration (3 courses)**
 - PUBPOL 835
 - PUBPOL 836
 - PUBPOL 837
 - PUBPOL 838
 - PUBPOL 839
 - PUBPOL 842
 - PUBPOL 843
- **Electives (3 courses)**
 - May include additional courses from the Leadership, Management, and Ethics Concentration or other approved graduate-level courses

Master of Public Affairs (P-MPA)

MPA Admissions

Eligibility

The Sanford School seeks applicants from a variety of academic, professional, ethnic, and cultural backgrounds. The selection committee considers the applicant's academic performance as an undergraduate, relevant work experience, range of courses taken, English and writing skills, personal statement, and faculty and/or employer recommendations.

The MPA is an executive-style, hybrid program (courses mostly online but with campus experiences either at Duke in DC or on Duke's main campus each semester). Prospective students should be prepared to attend these events on campus, as well as have the minimum requirement of seven years of relevant work experience in the public affairs field. Students will need to be able to provide official transcripts for all undergraduate, or graduate, courses taken prior to starting the program.

Personal interviews are not a requirement of the admissions process; however, faculty and staff are happy to meet with prospective students or talk with them about the program. Applicants are encouraged to take advantage of the opportunity to submit a short video with their online application.

Application

Applications are submitted online through the MPA admissions website.

The application deadline for the Duke MPA Program is January 5 (5 p.m. Eastern Standard Time). The deadline includes receipt of all application materials via the online application system: personal statement, three letters of recommendation, résumé, and uploaded transcripts from all universities and/or colleges attended. Since all application materials are uploaded within the online application, please do not mail or email application documents unless they are requested by the Duke MPA Admissions Office. Students also have the option to provide optional materials to supplement their application materials, including GRE, GMAT, LSAT (standardized test) scores, writing samples, and a short video introduction (recommended).

A completed application includes:

- **Transcripts.** An uploaded undergraduate transcript with degree posted and other official transcripts for all colleges and universities attended.
- **Three Letters of Recommendation.** The online electronic letter of recommendation and evaluation form provided are required in lieu of either mailed or placement office prepositioned recommendations. Individual, personalized letters of recommendation (provided in addition to the Duke Evaluation Form) from academic and professional references, who can speak directly about the applicant's accomplishments and potential during and after completion of the MPA Program, are encouraged. Considering the seven-year work experience requirement for the MPA it is appropriate to obtain all three recommendations from work-related professionals.
- **Statement of Purpose.** One to three typewritten pages, single- or double-spaced, uploaded with the online electronic application, and should describe your motivation for applying to the program, your goals upon graduation, and the ways in which your personal, professional, and academic experiences have shaped who you are today.
- **Resume.** Not to exceed two printed pages, uploaded with the online electronic application.
- **Application Fee (\$80).** Applicants pay the fee by credit card (this option is available only at the time of submission of the electronic application). Applications are not processed until the application fee has been received.

Optional Materials Include:

- Short Video Introduction (recommended)
- GRE, LSAT, etc. (test scores)
 - Graduate Record Examination (GRE) (Optional). Official scores of the Graduate Record Examination (GRE) taken within five years of application. The GRE must be taken before December 1 for scores to be received by the January 5 application deadline; it takes about three to four weeks to obtain GRE scores via the Educational Testing Service (ETS).
 - Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). Those submitting IELTS scores should have an official report mailed prior to the January 5 deadline. All non-US applicants whose native language is not English must submit TOEFL or IELTS scores regardless of whether they have attended US academic institutions or participated in ESL programs. TOEFL or IELTS waivers are not provided. U.S. citizens or U.S. permanent residents do not need to submit a TOEFL score. The TOEFL or IELTS must be taken before December 1 for Sanford to receive the scores by the January 4 application deadline; it takes approximately four weeks to obtain scores—please plan accordingly. The TOEFL institution code number for Duke is 5156 (a departmental code is not required). Applications missing language testing scores may not be reviewed. The score must not be more than two years old, and an official record must be sent electronically via ETS. Personal copies are not acceptable, nor are “attested” or notarized copies. The desired score range for the TOEFL Internet-based Test (TOEFL iBT) is 110-120.
- Writing Samples

Deadline

All online application materials must be received by the January 5 deadline. This deadline date includes (but is not limited to) receipt of online recommendations, transcripts, and test scores.

Please do not mail application materials unless the school requests them; instead, application materials are required to be uploaded with the online application. If the school requests mailed documents, application materials should be mailed to the below address; the school accepts weekday (Monday through Friday) deliveries via US Postal Service, FedEx, and UPS*:

Duke MPA Admissions Office
149 Sanford Building, Box 90239
Duke University, Durham, NC 27708
(919) 613-7355

*For FedEx or UPS service: Delete “Box 90239” and add the area code/telephone number above to the shipping document.

Deferrals

Deferrals (to defer an offer of admission to a subsequent academic term or year) granted on a case-by-case basis. Please contact the MPA admissions office to discuss options. An admission offer is for only the semester specified in the letter of admission. Prospective students should submit their application during the year prior to the desired year of attendance.

Visiting Duke and the MPA Program

To schedule a meeting (or a phone call or video chat) with the MPA Program, contact MPA Admissions at mpa.admissions@duke.edu, or Mark Hart at (919) 613-7355 or mark.hart@duke.edu.

Visits are encouraged during the fall or spring semesters, when classes are in session and prospective applicants can get a more complete experience of the school. The itinerary may include a meeting with the representatives of the MPA program, and faculty (based on individual policy interests and faculty availability). Students may request to observe classes in session.

To allow time to plan an agenda, please contact us at least two weeks in advance of the projected arrival date. The school will also be pleased to put prospective students in contact with current students and faculty. Visits cannot be scheduled on weekends (Saturday or Sunday) or on designated Duke holidays, breaks, or recesses. Due to winter break and application processing, visits are not scheduled during the period between December 15 through January 3.

Once an MPA application has been submitted online, visits are deferred until after the student has received the admission decision.

Recruiting Events

The Sanford School attends student recruiting events throughout the United States, as well as specific events for the MPA program. Visit the MPA website for upcoming recruiting events: sanford.duke.edu/MPA.

Master of Public Affairs (P-MPA)

MPA Financial Aid Awards, Loans, and Student Accounts

The Duke Master of Public Policy Financial Aid Office awards merit-based financial aid awards to all qualified domestic and international students in the form of scholarships. The Duke MPA Program reserves the right to amend financial aid awards if a student receives external funding or fails to maintain academic performance standards. Federal Loans require students to be making satisfactory progress. Students who perform below a 3.0 for two semesters will lose their eligibility for student loans. To be certified as making satisfactory progress towards the degree, graduate students must maintain at least a 3.0 (B) cumulative grade point average. Students have an ongoing obligation to notify the MPA aid officer upon receipt of external funding sources, scholarships, or grants obtained independently.

Loans and Work Study

The MPA Program is responsible for loans and certification of work-study eligibility for US citizens and permanent residents. Loan funds are provided through the Federal Unsubsidized and Graduate PLUS programs. Loans are available through the Federal Direct Lending Program. Visit financialaid.duke.edu for more information. Federal Loans and College Work Study funds may be available to graduate students on the basis of financial need. Financial need is determined by subtracting from the standard student budget the expected student contribution (EFC) and any other financial aid awarded. The difference can be funded with federal need based financial aid. All fellowship and scholarship awards are considered financial aid in the needs analysis.

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

US citizens and US permanent resident students who anticipate a need to supplement their financial resources through loans or college work-study employment must complete a Free Application for Federal Student Aid form in each year of study. Students should complete the FAFSA online at studentaid.ed.gov/sa/fafsa. Students must select the Duke University Code (002920) for the Duke MPA Program Financial Aid Office to obtain their FAFSA information. It is suggested that the FAFSA be submitted by May 1 each academic year that the student is with the program. Award notices for second-year students will be sent out in early May and students should be able to accept their loan choices, if necessary, by July 1. Loan and financial aid inquiries should be emailed to thomas.welch@duke.edu. Students must be enrolled at least half-time, be US citizens or permanent residents, meet the federal criteria for need, and remain in good academic standing (3.0 or better) to be and remain eligible for Unsubsidized Federal Loans under the Federal Family Education Loan Program.

Financial Aid Resources

- Duke Financial Aid-Direct Lending (summary of loan types, interest rates, etc.): financialaid.duke.edu/types-aid/loans
- National Student Loan Data System (to find servicing agency and loan information)
- Access federal financial aid history: studentaid.gov
- The Smart Student Guide to Financial Aid: finaid.org
- The Sanford School of Public Policy Financial Aid Policy and Procedure Manual

Disbursement of Loans

Generally, student loan proceeds are received by Electronic Fund Transfer at the University not more than 10 days prior to the start of classes each semester and are credited to a student's Bursar account in two equal payments—at the beginning of the fall and spring semesters.

Private Loans

Alternative student loans must be obtained by the student. Students must notify the loan officer so it may be included in their aid package. Most private loans must be certified by the aid officer before they will disburse.

Payment of Student Accounts

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

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

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

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

The past due student account will also be referred to a collection agency and credit bureaus. Students with questions about their bursar accounts should first contact the Bursar’s Office. Please contact the Sanford director of financial aid about any financial aid difficulties and for other issues or questions about charges contact the director of student services.

Refunds for Withdrawal from School during Fall and Spring Semesters

In the event of death, refund of full tuition and fees for the term will be granted. In all other cases of withdrawal from the university, students may have tuition refunded according to the following schedule:

TIME OF WITHDRAWAL	AMOUNT REFUNDED
Withdrawal before classes begin	Full refund, including fees*
Withdrawal during the first or second week of classes	80 percent refund
Withdrawal during the third, fourth, or fifth week of classes	60 percent refund
Withdrawal during the sixth week of classes	20 percent refund
Withdrawal after the sixth week	No refund

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

Internal Revenue Service (IRS) Information and Publications

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

There is an IRS requirement that tuition payments for foreign students must be reported to the federal government. Tax treaties can be viewed on the web. Each student’s tax situation is unique, and the Duke payroll office provides assistance to enrolled students regarding withholding requirements. Duke employees are prohibited from providing tax advice; hence students should contact the IRS or a qualified tax advisor concerning taxes and income inquiries.

Master of Public Affairs (P-MPA)

MPA Tuition & Fees

Estimated Cost of Attendance

The estimated Cost of Attendance (COA) includes both education and education-based fees. 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.

ESTIMATED DIRECT COSTS	SUMMER TERM II	FALL SEMESTER	SPRING SEMESTER	SUMMER TERM II	ACADEMIC YEAR
Sanford MPA Tuition (15 month)	12,000	18,000	18,000	12,000	60,000
Student Medical Insurance		3,713			3,713
Sanford activity fee		50	50		
Graduate Activity Fee		18.25	18.25		36.50
Transcript Fee	120				120
Graduate Student Services Fee		11.50	11.50		23
Total	15,120	18,792.75	15,079.75	15,000	63,892.50
Educational Supplies					
Books & Supplies	334	334	334	334	1,336
Total	334	334	334	334	1,336
Estimated Indirect Costs					
Board (Food)	1,362	1,816	2,270	1,362	6,810
Housing + Utilities	4,344	5,792	7,240	4,344	21,720
Miscellaneous	1,374	1,832	2,290	1,374	6,870
Transportation	654	872	1,090	654	3,270
Total	7,734	10,312	12,890	7,734	38,670

Miscellaneous personal expenses not included in tuition include costs for residency periods, including:

- Travel (by car or plane to Duke campus or Duke in DC office)
- Lodging, if needed
- Food
- Parking fees on campus and if Washington DC

Additional Cost for Continuation

Students who do not complete the degree requirements in the prescribed time (two academic years) are charged \$500 for each additional semester needed to complete the MPA degree.

Master of Public Policy

Program Code: P-PPS-MPP

Degree Designation: Master of Public Policy

Department: School of Public Policy

Website: sanford.duke.edu/academics/masters-programs/master-public-policy

Program Summary

The two-year professional MPP Program prepares students for leadership roles in government and nonprofit organizations, both in domestic and international locations. Dual degrees offered are as follows: law (JD) with Schools of Law at Duke and The University of North Carolina at Chapel Hill and North Carolina Central University, business (MBA) with Duke’s Fuqua School of Business and The University of North Carolina at Chapel Hill’s Kenan-Flagler School of Business, environment (MEM/MF) with Duke’s Nicholas School of the Environment, divinity (MDiv/MTS) with Duke Divinity School, medicine (MD) with Duke University School of Medicine, data science (MDS) with Hertie School (Germany) and engineering (MEng) with Duke’s Pratt School of Engineering. The MPP Program requires full-time enrollment, and students average have two-to-six years of post-undergraduate work experience.

4+1 Accelerated MPP: The 4+1 Accelerated MPP track is an opportunity for all undergraduate majors at Duke, 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 the spring of their junior year.

Electives and Concentrations

The MPP Program offers eight policy-area concentrations that span domestic and global policy issues—environment and energy policy; health policy; international development policy; national security and foreign policy; social policy; education policy, technology policy and policy generalist—for which the concentration is recorded on student’s transcript upon graduation.

Requirements to earn a concentration include the following:

- completing 9.0 course credits of coursework in the specified concentration (either one, 3.0-course-credit foundations course (health and social policy only) plus 6.0 elective course credits, or, for concentrations without a designated foundations course, 9.0 approved elective course credits)
- Track 1: writing a master's project in the concentration area or Track 2: complete two Track 2 approved electives relevant to the concentration

Regardless of which concentration students choose to pursue, 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 at Chapel Hill, North Carolina State University, or North Carolina Central University. Students should plan their coursework based on the course offerings for a particular semester.

Information about concentration requirements and sample course offerings can be found at sanford.duke.edu/academics/masters-programs/master-public-policy/concentrations. For current course offerings, consult Duke University's official schedule of classes available through DukeHub.

International Opportunities

Hertie School of Governance Exchange Program. Each year, the Sanford School MPP Program offers a fall-semester (12-credit) international exchange opportunity for students with the [Hertie School](#) 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. Located in the heart of Berlin, Hertie's strengths are in international policy (particularly EU), technology policy, data science for public policy, 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 (though not required).

This exchange will take place in the fall; up to two MPP students are selected to attend each year. Here are a few highlights:

- Tuition for the exchange program is included in the cost of Sanford tuition
- Students who attend Hertie are from over 50 countries
- Students can choose up to 4 electives. Classes are available from both the Master of Public Policy, Master of Data Science for Public Policy and Master of International Affairs programs at Hertie
- Sanford MPP students are able to access resources from the Hertie Career Development office, including 1:1 coaching, self-assessment workshops, and consulting fairs

More information about the program and application process can be found on the MPP Student Resources website.

Master of Public Policy (P-PPS-MPP)

MPP Academic Policies

Registration

Students with any questions about course requirements, the suitability of particular courses, or the procedures for registering, should see the MPP program staff.

Students who enroll in the MPP or dual-degree program receive instructions about registering for courses from the program before the opening of fall and spring registration windows. A student must be registered to establish eligibility for university and other loans, to receive student health services, and for access to the use of study, laboratory, and recreational facilities. Students use an online registration system to complete registration. Typically, registration for new students begin enrolling in late July after students have been matriculated and relevant instructions and information will be shared by the program accordingly. Registration for continuing students is accomplished in early April (for fall semester) and late October or early November (for spring semester). MPP program staff will share enrollment instructions and hold registration session and advising sessions accordingly. MPP and dual-degree students register for Public Policy continuation each academic semester. All tuition and fee payments and any indebtedness must be settled before registration can be completed. Students who fail to register and pay all tuition and fees before deadlines specified by the university will be assessed penalties by the bursar.

Accommodation Policy

SDAO (Student Disability Access Office (SDAO) is the office on campus that has been charged with and is committed to providing educational opportunities for students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), and the ADA Amendments Act of 2008.

For students who know in advance they will need accommodation during their tenure, they are encouraged to begin the process early, accounting for time to request documentation they may need to provide to the SDAO office, as part of the application review process. Accommodations should be approved before orientation, such that there is sufficient time to review and implement students' needs, before the semester begins.

Accommodation approvals are not applicable retroactively and will only be applicable from the date of approval and onward.

Credit Hours

Candidates for the two-year MPP degree register for four consecutive semesters in their public policy academic career. MPP- MEM and MPP-MBA, MPP-MTS, and MPP-MEng students register for six consecutive semesters, taking public policy courses in their first full academic year, taking courses in the non-MPP program in the second year, and a mix of public policy and the non-MPP program courses in the final year of study. JD-MPP students attending Duke Law School register for eight consecutive semesters, taking public policy courses in their first full academic year, law courses in the second and third years, and

a mix of public policy and law courses in the final year of study. Those enrolled in the MDS dual degree program, complete their first year of enrollment at Hertie (Germany) and second year, at Sanford. Students enrolled in the dual MD program with the School of Medicine, the MDiv program with the Duke Divinity School, in the dual JD or MBA programs with The University of North Carolina at Chapel Hill law or business schools, or the JD program with North Carolina Central Law School should meet with the MPP program as well as the program of their respective dual-degree, for registration information.

To be considered full-time, candidates for master's degrees must register for a minimum of nine credits per semester. Full-time students may enroll for fewer than 9.0 course credits only in their final (graduating) semester of study. Students must have permission of the MPP Director of Graduate Studies to register for more than sixteen credits in a semester, and any student who in extenuating circumstances needs to enroll for fewer than nine credits must make a formal request to the MPP Director of Graduate Studies. Prior to dropping below full-time enrollment, students should consult with the Sanford Director of Financial Aid if the status change has an impact on their financial aid and scholarships package.

Summer Registration

Since 2-year traditional MPP and dual-degree students are completing their required internships during the summer after their first full MPP year, they do not typically register for summer courses.

Interinstitutional Registration

With the approval of the Program, full-time students may be enrolled in a maximum of two interinstitutional courses in a given semester (up to six credits), not to exceed a total of 12.0 course credits during their tenure in the MPP Program, at The University of North Carolina at Chapel Hill, North Carolina State University, or North Carolina Central University. All interinstitutional registrations involving extra-fee courses or special fees required of all students will be made at the expense of the student and will not be considered part of Duke's tuition coverage. Information on the interinstitutional registration process is available at registrar.duke.edu/registration/special-student-registrations.

Transfer Credits

Students may transfer credits from external institutions upon the review and approval of the program. Note interinstitutional courses approved through the inter-institutional registration process are not considered transfer credits. The minimum requirements for transfer credits are as follows:

- Must be a graduate-level course with a A- (90) or better grade
- Course cannot count towards fulfilling another degree requirement at Duke or an external institution
- Course cannot count towards fulfilling an MPP core course or requirement

All transfer credit approvals are not official until the official transcript and or any additional academic record is received by the MPP program.

Taking Classes at Other Duke Schools

A student interested in taking a class at other schools within Duke should contact the program as the course enrollment process may vary by school. The MPP program will communicate enrollment instructions ahead of course registration periods for each semester.

Grades

Grades in the MPP Program are as follows: A+, A, A-, B+, B, B-, C+, C, 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 will normally result in dismissal. Failure to maintain at least a 3.0 (B) cumulative grade point average or receiving a grade of F in any other course will result in academic probation. To remain in good academic standing, and to graduate from the MPP Program, students must maintain at least a 3.0 (B) cumulative grade point average. Students falling below this average jeopardize their financial support and are subject to dismissal.

Grade Disputes

Any grade disputes regarding specific assignments must be initiated during the semester, consistent with the course policy, stated in the course syllabus and or other course material platforms. In cases when the syllabus does not explicitly state a timeline for grade disputes, students should contact the instructor and act promptly.

If a student has a grade dispute for a final grade, they must discuss with the instructor. If an adequate resolution is not reached, the decision can be appealed to the Director of Graduate Studies.

Academic Standing

Failure to maintain at least a 3.0 (B) cumulative grade point average or receiving a grade of F in any other course will result in academic probation. To remain in good academic standing, and to graduate from the MPP Program, students must maintain at least a 3.0 (B) cumulative grade point average. Students falling below this average jeopardize their financial support and are subject to dismissal.

Academic Progress

In addition to maintain good academic standing as defined above, students must make adequate progress towards degree completion. Adequate degree progress is defined as:

- Successfully completing a minimum of 9 credits of the MPP core courses in the first semester of the program
- Successfully completing a minimum of 15 credits of core coursework in the second semester of the program

Incomplete Grades

No more than two incomplete grades are allowed at any given time during the program.

Course Enrollment Outside of Sanford

If a student takes a course for credit at another Duke school, such as The Fuqua School of Business or Duke Law School, which does not assign grades used by Sanford, the instructors should review Sanford grades found at registrar.duke.edu/student-resources/grade-point-average-gpa and assign the appropriate Sanford grade accordingly. Courses graded Credit/No Credit cannot count toward graduation requirements.

Course Waivers/Substitutions/Exceptions

In some cases, students may petition for courses that have not been pre-approved to count towards the MPP degree, either as an elective or to meet non-core and non-required course requirements. In such cases, students should fill out a form to formally submit their petition. The petition will be reviewed by the Director of Academic Services and Administration, who will consult with the MPP Director of Graduate Studies for final approval. Details of the form including instructions on how to submit this request will be provided during the registration window for each semester.

Microeconomics and Statistical Science Course Placement

All incoming students (with the exception of 4+1s and Hertie Exchange) must take a Microeconomics and Statistical Science placement assessment that will be given prior to the start of the semester. Placement assessment scores will be assessed by the program, in consultation with microeconomics and statistical science faculty members to determine course placement.

Course Listings

A list of courses offered at the Sanford School is updated and posted each semester. A Sanford School graduate course guide will be made available to students prior to each registration cycle. Students may visit the MPP program staff to discuss course options and graduation requirements.

Independent Study

MPPs may pursue an independent study with Faculty for a topic not otherwise addressed or offered in regular classes. The MPP program provides the opportunity to create such a course with credits ranging from 1.5-3.0. Requests must be approved by the Director of Graduate Studies after confirming a Sanford faculty member is able and willing to serve as an instructor, completing an Independent Study Permission Form, and drafting a syllabus. MPP students may complete a maximum of 6 credit hours of independent study coursework while enrolled in the program. 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. Information regarding independent study registration will be communicated to students during registration windows for each semester.

Auditing a Course

Auditing a course gives a student the opportunity to explore an area related to their policy interests or review an area of personal expertise. If a student audits a course, they attend 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. Information regarding audit course registration will be communicated to students during registration windows for each semester.

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. All withdrawals will be noted on the permanent record as Withdrew (W). A Course Withdrawal Form must be submitted, and approved in order to successfully withdraw from a course.

Credit Limit Overload and Enrollment Restrictions

In the first semester of enrollment in the MPP program, students can only enroll in one additional Sanford elective (3 credits total).

The maximum number of credits a student can register for in one semester without obtaining express permission from the program is 17 credits. The program will take into account a student's overall program performance, GPA, and course workload in determining whether or not to authorize a credit overload. To request a course overload, please complete the course overload form found on the MPP forms page. The request will be processed by Sanford Registrar.

Undergraduate Courses Policy

Courses numbered below the 500 level do not count toward the required credits needed for a Sanford master's degree. With the approval of the MPP program, students may enroll in undergraduate courses, noting, they will not count toward any graduation requirements, will not be included in a student's GPA calculation, and will not count towards their full-time status. The courses and grades will be reflected on the students academic record including the transcript, however.

Leave of Absence

Unforeseen circumstances (e.g., family crisis, medical issue) may require a student to take a leave of absence (LOA) from the program for a period of one or two semesters. Students who think they may need to pursue this option should see the MPP Director of Academic Services and Administration to discuss 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. The MPP program will honor the financial aid and scholarship package students received at the time of admission, while students are on a leave of absence (up to one year). While their financial aid and scholarship package will remain after they return from a one-year leave of absence, it will not include raises in tuition for the new academic year.

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 MPP Director of Graduate Studies and Director of Academic Services and Administration 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 MPP Director of Academic Services and Administration will initiate the formal withdrawal process through the Sanford School Registrar. Consult the Director of financial aid and Tuition Withdrawal Adjustments on eligibility for tuition refund upon withdrawal.

Time Limits for Completion of the Master's Degree

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

Readmission

In rare cases, the MPP program may consider readmitting students who withdrew from the program years prior. Students who are seeking to be readmitted should contact the Director of Graduate Studies. If readmitted, and programmatic and curriculum changes were made during the student's absence, students are required to adhere to new requirements and policies. As part of the reinstatement, students will be informed of their outstanding degree requirements including remaining credits and time limit to degree.

Master of Public Policy (P-PPS-MPP)

MPP Academic Requirements

51 credit hours are required to obtain the two-year degree. 39 credit hours are required to obtain a dual-degree. The courses include a combination of required core courses and electives. Two-year and dual degree MPP students are required to take a 3 credit hour Sanford Ethics course. Two-year MPP students are required to take 6 credit hours of courses that meet the Management and Leadership requirement.

- **Microeconomic Analysis (1-2 courses)**
 - Standard: PUBPOL 810 & 811
 - Accelerated: PUBPOL 811
- **Data Analysis, Statistics and Evaluation (1-2 courses)**
 - Standard: PUBPOL 812 & 813
 - Accelerated: PUBPOL 822
- **Political Analysis or Globalization and Governance (1 course)**
 - PUBPOL 814
 - PUBPOL 820
- **Policy Analysis (2 courses)**
 - PUBPOL 803
 - PUBPOL 804
- **Ethics (1 course)**
 - PUBPOL 614S
 - PUBPOL 816

- PUBPOL 817
- PUBPOL 852
- **Management and Leadership (6 credits)**
 - A comprehensive list of courses is available to students in the degree audit system.
- **Concentration (9 credits)**
 - Select 1 of the following concentrations:
 - Education Policy
 - Environment and Energy Policy
 - Health Policy
 - PUBPOL 825, and 6 additional credits
 - International Development Policy
 - National Security & Foreign Policy
 - Policy Generalist
 - Social Policy
 - PUBPOL 850, and 6 additional credits
 - Technology Policy
 - A comprehensive list of concentration courses is available to students in the degree audit system.
- **Excel Foundations for MPPs**
- **Master's Project/Capstone (2 courses)**
 - Track 1: PUBPOL 807 & 808
 - Track 2: 2 Capstone courses

Course Placement

Incoming MPP students are placed into core course sections by program staff and faculty. Microeconomics and statistics placement tests are typically conducted before the beginning of the semester, and students will be advised on which Statistics and Economics courses to enroll in, based on the outcome of the placement test. Incoming MPP students typically register for courses in late July.

Typical Progression

- **Semester I - Fall**
 - PUBPOL 803: Policy Analysis I
 - PUBPOL 810: Microeconomics and Public Policy Making **or** PUBPOL 811: Microeconomics and Policy Applications
 - PUBPOL 812: Statistics for Policy Makers **or** PUBPOL 822: Advanced Econometrics: Methods for Causal Inference and Program Evaluation
 - PUBPOL 814: Politics and the Policy Process **or** PUBPOL 820: Globalization and Governance
 - PUBPOL 800: Career and Professional Skills Development (0 credit hours, not graded) Various professional development topics in preparation for fulfilling the MPP and MIDP summer internship requirement. Open only to first-year MPP and MIDP students. Enrollment in this course is required for international students and optional for others.
 - An Excel Foundations course or workshop to be completed during orientation or the first semester of classes
- **Semester II - Spring**
 - PUBPOL 804: Policy Analysis II
 - PUBPOL 811: Microeconomics and Policy Applications (not required for those who took 811 in fall semester)
 - PUBPOL 813: Quantitative Evaluation Methods **or** PUBPOL 822: Advanced Econometrics: Methods for Causal Inference and Program Evaluation (whichever is offered in the spring semester). PUBPOL 813/PUBPOL 822 is not required for those who took PUBPOL 822 in fall semester)
- **Semester III - Fall (Final Fall in the program)**
 - PUBPOL 807: Master's Project I (Track 1 only)
 - One, Track 2 approved Duke Elective (Track 2 only). If completing Track 2 of the capstone requirement, students must enroll in at least 1 of 2 Track 2 courses in their last Fall.
- **Semester IV - Spring (Final Spring in the program)**
 - PUBPOL 808: Master's Project II (Track 1 only). Not required for MPP-MEM Dual Degree students
 - One, Track 2 approved Duke Elective. (Track 2 only)
- **Ethics - Any semester:** All MPP students are required to take an Ethics course offered by the MPP program. Dual-degree students may request an Ethics requirement waiver based on enrollment and completion of a required Ethics course offered by the non-MPP program. Further instructions will be provided during registration periods. Waivers and substitutions will not be approved for non-dual degree MPPs. At least one MPP Ethics course will be offered each semester. Regularly offered Ethics courses include:
 - PUBPOL 614: Privacy and Ethical Decision-Making in Our Digital Era
 - PUBPOL 816: Ethics and Policy Making
 - PUBPOL 817: Ethics and Equity in Media, Journalism, and Documentary

- PUBPOL 852: Organizational Ethics

Other Program Requirements

- Management and Leadership Courses (not required for dual-degree MPPs). Students can take the 6.0 course credits at any time during the two-year program. Students who successfully complete the SBLI program, hold a leadership position in the MPP Student Council or a Sanford student organization may receive a three credit waiver. Only a maximum of three credits will be waived for those involved in multiple management and leadership activities and opportunities aforementioned.
- Summer Internship (performed between the first and second year of study).
- Elective courses (used to fulfill the remaining credit hour requirements)

Master's Project (Track 1 Only)

Completion of a master's project (MP) is required of all MPPs who are pursuing Track 1 of the capstone requirement. There are two options for completing the MP: individual or team-based.

Individual MP

The suggested length of the MP is 15-25 pages. Two types of projects are possible: a project for an actual client that involves a variety of methodological approaches, or a research project without a client. 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.

Team-Based MP

Team-based projects must be client-based. Teams cannot do a non-client option. MPP students must apply to be a master's project team. To do so, teams must have three to four students. Potential teams must submit a proposal before August 1 that includes the following:

- client (with documentation that that client has agreed);
- advisor (with documentation that the advisor has agreed);
- team members and roles;
- working policy question (PQ); and
- brief rationale of why the team-based approach is optimal to answer the PQ for this client.

By 5 p.m. on the first Friday of the fall semester, teams must submit a signed MOU/contract between the members of the group that acknowledges/includes the following:

- a written agreement to remain a team the whole year and to affirm that team members will not transition to an individual MP midway through the process;
- a set of team "norms" to which all members must agree to follow for interactions and expectations (regular meetings, communication mechanisms, roles, etc.); and
- advisor signature agreeing to play that role

Final outputs should reflect the work of a team-based MP rather than an individual MP.

Process for Completing the Project

All two-year MPPs and dual-degree students who are pursuing Track 1 of the capstone requirement should enroll in PUBPOL 807 in their final fall term and PUBPOL 808 in their final spring term. An exception IS made for dual-degree MPP-MEM students who choose to write the combined MPP-MEM master's project; these students register for PUBPOL 807 in their final fall semester, but they do not enroll in PUBPOL 808 in the spring. The fall term course is designed to help each student begin the project, to provide some exposure to basic questions related to applied policy research (for example, IRB procedures and survey design if needed), and to write a prospectus that will be reviewed by the end of fall semester by a committee of faculty members.

At the inception of the process, each student should identify a client, a policy problem, and an MP advisor from a list of faculty advisors. Students are encouraged 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 whether their summer placements can yield MP client relationships and/or policy problems. Each student writes a 3-5 page introductory document describing topic, client, and MP advisor, and submits this document to the PUBPOL 807 instructor for review.

Each student's MP advisor will be the chair of that student's MP committee and will work with the student throughout the year. In consultation with the MP advisor, students completing an individual MP will select one other person to serve on the MP committee. Normally, these individuals should be Sanford School faculty members, 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 will be the basis for the grade in PUBPOL 807.

In the first six weeks of the fall semester, with feedback from the PUBPOL 807 instructor, peers, and the MP advisor, the student or team will write a prospectus describing the client's problem, the background, and how the student intends to proceed to develop a recommended course of action.

Once the MP advisor has reviewed drafts of the prospectus and feels that the student or team is ready to present it to the MP committee for approval, the student or team will schedule a formal prospectus review meeting during the fall semester. Although the prospectus must be submitted to 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, students 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/team 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, a formal cover page, executive summary (or, for quantitative projects, an abstract), table of contents, complete footnotes, and a bibliography. The final version must be of professional quality as well as useful to the client and, in the case of a quantitative project, meet high standards of analysis. The MP advisor reports the final MP grade to the MPP Director of Graduate Studies, who serves as the instructor of record for PUBPOL 808. Students are required to submit an electronic PDF copy of their final project to the program. Students who successfully complete their MP may post the final, advisor approved, MP to DukeSpace, Duke Library's electronic document repository. 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. The MPP Director of Graduate Studies may grant exemptions from DukeSpace publication on a case-by-case basis.

Formatting and submission instructions are described in the master's project preparation guide sheet.

Design Your Own Capstone (Track 2 Only)

Instead of taking PUBPOL 807 and PUBPOL 808, this track will require students to take two 500-level or above courses (6 credits total) related to their MPP concentration.

- The 6 credits must be separate from the 9 credits required to satisfy the concentration. Double counting between capstone courses and concentration courses will not be allowed.
- The courses could be offered by any unit at Duke University.
- Each course must include a substantial (15-25 page) final paper or project.
- Neither course can be an independent study.

Students choosing Track 2 will be required to submit an application form before the start of their last academic year at Sanford. Details of the application process and deadline will be shared by the program. For the application to be approved, students will need to: identify the courses to be taken, submit a syllabus (*or course description*) from each course, and write approximately 250 words on the rationale for taking each course and how it relates to their chosen concentration. Note that courses taken previously cannot satisfy the Track 2 requirement.

Master of Public Policy (P-PPS-MPP)

MPP Admissions

Eligibility

The Sanford School seeks applicants from a variety of academic, professional, and cultural backgrounds. The selection committee considers the applicant's academic performance as an undergraduate, range of courses taken, **optional** Graduate Record Examination (GRE) scores, English and writing skills, personal statement, video introduction, relevant work experience, and faculty and employer evaluations.

Although a limited number of outstanding students are admitted directly from undergraduate programs, students who have two or more years of practical work experience after completion of the undergraduate degree are preferred. As prerequisites, the Sanford School requires the completion of basic statistics and microeconomics courses from an accredited institution prior to enrollment. Students must submit transcripts with the course name(s) and grade(s) along with their applications (or, for courses taken during the summer immediately preceding program enrollment, prior to the start of the fall semester at Sanford).

Personal interviews are not a requirement of the admissions process; however, faculty and Admissions are happy to meet with prospective students or talk with them about the program. Additional admissions and enrollment data are available online at sanford.duke.edu/admissions/mpp.

Application

The Application is submitted via an online portal which can be found on the MPP admissions website. The application deadline for the Duke MPP Program is January 5 (5 p.m. Eastern Standard Time). The deadline includes receipt of all application materials via the online application system: Official GRE scores (optional) and English Proficiency test (as applicable), three letters of recommendation, résumé, and uploaded transcripts from all universities and/or colleges attended. Since all application materials are uploaded within the online application, please do not mail or email application documents unless they are requested by the Duke MPP Admissions Office. A completed application includes:

- **Electronic application form**
- **Transcript(s)** for all colleges and universities attended. Transcripts can be unofficial but should include the applicant's full name, the college/university name, the degree date posted (if graduates). Fall grades for those currently in undergraduate programs can be submitted through their status portal after application submission.

- **Test Scores:**

- Graduate Record Examination (GRE) (Optional). If you choose to submit GRE scores, they must be official (taken within five years of your application submission). Self-reported scores will not be considered. The GRE must be taken before December 1 for scores to be received by the January 5 application deadline; it takes about three to four weeks for Sanford to obtain official GRE scores via the Educational Testing Service (ETS). Please plan accordingly.
- LSAT or GMAT (Dual-Degree Applicants). LSAT or GMAT scores (in lieu of the GRE) are also optional but may be submitted if the student is applying to either the MPP/JD or MPP/MBA dual-degree program.
If applying to Duke Law, NC Central Law or UNC Law School, upload a copy of the LSAT score report and further indicate both the score and percentile on the “Grades and Tests” section of the online application. If the GRE has been taken within the past five years, both the GRE scores and either the LSAT or GMAT scores are applicable.
- MPP/MD (Duke Medicine) dual-degree applicants may submit GRE scores; MCAT scores are not acceptable due to the testing differences.
- For applicants whose native language is not English, proof of English proficiency must be submitted as part of their MPP application. Applicants have the option of submitting scores from the following tests: Duolingo (minimum score of 130; scores of 140 or higher preferred), TOEFL (minimum score of 100; scores of 110 or higher preferred), IELTS (minimum score of 7; scores of 7.5 and higher preferred). To submit TOEFL scores, please use the Duke University Institution code – 5156.
- English Proficiency Testing Waiver: Applicants qualify for an exemption from the proof of English proficiency requirement if they satisfy any of the following: 1) Applicants who hold citizenship/permanent residency in a country where English is the sole, official language of the nation, and who have resided within that nation for at least 10 years. 2) Applicants who have received/will receive a four-year, undergraduate degree from an accredited university in the United States. 3) Applicants who have received/will receive a four-year, undergraduate degree from an accredited university where English is the sole language of instruction. The program retains the right to request additional documentation from the institution to confirm that English is the sole language of instruction.

- **Three Letters of Recommendation.** The online electronic letter of recommendation and evaluation form provided in the application portal are required in lieu of either mailed or placement office prepositioned recommendations. Individual, personalized letters of recommendation (provided in addition to the Duke Evaluation Form) from academic and professional references, who can speak directly about the applicant’s accomplishments and potential during and after completion of the MPP Program, are encouraged. Applicants who recently completed their undergraduate degree (one to two years prior to application to Duke’s MPP Program), may wish to submit two recommendations from academic professors/instructors and one professional recommendation from a work-related reference. For applicants with significant post-undergraduate work experience (such as four or more years), it is acceptable to obtain all three recommendations from work-related professionals if a recommendation from an academic professor/instructor is not feasible.
- **Statement of Purpose.** Three to four typewritten pages, single- or double-spaced.
- **Résumé.** Standard one-to-two-page resume is preferred (not a research CV). Please be sure to list your employment activities, education and community service.
- **Required Video Introduction.** Our application will provide applicants with a question to be answered in real time. Applicants will have the opportunity to test their computer equipment, to make sure they can record the video introduction using a webcam. Once applicants have confirmed they are ready, a prompt/question will be shown. Applicants will have 60 seconds of preparation time, and then will have up to three minutes to record their answer. Applicants do not have to use the entire three minutes. The questions range in topics, but are general in nature. The system allows for up to three re-recordings, but new questions will be provided each time.
- **Video Essay (Optional).** Applicants prepare a curated video, one minute maximum, sharing with the committee information on their lived experience and how it has shaped their interest in and pursuit of policy making as a discipline. This is a separate application component from the required video introduction.
- **Application Fee.** Applicants pay the fee by credit card (this option is available only at the time of submission of the electronic application). Applications are not processed until the application fee has been received. The application fee is not required from applicants who are qualified Pickering Fellows, Rangel Fellows, PPIA Fellows, or Truman Scholars. For a full list of programs qualifying for waivers, please visit our website. These applicants should view our online Frequently Asked Questions (FAQs) for specific fee-waiver instructions before submitting the online application.

Prerequisites

The MPP requires admitted students to have two quantitative prerequisites prior to enrollment. Incoming MPP students must have completed at least one course in microeconomics and one course in statistics at an accredited college or university with a grade of “B” or higher. Prospective students who have not completed microeconomics and statistics during their previous academic career can still apply to the MPP program. However, applicants without these courses are encouraged to submit GRE scores as part of their application portfolio to show additional evidence of quantitative skills during the initial application review. Public Policy and International Affairs (PPIA) Fellows who have participated in a Junior Summer Institute (JSI) with grades “B” or higher may submit their JSI evaluations to demonstrate quantitative skills. If selected for admission, students who have yet to satisfy the quantitative prerequisites, would be conditionally admitted and would be required to satisfy the prerequisites prior to enrollment in August.

Admissions Decision

MPP admissions decisions are not rolling. Decisions are made by Committee after an extensive review process. Decisions are released via the application portal by mid-March. An admission offer is for only the semester specified in the letter of admission. Prospective students should submit their application during the year prior to the desired year of attendance.

Deferrals

Deferrals [to postpone enrollment to a subsequent academic term or year after being admitted] are rarely granted. For exceptions, you will be expected to submit a “Petition to Defer Enrollment Form” which will be reviewed by the Admissions Office.

Dual-degree applicants for JD, MEM, and MBA begin the MPP Program in the first year of academic study. Prospective candidates must coordinate in advance with the JD, MEM, or MBA program to ensure those programs will permit the student to start the MPP curriculum in the first year of study. Dual-degree Duke MD/MPP and MDiv/MPP students begin the MPP Program in the third academic year at Duke (after completion of the first two years in the Duke MD or MDiv programs). Dual degree candidates are responsible for requesting deferrals from the appropriate program.

Visiting Duke and the MPP Program

To schedule a meeting with the MPP Program, complete the visit request form at sanford.duke.edu/admissions/mpp-admissions/getting-started. Visits are encouraged during the fall or spring semesters, when classes are in session and prospective applicants can get a more complete experience of the School. The itinerary may include a meeting with the director of admissions, the director of the MPP Program, current MPP students, and faculty (based on individual policy interests and faculty availability). Students may request to observe classes in session.

To allow time to plan an agenda, complete the online visit request form at least two weeks in advance of the projected arrival date. The school will also be pleased to put prospective students in contact with current students and faculty. Please note visits cannot be scheduled on weekends (Saturday or Sunday) or on designated Duke holidays, breaks, or recesses. Due to winter break and application processing, visits are not scheduled during the period between December 15 through January 15.

Please note: Once an MPP application has been submitted online, visits are deferred until after the student has received the admission decision. There is a visit day scheduled in the spring for admitted students.

Recruiting Events

The Sanford School attends recruiting events throughout the United States and abroad. The recruiting schedule is available online at sanford.duke.edu/admissions/recruiting-events. The schedule is updated regularly as new events arise.

The MPP Program is a member of or partner with the following organizations and programs:

- Americorps
- Association for Public Policy Analysis and Management (APPAM)
- Association of Professional Schools of International Affairs (APSIA)
- Charles B. Rangel International Affairs program
- CityYear
- Fulbright
- Idealist (Action without Borders)
- National Association of Schools of Public Affairs and Administration (NASPAA)
- Peace Corps
- Public Policy International (PPIA)
- Thomas R. Pickering Foreign Affairs Graduate Fellowship Program

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 Director of Academic Services and Administration for the MPP program, the signed Dual-Degree Application Intent Form.

Upon acceptance into a dual-degree program, students should notify the MPP Director of Academic Services and Administration for inclusion in the student's academic record and discuss financial aid adjustments with the Sanford Director of Financial Aid.

Master of Public Policy (P-PPS-MPP)

MPP Financial Aid Awards, Loans, and Student Accounts

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

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

Dual degree students receive tuition fellowships during their first year of MPP academic study (generally 30 credits) and US citizens are eligible for federal loans based on financial need for the remaining 9 credits taken in subsequent semesters beyond the first academic year of study if they attend The University of North Carolina at Chapel Hill or Duke at least half-time each term.

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

Partner Program Fellowships

The MPP Program is a partner with the following organizations:

- AmeriCorps Fellowship Program
- City Year Fellowship Program
- Paul D. Coverdell Fellows Program (Peace Corps)
- Teach for America Educational Award Program
- Yellow Ribbon Military Veterans Program
- Charles B. Rangel Fellowship Program
- Donald M. Payne International Development Graduate Fellowship Program, USAID
- Institute for International Public Policy Fellows Program (IIPP)
- Public Policy and International Affairs (PPIA) Program
- Thomas R. Pickering Foreign Affairs Fellowship Programs, Woodrow Wilson Foundation
- Harry S. Truman Scholarship Foundation
- US Military Academy Teaching Position Agreement
- The Paul & Daisy Soros Fellowships for New Americans
- World Bank Scholarships Program

Under agreements with AmeriCorps, City Year, Peace Corps, Teach for America, and Yellow Ribbon programs, students who are accepted into the Duke MPP Program are guaranteed a tuition fellowship. These fellowships are the minimum students will receive. All applicants from partner programs will also receive full consideration for additional, merit-based tuition assistance based on the strength of their application.

Loans and Work Study

Sanford's Financial Aid Office is responsible for loans and certification of work-study eligibility for US citizens and permanent residents. Loan funds are provided through the Federal Unsubsidized and Graduate PLUS programs. Loans are available through the Federal Direct Lending Program. Visit financialaid.duke.edu for more information. Federal Loans and College Work Study funds may be available to graduate students based on financial need. Financial need is determined by subtracting from the standard student budget from the Student Aid Index (SAI) and any other gift aid offered. The difference can be funded with federal need based financial aid. All fellowship and scholarship awards are considered financial aid in the needs analysis.

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

US citizens and US permanent resident students who anticipate a need to supplement their financial resources through loans or college work-study employment must complete a Free Application for Federal Student Aid form in each year of study. Students should complete the FAFSA online at studentaid.gov/h/apply-for-aid/fafsa. Students must select the Duke University Code (002920) for the Duke MPP Program Financial Aid Office to obtain their FAFSA information. It is suggested that the FAFSA be submitted by May 1 each academic year that the student is with the program. Award notices for second-year students will be sent out in early May and students should be able to accept their loan choices, if necessary, by July 1. Loan and financial aid inquiries should be emailed to sanfordfinancialaid@duke.edu. If you would like to schedule a Zoom appointment, feel free to [book a financial aid appointment today](#). Students must be enrolled at least half-time, be US citizens or permanent residents, and remain in good academic standing (3.0 or better) to be and remain eligible for Unsubsidized Federal Loans.

Financial Aid Resources

- [Free Application for Federal Student Aid \(FAFSA\)](#)
- [Loan Forgiveness for Public Service Employees](#)
- [The US Department of Education Federal Loan Simulator](#)
- [Finaid Accrued Interest Calculator](#)
- [National Foundation for Credit Counseling Services \(NFCC\)](#)
- [FDIC Financial Planning Audio Podcasts](#)
- Duke Financial Aid-Direct Lending (summary of loan types, interest rates)
- [Access federal financial aid and loan borrowing history](#) (including who your lender is)
- [The Smart Student Guide to Financial Aid](#)

- [The Sanford School of Public Policy Financial Aid Policy and Procedure Manual](#)

Disbursement of Loans

Generally, student loan proceeds are received by Electronic Fund Transfer at the University not more than 10 days prior to the start of classes each semester and are credited to a student’s Bursar account in two equal payments—at the beginning of the fall and spring semesters.

Private Loans

Alternative student loans must be obtained by the student. Students must notify the loan officer so it may be included in their aid package. Most private loans must be certified by the aid officer before they are disbursed.

Payment of Fellowships and Assistantships

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

Payment of Student Accounts

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

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

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

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

The past due student account will also be referred to a collection agency and credit bureaus. Students with questions about their bursar accounts should first contact the Bursar’s Office. Please contact the Sanford director of financial aid about any financial aid difficulties and for other issues or questions about charges contact the MPP director of student services.

Refunds for Withdrawal from School during Fall and Spring Semesters

In the event of death, a refund of full tuition and fees for the term will be granted. In all other cases of withdrawal from the university, students may have tuition refunded according to the following schedule:

TIME OF WITHDRAWAL	AMOUNT REFUNDED
Withdrawal before classes begin	Full refund, including fees*
Withdrawal during the first or second week of classes	80 percent refund
Withdrawal during the third, fourth, or fifth week of classes	60 percent refund
Withdrawal during the sixth week of classes	20 percent refund
Withdrawal after the sixth week	No refund

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

Internal Revenue Service (IRS) Information and Publications

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

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

The Sanford School Internship Funding Program for Graduate Students

The Sanford School Internship Funding Program for Graduate students is a summer program designed 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 or Master of International Development Policy degree and advance their policy careers. More information at sanford.duke.edu/careerservices/graduate-programs-career-services.

Master of Public Policy (P-PPS-MPP)

MPP Tuition & Fees

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.

Tuition and Fees for the 2025-2026 Academic Year

EDUCATIONAL EXPENSES	FALL	SPRING	ACADEMIC YEAR
Sanford MPP Tuition	\$28,014	\$28,014	\$56,028
Student Medical Insurance Program (SMIP)	\$3,752	-	\$3,752
Student Health Fee	\$503.50	\$503.50	\$1,007
MPP Student Activity Fee	\$50	\$50	\$100
Graduate Student Activity Fee (GPSC)	\$19	\$19	\$38
Graduate Recreation Facilities Fee	\$194.50	\$195.50	\$389
Graduate Student Services Fee	\$12.50	\$12.50	\$25
Transcript Fee (One-time fee)	\$120	-	\$120
Total	\$32,665.50	\$28,793.50	\$61,459
Educational Supplies			
Books & Supplies	\$330	\$330	\$660
Total	\$330	\$330	\$660
Student Living Expenses			
Board (Food)	\$2,160	\$2,160	\$4,320
Housing & Utilities	\$6,921	\$6,921	\$13,842
Miscellaneous Personal Expenses	\$2,187	\$2,187	\$4,374
Transportation	\$1,044	\$1,044	\$2,088
Total	\$12,312	\$12,312	\$24,624
Total Cost of Attendance	45,307.50	41,435.00	86,743

All figures are estimates only. Annual tuition and fees are divided evenly between the fall and spring terms.

Annual tuition and the majority of fees are divided evenly between the fall and spring terms. The total Student Health Insurance Program (SMIP) is only charged in the Fall unless it is waived through Student Health. To see waiver criteria or instructions to complete a waiver please [visit this website](#). The living expenses listed above are the results of a Duke Financial Aid Office Survey of all Duke graduate students.

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 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 airfare receipt and dorm/rental agreement must be made available to the financial aid office prior to the increase being made.
- Dependent Increase—For actual childcare expenses up to \$5,000. Documentation of the expense (canceled check, bill, statement) must be provided to the aid office.

Additional Cost: Continuation

Students who do not complete the degree requirements in the approved time, are charged \$1,000 for each additional semester required to complete the MPP degree. Prescribed time to complete the MPP degree is:

- Two academic years: Two-year MPP students, MPP/MDS dual degree students
- Three academic years: MPP/MBA, MEM, MTS, or MEng dual-degree students
- Four academic years: MPP/JD and MPP/MDiv dual-degree students
- Five academic years: MPP/MD students

Concurrent International Development Policy Certificate

Program Code: P-IDP-CERT

Degree Designation: Certificate

Department: School of Public Policy

Website: dcid.sanford.duke.edu/midp/idp-certificate

Program Summary

This certificate is offered to students studying in other graduate programs at Duke University and in neighboring interinstitutional universities. Students interested in this certificate may enroll to complete it concurrently with their degree program. Students pursuing the Master of International Development Policy are not eligible to receive this certificate.

Academic Requirements

The 15-credit model's requirements must be fulfilled prior to, or in conjunction with graduation from the degree program, including the following:

- an International Development Economics course (3.0 course credits); and
- International Development Electives (12.0 course credits), of which 9.0 credits must be MIDP courses

Courses must be completed by the student's final semester of study. A minimum of 9.0 course credits must be completed at Duke. Once the certificate has been added to the academic record it cannot be removed and will appear as discontinued if the requirements are not met.

Lists of courses that fulfill each of the above categories are provided to students enrolled in the certificate each semester.

Students interested in the concurrent International Development Policy certificate are strongly encouraged to discuss this with their graduate program advisor to ensure all requirements for the certificate may be completed in conjunction with their degree programs.

Once a student has enrolled in the certificate, it cannot be removed from their academic record and will appear as Discontinued if the requirements are not met by graduation.

Undergraduate Programs

The Sanford School of Public Policy educates the next generation of policy professionals in a time when the skill set needed to succeed is changing and government needs professionals more than ever. Its mission is to improve lives and communities by researching the most pressing public policy issues and preparing students for lives of leadership, civic engagement, and public service.

Undergraduate programs follow the policies outlined in [The Undergraduate Bulletin](#).

Major

[Public Policy \(AB\)](#)

Other Undergraduate Programs

[Child Policy Research Certificate](#)

[Health Policy Certificate](#)

[Journalism and Media Minor](#)

Other Undergraduate Experiential Opportunities

[Duke in DC](#) provides students with the unique and exciting opportunity to live, work, and study in Washington, DC.

[Duke in Glasgow](#) is a public policy study abroad program with the University of Glasgow.

[Hart Leadership Program's Service Opportunity in Leadership \(SOL\)](#) is an intensive 12-month leadership program for Duke undergraduates that combines academic study, research service learning, mentoring, and leadership training.

All Courses

PUBPOL501S - American Grand Strategy

Course Description

Study of policy that nations adopt to marshal their political, economic, military, technological, and diplomatic resources to achieve their national goals in the international environment they face, drawing on political science, history, public policy, law and political economy and other disciplines to achieve these ends. Course examines the history, current reality, and future prospects of American grand strategy. Consent of instructor required.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

HISTORY567S AMERICAN GRAND STRATEGY, POLSCI562S AMERICAN GRAND STRATEGY

PUBPOL502S - Contemporary United States Foreign Policy

Course Description

Focus on challenges and opportunities for American foreign policy in this global age including the impact of interests, ideals and values. Draws on both the scholarly literature and policy analyses. Addresses big picture questions about America's role in the world as well as major current foreign policy issues that raise considerations of power, security, prosperity and ethics. Open to undergraduates with permission of instructor and priority to Public Policy Studies and Political Science majors, and to graduate students.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

POLSCI670S CONTEMPORARY US FOREIGN POLICY

PUBPOL505S - National Security Decision Making

Course Description

Course explores the delicate art of national security decision-making through deeper understanding of national security apparatus, analysis of elements of national power (examination of historical examples of application), and application of analysis to assess merits of various approaches to national security decision-making.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

POLSCI565S NATL SECURITY DECISION MAKING

General Education Curriculum Codes

El - (EI) Ethical Inquiry, SB - (SB) Social & Behavioral Analysis: A&S Curriculum, SS - (SS) Social Sciences

PUBPOL506 - Politics of United States Foreign Policy

Course Description

Focus on politics of U.S. foreign policy: which institutions and actors within the American political system play what roles and have how much influence in making U.S. foreign policy. Fundamental questions about nature and practice of democracy as manifested in politics and policy processes in making US foreign policy. Scope is both historical and contemporary. Approach combines theory and policy analysis. Complements Pub Pol 502S, Contemporary U.S. Foreign Policy, which focuses more on foreign policy strategy.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

POLSCI547 POLITICS OF US FOREIGN POLICY

General Education Curriculum Codes

El - (EI) Ethical Inquiry, R - (R) Research, SS - (SS) Social Sciences

PUBPOL507S - Intelligence for National Security

Course Description

Addresses complex US intelligence enterprise that has been established to support our national security priorities. First, students review and discuss current structure of national intelligence apparatus. Case studies are used to evaluate effectiveness and design of intelligence agencies and their accompanying capabilities. Finally, students conduct independent research on select intelligence agencies and organizations. Instructor consent required.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

POLSCI564S INTEL FOR NATIONAL SECURITY

General Education Curriculum Codes

El - (EI) Ethical Inquiry, SS - (SS) Social Sciences

PUBPOL508 - Geopolitics and Culture: How Russian Culture Changed the World

Course Description

Examination of Russian contributions to advancements in the sciences, mathematics, and the arts (visual/textual/musical). Special attention is paid to the contributions of Mendeleev (chemistry), Vygotsky and Luria (cognitive and developmental psychology/neuroscience), Lobachevsky (non-Euclidean geometry), Sakharov (nuclear physics, dissident), Kandinsky and Filonov (visual arts), Rachmaninoff, Shostakovich, Stravinsky, Prokofiev (composers), Zamiatin, Jakobson, Lotman, Bakhtin, Voloshinov (semiotics, theories of artistic texts).

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

RUSSIAN533 GEOPOLITICS AND CULTURE, CULANTH533 GEOPOLITICS AND CULTURE

General Education Curriculum Codes

CCI - (CCI) Cross Cultural Inquiry, STS - (STS) Science, Technology, and Society, ALP - (ALP) Arts, Literature & Performance, CZ - (CZ) Civilizations

PUBPOL509 - Modern Intelligence History from John Buchan to James Bond

Course Description

This course examines the role of diplomatic and military intelligence in the making of policy. We will explore some of the most significant international events of the 20th century in light of the contribution of both covert and overt intelligence, focusing on the histories of several of the major 20th century intelligence organizations. The course will not be concerned with the intricacies of trade craft, but with the interplay between intelligence and policy. In our final week, we will consider the correlation between the growth of intelligence communities, their legitimization, and delegitimization, and the popular image of spying represented contemporaneously in fiction and film.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

HISTORY509 MODERN INTELLIGENCE HISTORY

General Education Curriculum Codes

CCI - (CCI) Cross Cultural Inquiry, EI - (EI) Ethical Inquiry, CZ - (CZ) Civilizations

PUBPOL510S - Science and the Media: Narrative Writing about Science, Health and Policy

Course Description

Those who write about science, health and related policy must make complex, nuanced ideas understandable to the nonscientist in ways that are engaging and entertaining, even if the topic is far outside the reader's frame of reference. Course examines different modes of science writing, the demands of each and considers different outlets for publication and their editorial parameters. Students interview practitioners of the craft. Written assignments include annotations of readings and original narratives about science and scientists. Course considers ways in which narrative writing can inform and affect policy. Prerequisites: a 200-level science course and/or permission of the instructor.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

BIOETHIC510S SCIENCE AND THE MEDIA, JAM510S SCIENCE AND THE MEDIA

General Education Curriculum Codes

STS - (STS) Science, Technology, and Society, W - (W) Writing

PUBPOL511 - Social Innovation Practicum

Course Description

Students will engage with social entrepreneurs and other practitioners to learn about and support the design, development, validation, assessment, and scaling up of innovative, sustainable approaches to addressing critical social and environmental problems in Durham and around the world. For the service-learning component of the course, students will work in multidisciplinary teams to gather and analyze data, develop recommendations, formulate implementation plans, and provide other capacity-building support to clients that may include domestic and international social entrepreneurs, social enterprises, funders, public sector innovators, policy makers, and corporate social impact managers.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

I&E510 SOCIAL INNOVATION PRACTICUM

PUBPOL512 - China Science and Technology Policy and Innovation

Course Description

China's technological rise has become one of the most important developments in the 21st century. This course will focus on an analysis of China's science and technology policy and innovation strategy, with emphasis on the 1978-Present period. The course will examine the transition in technological development from a Soviet -style top-down model to one where market forces play a greater role in driving advances in science and technology. We also will analyze China's increasing emphasis on an innovation driven economic model. Prereqs: basic knowledge of Chinese history, politics, economics and/or culture. Some basic knowledge of macroeconomics. Some knowledge of politics in the US and abroad.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

AMES523 CHINA S&T POLICY & INNOVATION, EAS508 CHINA S&T POLICY & INNOVATION, SCISOC508 CHINA S&T POLICY & INNOVATION, POLSCI523 CHINA S&T POLICY & INNOVATION

General Education Curriculum Codes

(CCI) Cross Cultural Inquiry, (STS) Sci, Tech, and Society, (SS) Social Sciences

PUBPOL515S - Assisting Development

Course Description

Examines evolution of international development theory and practice since early 1950s. Investigates how different solutions advanced to deal with poverty have fared. Different streams of academic and policy literature, including economics, political science, and sociology, are consulted with a view to understanding what could have been done in the past and what should be done at the present time. Examines alternative formulations weekly in seminar format. Individual research papers (60% of grade) which analyze past and present development practices in a country of their choice, or examine trends within a particular sector (e.g., agriculture, population, gender relations, the environment).

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

POLSCI546S ASSISTING DEVELOPMENT, ICS514S ASSISTING DEVELOPMENT

General Education Curriculum Codes

R - (R) Research, W - (W) Writing, SB - (SB) Social & Behavioral Analysis: A&S Curriculum, SS - (SS) Social Sciences

PUBPOL516S - Introduction to Human Centered Design

Course Description

Human-Centered Design is an approach to problem-solving that emphasizes a deep understanding of user behavior, motivations, and pain points. It seeks to create products, services, or solutions that are intuitive, user-friendly, and address user needs or expectations, often through an interactive process of design, prototyping, and user engagement. This course will introduce the theory and practice of HCD to students, who will work in teams on projects with selected public or social agencies. Students will progress through the key phases of HCD: Discover, Design, and Deliver/Measure, and employ a range of tools and methods used by practitioners in the field.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

General Education Curriculum Codes

SB - (SB) Social & Behavioral Analysis: A&S Curriculum

PUBPOL517 - National Security Simulation: The Arctic, Climate Change and Great Power Competition

Course Description

Students will participate in a national security simulation in which they will have an assigned role as a state or non-state actor and work with teams to develop policy responses to a security crisis that changes and develops over time. The simulation this semester will involve security issues that arise due to the climate change in the Arctic that has opened up sea lanes and other resources that are generating competition for advantage among multiple nations. Participants will be required to grapple with a complex information environment that is polluted with misinformation, manipulation and deception. Instructional weeks on the substantive security issues the simulation addresses will be interspersed with gameplay. No prior experience in national security is required.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

POLSCI524 NAT SEC SIM, DECSCI524 NAT SEC SIM

General Education Curriculum Codes

EI - (EI) Ethical Inquiry, SS - (SS) Social Sciences

PUBPOL519 - Introduction to International Organizations and Technology Policy

Course Description

This course will explore efforts by international organizations to shape and promote digital technology policy. Students will evaluate case studies and ongoing initiatives, including those by the United Nations, Organization for Economic Cooperation and Development, World Economic Forum, G7, and G20, to develop policy solutions that help address concerns and ensure that the digital transformation benefits society as a whole.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

SCISOC519 INT. ORG & TECH POLICY

PUBPOL520S - Equity in Early Childhood Programs and Policies

Course Description

This course will explore contemporary theories and empirical research that address issues of equity and early childhood development from birth to age 8. We will examine factors related to individuals and systems (e.g., child care, public health, housing, workforce, social services) that impact early childhood development. Students will critically consider the developmental science that has informed early childhood policies and programs; the social, political and economic forces that shape the study of young children and contributed to developmental trajectories that benefit some children while disadvantaging others; the changing roles of families; and the implications of these policies.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

CHILDPOL520S EQUITY-EARLY CHILDHOOD POLICY

General Education Curriculum Codes

EI - (EI) Ethical Inquiry, SB - (SB) Social & Behavioral Analysis: A&S Curriculum, SS - (SS) Social Sciences

PUBPOL524S - Social Determinants of Health Disparities

Course Description

This course utilizes a Social Determinants of Health (SDH) perspective to explore health differences. The SDH are life enhancing resources and life compromising risks the differential distribution of which determines inter-population differences in health. The SDH perspective suggests that a range of policy decisions are systematically associated with health. Consequently, virtually all policy is health policy. The objective of this course is to have students critically examine the various processes influencing health across diverse population groups. We will examine identity construction, stratification, marginalization, inequality and the physical embodiment of lived social experience.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

General Education Curriculum Codes

(CCI) Cross Cultural Inquiry, (EI) Ethical Inquiry, (SS) Social Sciences

PUBPOL526S - Race and American Politics

Course Description

A broad overview of the salience of race in the American political fabric and how it structures racial attitudes on a number of political and policy dimensions.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

AAAS544S RACE AND AMERICAN POLITICS, POLSCI525S RACE AND AMERICAN POLITICS

PUBPOL532S - Community-Based Research on Early Childhood Policy and Practice

Course Description

This course provides hands-on experience consulting with early childhood organizations, researching relevant topics, and communicating findings with clear, actionable policy recommendations. Small groups of graduate and advanced undergraduate students will partner with a community organization to answer real-world questions through research and policy analysis. Topics will be proposed by the organization, with students responsible for the approach. Methodology may include literature review, policy review, and collection/analysis of quantitative or qualitative data. Final products will include both written and oral presentation of findings and recommendations tailored to the client.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

CHILDPOL532S EARLY CHILD POLICY & PRACTICE

General Education Curriculum Codes

R - (R) Research, SS - (SS) Social Sciences

PUBPOL533S - American Exceptionalism and American Foreign Policy: Myth or Reality?

Course Description

What is 'American exceptionalism?' How has it influenced American foreign policy historically, during the Cold War, post-9/11, and today? Has the exceptionalist claim of special virtue been more myth or reality? Issues to be addressed include wars and other military interventions, democracy promotion, human rights, immigration, international economic policy, and others. Particular attention is on the interrelationship of race relations within the United States and race as a factor in policy abroad. While grounded in politics, policy and history the course is highly interdisciplinary including literature, art, film, philosophy and journalism.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

General Education Curriculum Codes

(EI) Ethical Inquiry, (W) Writing, (SS) Social Sciences

PUBPOL546 - Well-Being Economics

Course Description

How do we build an economy that prioritizes human welfare? How do we serve ecological, economic, and social goals within corresponding constraints? Course examines the theory and practice of well-being economics; draws on local and regional resources; engaging expertise and solutions across disciplines and sectors; operationalizes well-being economics principles through a semester-long project capstone. Uses issues in political economy and sustainability to help students develop their analytic, writing, oral presentation skills.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

General Education Curriculum Codes

EI - (EI) Ethical Inquiry, SB - (SB) Social & Behavioral Analysis: A&S Curriculum, SS - (SS) Social Sciences

PUBPOL547S - The Political Economy of Care: Sustaining Households, Communities, and Environments

Course Description

This seminar explores the ways that ideas about political economy have informed the value that societies place on various forms of care, including for non-human environments, for social and cultural practices that connect societies, and for members of those societies who are unable to care for themselves. It is connected to an ongoing working-papers seminar that forms part of the Revaluing Care in the Global Economy research project. This seminar is open to graduate students and advanced undergraduates and can serve as a capstone for History majors.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

HISTORY547S THE POLITICAL ECONOMY OF CARE

General Education Curriculum Codes

EI - (EI) Ethical Inquiry, R - (R) Research, W - (W) Writing, IJ - (IJ) Institutions, Justice & Power: A&S Curriculum, CZ - (CZ) Civilizations, SS - (SS) Social Sciences

PUBPOL550 - Privacy, Technology and National Security

Course Description

Course explores the impact of new and developing surveillance and data collection technologies on personal privacy and individual liberty. In-depth examination of conceptions of privacy and the extent to which privacy rights are protected by the Constitution, statutory law, and policy. Examines how government surveillance expanded during the post-World War II period, the abuses uncovered by the Church Committee in the 1970s, new expansions of government surveillance powers after 9/11, and the programs revealed by Edward Snowden in 2011. Explores how data collection and analysis by big tech companies impact personal privacy and consider the need for regulation of these companies' activities.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

ISS554 PRIVACY TECHNOLOGY & NAT SEC, POLSCI554 PRIVACY TECHNOLOGY & NAT SEC

General Education Curriculum Codes

(EI) Ethical Inquiry, (STS) Sci, Tech, and Society, (SS) Social Sciences

PUBPOL551S - Cybersecurity and National Security Law and Policy

Course Description

Course examines issues of cybersecurity and privacy. Focuses on roles that different government organizations play in protecting cybersecurity. Course also examines the issues raised by the government's acquisition and storage of information in the interests of national security. Examines the intersection between commercial privacy and cybersecurity, business planning and government surveillance in the global economy, focusing on the US and the EU, with particular attention to the tensions that have arisen in the aftermath of the Snowden revelations of NSA surveillance activity, various large scale cybersecurity breaches and questions as to the trustworthiness of technology.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

General Education Curriculum Codes

(EI) Ethical Inquiry, (STS) Sci, Tech, and Society, (SS) Social Sciences

PUBPOL552S - Cybersecurity and Health Data Policy

Course Description

In recent years health data has expanded beyond just clinical and pharmaceutical research data to also include a broad set of information from which health observations can be inferred. This health data landscape change has caused concern that existing health privacy and cybersecurity policy frameworks like HIPAA may need modification. This class will use interactive exercises to analyze the issues of how best to optimize health data public policy for the innovative and ethical use of data to enable better health outcomes and lower costs.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

SCISOC552S CYBERSECURITY & HEALTH POLICY

General Education Curriculum Codes

EI - (EI) Ethical Inquiry, SS - (SS) Social Sciences

PUBPOL553 - National Security Simulation - Great Power Competition, Non-State Actors & Human Rights

Course Description

Students will participate in a seven-week national security simulation where they will have an assigned role as a state or non-state actor and work with teams to develop policy responses to a security crisis that changes and develops over time. Simulation will involve great power competition between the United States and China, as both powers pressure the other through non-state actor proxies. Students should have two prior courses relating to foreign policy, national security, or international relations, or relevant job experience in the field.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

1.5

Max Units:

1.5

General Education Curriculum Codes

EI - (EI) Ethical Inquiry, SS - (SS) Social Sciences

PUBPOL559S - Philanthropy, Voluntarism, and Not-for-Profit Management

Course Description

Are nonprofit organizations effective agents of social change? Do foundations perpetuate or undermine a pluralistic democracy? Students will explore these questions and gain an understanding of how modern philanthropy is practiced and governed under U.S. law.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

3

Max Units:

3

General Education Curriculum Codes

El - (El) Ethical Inquiry, SS - (SS) Social Sciences

PUBPOL564 - Democracy Lab

Course Description

Democracy Lab will involve students in the practice of revitalizing our democracy, on campus, in Durham, and in our nation. Lab-based model will allow students to experiment with solutions, working together in teams to create innovative projects addressing political issues. Course will include instruction on history and reflective writing as well as theories of innovation and leadership. Work will largely consist of client-based projects in which teams will produce a substantial report or the equivalent activity that contributes to the health of political processes. Course offered through the Hart Leadership Program. Instructor consent required.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

POLSCI566 DEMOCRACY LAB

General Education Curriculum Codes

SS - (SS) Social Sciences

PUBPOL570 - The Challenge for Business and Society: From Risk to Reward

Course Description

Course will focus on the role of business in addressing some of the most critical societal problems, like labor practices, environmental performance, community engagement, supply chain practices, diversity and inclusion. Focus on the role of governmental actions, via regulation and legislation to control negatives actions, and the role that ethics has played and is playing in discouraging negative action and encouraging real leadership.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

General Education Curriculum Codes

SS - (SS) Social Sciences

PUBPOL571 - The Politics of Education

Course Description

Course will focus on the state of public education in America, and the potential ways of addressing the challenges of improving student achievement. Review the role of states, school districts, and localities, and the federal government. Focus on the current role of school districts and states, the role of key stakeholder groups, i.e. teachers and their unions, principals, community organizations, parents, and the private sector.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

General Education Curriculum Codes

SS - (SS) Social Sciences

PUBPOL572S - Impact Evaluation: Energy and Development

Course Description

Universal energy access is often viewed as a catalyst for economic growth and development, yet the existing evidence on the effects of energy access are mixed. Understanding causal effects of these efforts is important given the alternative development initiatives that could be supported with funding from various sources (e.g., government, NGO, and development banks). This course will provide students with an understanding of (1) the status of empirical economic evidence on the energy and development relationship, and (2) the importance of causal evidence to estimate the impacts of energy interventions and policies in developing countries. This course aims to provide the skills necessary to both evaluate the merits of existing studies as well as propose future impact evaluations.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

ENERGY572S IMPACT EVAL ENERGY AND DEV

General Education Curriculum Codes

R - (R) Research, SS - (SS) Social Sciences

PUBPOL574 - Economic Evaluation of Sustainable Development

Course Description

Examines how one could rationally defend a choice of 'sustainable development' policy. Applies cost-benefit thinking in environment-natural-resources and development contexts. Presents microeconomic concepts emphasizing logic and principles more than mechanics. Intertemporal equity is a focus and equity-efficiency tradeoffs are a theme. Microeconomics prerequisite not required.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

ENVIRON572 ECON EVAL OF SUSTAINABLE DEVEL

General Education Curriculum Codes

EI - (EI) Ethical Inquiry, SB - (SB) Social & Behavioral Analysis: A&S Curriculum, SS - (SS) Social Sciences

PUBPOL575D - Resource & Environmental Economics I

Course Description

Part 1 of a survey course in environmental and natural resource economics. Part 1 focuses on basic theory and methods of economic analysis of environmental problems including benefit-cost analysis, non-market valuation, and instrument choice. Prerequisite: Introductory course in microeconomics and one semester of calculus. Instructor consent required.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

1.5

Max Units:

1.5

Crosslisted Courses

ENVIRON520D RESOURCE & ENVIRON ECON I, ECON530D RESOURCE & ENVIRON ECON I, ENERGY520D RESOURCE & ENVIRON ECON I

General Education Curriculum Codes

SS - (SS) Social Sciences

PUBPOL576 - Resource & Environmental Economics I

Course Description

Part 1 of a survey course in environmental and natural resource economics. Part 1 focuses on basic theory and methods of economic analysis of environmental problems including benefit-cost analysis, non-market valuation, and instrument choice. Open only to graduate students. Recommended prerequisite: Introductory course in microeconomics and one semester of calculus.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

1.5

Max Units:

1.5

Crosslisted Courses

ECON530 RESOURCE & ENVIRON ECON I, ENVIRON520 RESOURCE & ENVIRON ECON I, ENERGY520 RESOURCE & ENVIRON ECON I

General Education Curriculum Codes

SB - (SB) Social & Behavioral Analysis: A&S Curriculum, SS - (SS) Social Sciences

PUBPOL577 - Environmental Politics

Course Description

Environmental policy formation and implementation. Topics include interest groups, environmental movements and parties, public opinion, political systems and institutions.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

ENVIRON577 ENVIRONMENTAL POLITICS, ICS577 ENVIRONMENTAL POLITICS

General Education Curriculum Codes

SS - (SS) Social Sciences

PUBPOL578 - Land Use Principles and Policy

Course Description

The purpose of the course is to improve your understanding of how land is used, the key factors shaping those uses, the environmental, social and cultural impacts of different land uses, and how land use could be more sustainable. The course covers a wide range of land use issues and topics, from agriculture and forestry to zoning, property rights and natural disasters. Students will examine historical uses, current trends, and likely future uses of land. The main focus of the course will be on land use principles and practices in the United States, but we will also explore examples from other parts of the world.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

ENVIRON550 LAND USE PRINCIPLES/POL

General Education Curriculum Codes

SB - (SB) Social & Behavioral Analysis: A&S Curriculum, SS - (SS) Social Sciences

PUBPOL578D - Land Use Principles and Policy

Course Description

The purpose of the course is to improve your understanding of how land is used, the key factors shaping those uses, the environmental, social and cultural impacts of different land uses, and how land use could be more sustainable. The course covers a wide range of land use issues and topics, from agriculture and forestry to zoning, property rights and natural disasters. Students will examine historical uses, current trends, and likely future uses of land. The main focus of the course will be on land use principles and practices in the United States, but we will also explore examples from other parts of the world.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

ENVIRON550D LAND USE PRINCIPLES/POL

General Education Curriculum Codes

(SS) Social Sciences

PUBPOL579S - Collective Action, Environment, and Development

Course Description

Examines the conditions under which collective or participatory decisions may raise welfare in defined ways. Presents the growing empirical evidence for an environment and development setting including common property issues (tragedy of the commons and competing models). Identifies what evidence exists for sharing norms on a background of self-interested strategies. Definitions of and reactions to equity and/or its absence are a focus. Providing scientific information for policy is another. Experimental and behavioral economics are frequently applied.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

ENVIRON579S COLLECTIVE ACTION

PUBPOL582 - Global Environmental Health: Economics and Policy

Course Description

Social science perspective on global environmental health. Students will learn to identify primary environmental causes of high burden diseases such as malaria, diarrhea, and respiratory infections; describe how to measure socio-economic impacts of global environmental health diseases; discuss key policies to control global environmental health problems based on private prevention and therapeutic behaviors; and propose frameworks to empirically monitor and evaluate global environmental health policies. A sub-module will focus on climate change and water-borne diseases. Prerequisites: Introductory course in statistics.

Grading Basis

Graded

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

ENVIRON538 ENVIRON HEALTH: ECON AND POLIC, GLHLTH538 ENVIRON HEALTH: ECON AND POLIC, HLTHPOL582 ENVIRON HEALTH: ECON AND POLIC

General Education Curriculum Codes

STS - (STS) Science, Technology, and Society, SS - (SS) Social Sciences

PUBPOL584 - Resource & Environmental Economics II

Course Description

Part 2 of a survey course in environmental and natural resource economics. Part 2 focuses on basic theory and methods of economic analysis of natural resource problems including extraction of non-renewable resources over time, fisheries economics and forest economics. Prerequisite: Environment 520.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

0.5

Max Units:

1.5

Crosslisted Courses

ENVIRON521 RESOURCE & ENVIRON ECON II, ECON531 RESOURCE & ENVIRON ECON II

General Education Curriculum Codes

SB - (SB) Social & Behavioral Analysis: A&S Curriculum, SS - (SS) Social Sciences

PUBPOL584D - Resource & Environmental Economics II

Course Description

Part 2 of a survey course in environmental and natural resource economics. Part 2 focuses on basic theory and methods of economic analysis of natural resource problems including extraction of non-renewable resources over time, fisheries economics and forest economics. Prerequisite: Environment 520.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

0.5

Max Units:

1.5

Crosslisted Courses

ECON531D RESOURCE & ENVIRON ECON II, ENVIRON521D RESOURCE & ENVIRON ECON II

General Education Curriculum Codes

(SS) Social Sciences

PUBPOL585 - Climate Change Economics and Policy

Course Description

This course explores the economic characteristics of the climate change problem, assesses national and international policy design and implementation issues, and surveys the economic tools necessary to evaluate climate change policies. Discussion-oriented requiring high degree of student participation. Course objectives are increased comprehension of economic aspects of climate change and ability to apply tools of economic analysis to climate policy and the responses of firms and households to it. Course designed for graduate and advanced undergraduate students.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

ENVIRON640 CLIMATE CHANGE ECON AND POLICY

PUBPOL585K - Climate Change Economics and Policy

Course Description

Explores the economic characteristics of the climate change problem, assesses national and international policy design and current implementation issues, and surveys the economic tools necessary to evaluate climate change policies.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

ENVIRON640K CLIMATE CHANGE ECON AND POLICY

General Education Curriculum Codes

STS - (STS) Science, Technology, and Society, SS - (SS) Social Sciences

PUBPOL586 - Human-Centered Security and Privacy

Course Description

This course will introduce several security and privacy topics that have strong human factors component. Some of the themes that we cover throughout this course include overview of User Research Methods and Ethics, Equity and Inclusivity in Security and Privacy, Challenges In Designing Usable Security and Privacy Tools, Security and Privacy Education and Awareness, and Human-Centered Security and Privacy in Emerging Technologies. This course includes weekly reading commentaries, a midterm exam, and a final group research project. Recommended prerequisite: user research methods and CompSci 201 or equivalent programming experience.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

COMPSCI586 USABLE SECURITY AND PRIVACY, ISS586 USABLE SECURITY AND PRIVACY, ECE657 USABLE SECURITY AND PRIVACY

PUBPOL588SA - Politics, Policy, & the Media

Course Description

This course examines the contemporary political and policymaking landscape, with a particular emphasis on the role that both traditional media forms, such as mainstream journalism, and newer media forms, such as social media, play in the dynamics of opinion formation, public deliberation, policymaking, policy advocacy, and political campaigning. This course will take advantage of the Washington, DC location to bring in guest speakers engaged in various aspects of the political and policymaking processes, with an emphasis on those engaged in processes such as political campaign communication, political advocacy, politics, and policy reporting, and the measurement of public opinion.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

JAM586SA POLITICS, POLICY, & THE MEDIA

General Education Curriculum Codes

SS - (SS) Social Sciences

PUBPOL590 - Advanced Topics in Public Policy

Course Description

Selected topics.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

3

Max Units:

3

PUBPOL590S - Advanced Topics in Public Policy

Course Description

Selected topics. Seminar version of Public Policy Studies 590.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

3

Max Units:

3

PUBPOL590T - Bass Connections Selected Special Topics

Course Description

Project-based course in which undergraduate and graduate students work collaboratively to produce a significant public-facing research product drawing on analysis from across the social sciences. Topics vary depending on section. Students will gain a conceptual understanding of the project topic, develop research plans, conduct new research, and develop a final product containing significant analysis and interpretation (e.g., exhibits, databases, oral histories, data visualizations).

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

PUBPOL592 - UNFCCC Practicum

Course Description

The U.N. Climate Change Negotiations Practicum is a Bass Connections-affiliated course that examines the negotiation of international climate change agreements under the United Nations Framework Convention on Climate Change (UNFCCC).

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

1.5

Max Units:

1.5

Crosslisted Courses

ENVIRON592 UNFCCC PRACTICUM

General Education Curriculum Codes

IJ - (IJ) Institutions, Justice & Power: A&S Curriculum, SS - (SS) Social Sciences

PUBPOL596 - Evaluation of Public Expenditures

Course Description

Basic development of cost benefit analysis from alternative points of view, for example, equity debt, and economy as a whole. Techniques include: construction of cash flows, alternative investment rules, inflation adjustments, optimal timing and duration of projects, private and social pricing. Adjustments for economic distortions, foreign exchange adjustments, risk and income distribution examined in the context of present value rules. Examples and cases from both developed and developing countries.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

ECON521 EVALUATION PUBLIC EXPENDITURES, ENVIRON532 EVALUATION PUBLIC EXPENDITURES

General Education Curriculum Codes

(SS) Social Sciences

PUBPOL596D - Evaluation of Public Expenditures

Course Description

Basic development of cost benefit analysis from alternative points of view, for example, equity debt, and economy as a whole. Techniques include: construction of cash flows, alternative investment rules, inflation adjustments, optimal timing and duration of projects, private and social pricing. Adjustments for economic distortions, foreign exchange adjustments, risk and income distribution examined in the context of present value rules. Examples and cases from both developed and developing countries.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

ECON521D EVALUATION PUBLIC EXPENDITURES, ENVIRON532D EVALUATION PUBLIC EXPENDITURES

General Education Curriculum Codes

(SS) Social Sciences

PUBPOL598 - Economic Growth and Development Policy

Course Description

Basic principles and policy issues in the study of economic growth and development. The roles of physical, natural and human capital, technological innovation, productivity improvements, history and institutions in explaining patterns and causes of variations in growth and developmental performance of countries. Effects on growth, development, wellbeing and poverty levels of many current policy issues including HIV/AIDS, financial crises, macro-stability, foreign aid and investment, debt burdens and forgiveness, governance and corruption.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

ICS598 ECON GROWTH & DEV POLICY

General Education Curriculum Codes

(STS) Sci, Tech, and Society, (W) Writing, (SS) Social Sciences

PUBPOL606 - Macroeconomic Policy and International Finance

Course Description

Survey of macroeconomic theory and analysis of policies designed to reduce unemployment, stimulate economic growth, and stabilize prices. Conventional monetary and fiscal instruments, employment policies, and new policies designed to combat inflation.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

ECON506 MACROECONOMIC POLICY

General Education Curriculum Codes

SB - (SB) Social & Behavioral Analysis: A&S Curriculum, SS - (SS) Social Sciences

PUBPOL607 - Cost-Benefit Analysis for Health and Environmental Policy

Course Description

Course considers the importance of economic analysis, or cost-benefit analysis (CBA), for public policy assessments. Specific focus is on health and environmental policy, and the steps in identification / cataloguing, quantification, and monetization of impacts of potential policies and projects. Covers: Economic rationale for CBA; Basic principles for assessing the economic effects of projects; Techniques for valuing health and environmental impacts; Intergenerational/philosophical concerns related to CBA; Social discounting; Risk and uncertainty; Comparisons of CBA with other approaches (i.e. cost effectiveness analysis, multi-objective analysis).

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

GLHLTH531 COST-BENEFIT ANALYSIS/HLTH&ENV, ENVIRON563 COST-BENEFIT ANALYSIS/HLTH&ENV

General Education Curriculum Codes

R - (R) Research, SB - (SB) Social & Behavioral Analysis: A&S Curriculum, SS - (SS) Social Sciences

PUBPOL611S - Alt-Science; Bad Science: The Policy, Politics and Ethics of Misinformation on Science, Tech, Health

Course Description

This course will explore the origins, effects, and solutions to mis- and disinformation about science, technology, and health. It will investigate the social and technical forces that motivate, facilitate, amplify, and sustain misinformation about technical topics through a series of historical and contemporary cases. Drawing on ethical and policy frameworks, we will ask both what is just and what is expedient in how we approach and mitigate false and problematic content.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

SCISOC611S ALT-SCIENCE; BAD SCIENCE, JAM611S ALT-SCIENCE; BAD SCIENCE

General Education Curriculum Codes

EI - (EI) Ethical Inquiry, STS - (STS) Science, Technology, and Society, SB - (SB) Social & Behavioral Analysis: A&S Curriculum, SS - (SS) Social Sciences

PUBPOL613S - Technology Policy for the New Administration: Antitrust, Speech and Other Emerging Issues

Course Description

A seminar that will explore the technology policy agenda for the administration that will begin in January 2021. The course will examine how the new administration should consider policy design for technology, and will evaluate the potential impact of various policy proposals in consideration. Topics will include antitrust policy, harmful content, and free expression. Additional topics may include privacy, cybersecurity, law enforcement and national security, and artificial intelligence. The focus of the course may shift based on current events.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

SCISOC613S TECHNOLOGY POLICY

General Education Curriculum Codes

(STS) Sci, Tech, and Society, (SS) Social Sciences

PUBPOL614 - Privacy and Ethical Decision-Making in Our Digital Era

Course Description

Emerging technologies and data use in our digital economy affect privacy. We will evaluate the ethical issues raised when emerging tech and data use intersect with Americans' privacy interests in a variety of current contexts: law enforcement surveillance technologies; the national response to the Covid-19 pandemic; corporate surveillance and the advertising business model; the ways in which our family, friends, and neighbors' use of technology can affect our privacy (e.g., DNA testing, Alexa, Amazon Ring, Nest); student surveillance; sexual privacy and Section 230; algorithmic decision-making; and employment issues including hiring and monitoring. Spoiler alert: Privacy Isn't Dead.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

SCISOC614 PRIVACY, ETHICS, DATA AND TECH

General Education Curriculum Codes

EI - (EI) Ethical Inquiry, STS - (STS) Science, Technology, and Society, SS - (SS) Social Sciences

PUBPOL614S - Privacy and Ethical Decision-Making in Our Digital Era**Course Description**

Emerging technologies and data use in our digital economy affect privacy. We will evaluate the ethical issues raised when emerging tech and data use intersect with Americans' privacy interests in a variety of current contexts: law enforcement surveillance technologies; the national response to the Covid-19 pandemic; corporate surveillance and the advertising business model; the ways in which our family, friends, and neighbors' use of technology can affect our privacy (e.g., DNA testing, Alexa, Amazon Ring, Nest); student surveillance; sexual privacy and Section 230; algorithmic decision-making; and employment issues including hiring and monitoring. Spoiler alert: Privacy Is Not Dead.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units**Min Units:**

3

Max Units:

3

Crosslisted Courses

SCISOC614S PRIVACY, ETHICS, DATA AND TECH

General Education Curriculum Codes

EI - (EI) Ethical Inquiry, STS - (STS) Science, Technology, and Society, CZ - (CZ) Civilizations

PUBPOL631K - Environmental Science Research Methods**Course Description**

Research methodology for environmental sciences, including health sciences and social sciences. Topics covered include quantitative and qualitative methods, experimental and quasi-experimental research designs, sampling and sample size determination, survey design and implementation, and the process of publishing academic research. Students will review published research of other scholars and critically evaluate the strengths and weaknesses of the methods they employ in addressing their specific research questions. Taught at Duke Kunshan University in Kunshan, China.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units**Min Units:**

3

Max Units:

3

PUBPOL632K - Environmental Science Research Methods II**Course Description**

A more advanced version of PUBPOL 631K Research Methods I. A survey of research methods used in anthropology, social science, public health, and economics. Based on readings, students will present and formulate discussions on research questions, research method, data source, findings, inference, and policy implications. Introduces theoretical foundations of applied research and guidance on applying methods to specific research questions. Topics covered in this course include quantitative and qualitative methods, experimental and quasi-experimental research study design, and the academic publication process.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units**Min Units:**

3

Max Units:

3

PUBPOL645 - Global Inequality Research

Course Description

Engagement of vertically integrated research teams in projects exploring racial and ethnic disparities exhibited and expressed in six arenas: employment, wealth, health, political participation, education, and arts and culture. Each team will produce a major paper that will qualify for submission to a refereed journal in the area relevant to the focus of the study.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

AAAS642 GLOBAL INEQUALITY RESEARCH, ECON541 GLOBAL INEQUALITY RESEARCH, SOCIOL642 GLOBAL INEQUALITY RESEARCH, POLSCI642 GLOBAL INEQUALITY RESEARCH, RIGHTS642 GLOBAL INEQUALITY RESEARCH

General Education Curriculum Codes

CCI - (CCI) Cross Cultural Inquiry, R - (R) Research, SS - (SS) Social Sciences

PUBPOL646S - Strategic Storytelling: Narratives for Development

Course Description

With a broad array of storytelling mediums, we ask how 'sticky' stories told about poverty or development strategically can add to our ability properly to understand poverty and to conduct appropriate development policies more effectively. What are the benefits and limitations of considering public policy problems by entering through the arts of storytelling and of storylistening? How do stories help readers/listeners become alive to ethical and cultural considerations previously unseen or unheard? How might these stories enable storytellers to tell stories on their own terms, opening up new and critically important terrains for public policy? Soft power strategy. Guest practitioners.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

ETHICS646S STRATEGIC STORYTELLING, ICS646S STRATEGIC STORYTELLING

General Education Curriculum Codes

(CCI) Cross Cultural Inquiry, (EI) Ethical Inquiry, (ALP) Arts, Lit & Performance, (SS) Social Sciences

PUBPOL667S - American Civil-Military Relations

Course Description

Theory and practice of relations between the military, society, and the state in the US. Special attention paid to how civil-military relations play out in the use of force. Other topics include: public opinion, casualty sensitivity, and the role of the military in partisan politics. Consent of instructor required.

Grading Basis

Graded

Course Typically Offered

Occasionally

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

POLSCI667S AMER CIVIL-MILITARY RELATIONS

General Education Curriculum Codes

R - (R) Research, SB - (SB) Social & Behavioral Analysis: A&S Curriculum, SS - (SS) Social Sciences

PUBPOL680S - Technology Policy

Course Description

An overview of current issues in technology policy, such as content moderation, antitrust, data sharing, and encryption. The course will approach these issues from a practitioner's perspective, exploring the costs and benefits of existing and potential policy frameworks and the relationship between public policy and technology product design.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

SCISOC680S TECHNOLOGY POLICY

General Education Curriculum Codes

(EI) Ethical Inquiry, (STS) Sci, Tech, and Society

PUBPOL700S - Policy Analysis of Development

Course Description

The broad objectives of this seminar are: 1) to examine the role of policy analysis in solving important social problems; and 2) to develop the analytical and communication skills of participants in order to undertake effective policy analysis. This seminar examines public policy objectives and the role of policy analysis in achieving these objectives, market and government failures, the role of the public and private sector, policy analysis tools (e.g. cost-benefit analysis, decision analysis, etc.), and policy implementation and evaluation. Emphasis is given to specific policy problems (e.g. social, environmental, health problems) based on the interests of the participants. This seminar relies on case studies, application of policy analysis tools, exercises, memos, policy critiques, and discussions with policy analysts. At the end of the semester participants should be able to understand policy issues and choices, why policies fail, how to use policy tools to reach decisions, and how to evaluate policies. Instructor consent required.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

PUBPOL701 - Economic Foundations for Development

Course Description

This course is an overview of microeconomic and macroeconomic principles related to development. The objective of the course is to provide analytical tools for the study of economic policies and problems in developing countries. The seminar includes presentation of theoretical material and its application to current topics and problems. Instructor consent required.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

PUBPOL702 - Applied Development Economics

Course Description

This seminar uses macroeconomic and microeconomic principles to analyze developmental challenges. We will use a core textbook to provide an integrated overview of many of the topics covered in the seminar, but the content and structure of the seminar will not follow the textbook and fellows will be required to read more widely and deeply on the topics covered. Many of the topics can be analyzed from both a microeconomic and macroeconomic angle, as well as from an institutional perspective, and the emphasis is on how to use a range of techniques to analyze different problems rather than identifying a problem that lends itself to the application of a particular technique.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

PUBPOL703 - DCID Summer Academic English Institute

Course Description

This program is designed to help MIDP international graduate students with their academic studies. This program will develop and strengthen academic English skills and help with acclimation to the US university environment. Please note: this is a non-degree, pre-academic English program. No credits are awarded and it does not count toward any Duke degree.

Grading Basis

Non-Graded Component

Course Typically Offered

Fall Only

Units

Min Units:

0

Max Units:

0

PUBPOL704 - Master's Project Preparation

Course Description

This one-credit mandatory seminar is intended to facilitate efficient preparation of the master's project. It focuses on preliminary preparation up to prospectus defense. The seminar reviews lessons from past experience, selection of topic, and development of a research plan as well as the key elements of the policy analysis methodology. Grading is based on participation and the quality of the final prospectus. Consent of instructor is required.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

2

PUBPOL705 - Master's Project in International Development Policy

Course Description

Emphasis on individual projects. Open to MIDP students only.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1

Max Units:

2

PUBPOL707 - Capacity Development

Course Description

Over the last forty years our understanding of the what, the why, and the how of capacity development has continued to evolve. While there remain challenges in gaining agreement on which practices are most effective, what we do know is that those efforts which are most enduring include a multi-pronged approach working at the various levels. During this course we'll look at: various dimensions of capacity development; individual, organizational, and environmental; the role of training, learning, and performance in developing capacity at the various levels; the role of systems thinking and practice in capacity development; and fragile and conflict-affected states and capacity development.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

PUBPOL711 - Public Policy Writing Practicum

Course Description

Good writing comes from good thinking. In most cases, the biggest problem in 'bad writing' is not bad grammar but poor style. We have all heard advice like 'be clear' or 'never use the passive,' but what we need is to understand how to write clearly and why the passive may or may not be a good option. This mini-seminar will introduce a simple system of writing style that can be learned and put to use immediately. (Please bring your computer to class.) It is open to all MIDP and MPP students.

Grading Basis

Credit / No Credit

Course Typically Offered

Fall Only

Units

Min Units:

0

Max Units:

0

PUBPOL712 - Public Policy Presentation Practicum

Course Description

This 5-week course will help you prepare for public policy presentations. It is a class about PowerPoint slides, but it is also about how to prepare your argument and yourself. We will look at design and content issues, including topics such as what to say in the first 45 seconds of a presentation, what kinds of content to avoid in a presentation and how to display complex data. The only homework will be to come to class prepared to work on your next presentation. This class is open to all MIDP and MPP students.

Grading Basis

Credit / No Credit

Course Typically Offered

Spring Only

Units

Min Units:

0

Max Units:

0

PUBPOL713 - Professional Editing Practicum

Course Description

To be effective, policy writing must be well-structured, clear and free from distractions. While most of our writing efforts must be focused on content, in today's world, writers must also learn how to pay attention to form and format. In this short course, you will learn the mindset and specific skills needed for a professional level of writing and editing.

Grading Basis

Credit / No Credit

Course Typically Offered

Fall Only

Units

Min Units:

0

Max Units:

0

PUBPOL715 - Rotary Cornerstone Practicum

Course Description

This mandatory practicum is intended to facilitate the future leadership roles of Rotary Peace Fellows in the field of Peace and Conflict Prevention and Resolution. This seminar will assist fellows in shaping their 21-month program of study with the goal of achieving the outcomes desired by each individual fellow. The seminar comprises three elements: (i) reflection on each fellows' skills, attributes and achievements that they bring with them to Duke-UNC; (ii) examination of leadership and ethical decision-making styles (through the Myers Brigg Type Indicator – MBTI- 'test'), (iii) planning for the future through strategic selection of courses, the required summer internship and topics for fellows' masters projects/theses. Only open to Duke – UNC Rotary Peace Fellows

Grading Basis

Credit / No Credit

Units

Min Units:

0

Max Units:

0

PUBPOL730 - Project Management for International Development

Course Description

A significant proportion of international development assistance is offered in the form of complex projects. The management of such projects is challenging and quite different from the management of repetitive day-to-day operations. In addition, the environment for international development projects presents further challenges for the project manager. We will explore in some detail three of the most important phases of the project life cycle- project identification, project design and implementation planning-before considering how the project manager builds and leads the project team, manages risk and monitors and controls implementation towards a successful conclusion.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

3

Max Units:

3

PUBPOL733 - Cost-Benefit Analysis (Part I): Theory & Practice

Course Description

Covers theory and practice of cost-benefit analysis (CBA), or economic analysis, as an important tool for conducting public policy assessments, with emphasis on environmental and health policy interventions. Covers topics such as the economic and ethical rationale for CBA, basic principles for assessing the economic effects of projects, intergenerational and philosophical concerns as they relate to CBA, social discounting, equity analysis and poverty weights, and risk and uncertainty. Recommended prerequisite: Intermediate/advanced microeconomics.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

1.5

Max Units:

1.5

Crosslisted Courses

GLHLTH733 COST-BENEFIT I: THEORY, ENVIRON758 COST-BENEFIT I: THEORY

PUBPOL734 - Cost-Benefit Analysis (Part II): Nonmarket Valuation

Course Description

Builds on Cost-Benefit Analysis Part I (GLHLTH 733), but can also be taken as a stand-alone module. Covers advanced topics in nonmarket valuation, including hedonic valuation, the travel cost method, stated preference methods, and averting expenditures or coping costs approaches. Emphasis is on environmental and health concepts and applications. Recommended prerequisite: Intermediate/advanced microeconomics; advanced econometrics.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units**Min Units:**

1.5

Max Units:

1.5

Crosslisted Courses

GLHLTH734 COST-BENEFIT II: VALUATION, ENVIRON746 COST-BENEFIT II: VALUATION

PUBPOL741 - Empirical Analysis for Economic Development

Course Description

The objective of this course is to provide future decision makers with the necessary tools of statistical analysis to enable them to eventually conduct effective empirical analysis of policy issues in economic development. The course focuses on providing tools for using data to gain insight into real development problems for professionals whose primary activity is not advanced data analysis.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units**Min Units:**

1

Max Units:

3

PUBPOL741D - Empirical Analysis for Economic Development

Course Description

The objective of this course is to provide future decision makers with the necessary tools of statistical analysis to enable them to eventually conduct effective empirical analysis of policy issues in economic development. The course focuses on providing tools for using data to gain insight into real development problems for professionals whose primary activity is not advanced data analysis.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units**Min Units:**

1.5

Max Units:

3

PUBPOL743 - Design and Analysis of Public Private Partnerships

Course Description

This course focuses on the difficult choices governments need to make to improve service provision in a wide range of sectors from public utilities and transportation to health and education services. It covers the range of contractual arrangements open to governments to construct, maintain and operate infrastructure services and facilities such as hospitals and schools, as well as service provision in varied contexts in the world. Key concerns we address are the identification, analysis, allocation and management of risks and incentives under different contractual arrangements, including the guidelines and criteria that are appropriate to analyze and implement PPPs.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units**Min Units:**

3

Max Units:

3

PUBPOL754 - International Energy System, Sustainable Development and Security

Course Description

One of the main challenges for the 21st century policy-makers is how to develop and manage adequate, affordable and reliable energy services to fuel sustainable social and economic development. Thus far, in many countries energy production and use have been inefficient and unsustainable, resulting in missed development opportunities and/or serious policy failures, aggravation of international and domestic conflicts, and wasted resources and environmental damage. The course explores why these problems occur and what are the implications of the most recent shifts in global energy patterns for global economy and politics.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

PUBPOL756S - Social Hierarchies and Health: Race, Ethnicity, Tribal Affiliation and Caste

Course Description

This course utilizes transnational comparisons to examine health inequities by socially constructed categories of human distinction, stratified hierarchies of differential human valuation and institutionalized social bias. The course opens by examining US specific racial and SES health disadvantage. It then addresses health inequity for a diverse range of international social systems. A central thesis of the course holds that health inequity is a manifestation of physically embodied stress from differences in lived experience that impact health beyond the effects of SES, individual behavior, health insurance, and medical care.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

GLHLTH756S SOCIAL HIERARCHIES & HEALTH

PUBPOL760 - Conflict, Security and Development

Course Description

The course aims to explore the 'development-security-conflict' nexus. The linkages between insecurity and rising levels of inequality and poverty are many and complex. High levels of conflict and societal fragility undermine prospects of achieving 'freedom from want.' Meantime, development strategies, policies and programs that often generate 'winners' and 'losers' may sow seeds for violent conflict. The course explores what spurs risks of violence, why conflict prevention and recovery have proven difficult to address and how national governments and their international development partners can design policies that can simultaneously address development and peace.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

PUBPOL761 - Human Rights and Conflict

Course Description

One story of the relationship between human rights and conflict is told in the Preamble to the UN Charter: the human rights framework of our age came about because of the 20th century's two world wars. But for the 'untold sorrow' brought about by these conflicts, so the story goes, there would have been no effective demand for and no construction of a set of legal, political and ethical norms intended to help 'save succeeding generations from the scourge of war'. In this course we will examine the link between human rights and conflict in an interdisciplinary fashion. What are the multiple ways in which the law and political advocacy of human rights relate to conflict? Do demands for human rights precipitate or fuel as much as prevent-conflicts, whether as war or in other forms of large scale suffering? Are human rights essential for what the field of conflict resolution has termed 'positive peace'? Should policymakers involved in multiple stages of conflict, both inter-and intrastate, be more cautious about viewing rights as a remedy for conflicts? What are relevant ethical considerations? With the benefit of greater analytical and contextual understanding of competing priorities and tradeoffs, what positive role might be cast for human rights in the conflicts of the 21st century? To consider these and other questions, we will draw substantially on historical and policy analyses, learning the legal/political history of the contemporary framework for human rights and connecting it to real world efforts underway by lawyers and other practitioners to reframe and transform conflict and build peace. Consent required by instructor.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

PUBPOL763 - Introduction to Peace and Conflict Resolution

Course Description

The objective of this seminar is to provide an introduction to the multi-disciplinary field of Peace and Conflict Studies as a foundation for and complement to the overall Rotary Curriculum through course content which: Provides an introduction to the field of Peace and Conflict Studies; Emphasizes the interdisciplinary nature of peace and conflict studies and analyzes the nature and causes of conflicts from a variety of perspectives and inquiries including gender, political science, sociology, social psychology, economics, biology, ethnicity etc.; Provides students with the appropriate analytical tools to think critically about conflicts, including terrorism.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

1

Max Units:

3

PUBPOL764 - Governance and Development

Course Description

Exactly how governance, economic growth, and poverty reduction are interrelated is a subject of much controversy. The first part of this course will explore questions such as 'What is governance?' 'What does good governance mean?' 'How is it measured?' 'What is the relationship among governance, growth, and poverty reduction?' 'Does good governance necessarily mean democratic governance?' From there, the course will move on to selected topics central to the good governance agenda, including public sector reform, corruption, and decentralization. The course will end with a look at global influences on developing country governance.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

PUBPOL770 - Public Finance in Developing and Emerging Economies

Course Description

Covers the basic theory, policy and practice of public finance in these economies. It examines the economic roles and rationale for government and potential methods of financing government. The nature of fiscal policy and its relationship to macroeconomic policy is examined, including issues of foreign aid, debt financing and inflation. The course analyzes the approaches to pricing, financing and evaluating public sector outputs such as roads, water, education and electricity. It then reviews and analyzes taxes on trade, consumption, income, property and natural resources considering their economic efficiency and administrative costs and distributional impacts. Methods and importance of forecasting revenues are presented. Special topics include the design and role of tax incentives and environmental taxes. Instructor consent required.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

PUBPOL771 - Comparative Tax Policy

Course Description

This course is required for ITP fellows. Investigates in detail the design and policy options in the major taxes on consumption and income, comparing these taxes across countries. The impacts of these tax designs on revenues, economic efficiency, administrative and compliance costs and income distributions are considered. The course reviews the principles of taxation, including those used in allocating taxes to the multiple levels of government in the context of decentralization and across states in common markets or federal systems. In the area of consumption taxes, the course focuses in detail on value-added taxes and general goods and service taxes, but turnover and selective sales taxes are also considered. For income taxes, detailed design features covered include the definition of income, capital gains, employment benefits, business expenses, accounting conventions, inflation indexation, tax integration, international tax harmonization, transfer pricing, thin capitalization and tax incentives. For all taxes, issues of the treatment of small businesses and the informal sectors are featured. This course follows Public Policy Studies 770, Public Finance in Developing and Emerging Economies, but can also be taken by students with appropriate backgrounds in public finance or taxation. Instructor consent required.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

PUBPOL772 - Comparative Tax Administration

Course Description

This course is required for ITP fellows. Reviews modern approaches to tax administration for both border and domestic taxes, and compares approaches across countries. The course covers all the major functions of tax administration, considering legal, technical and managerial issues. The trends in tax administration toward a greater degree of self-assessment, and toward functional and client-oriented organization are themes throughout the course. In addition, new trends and techniques are highlighted, including computerization and e-governance, the design of risk-weighted random audit selection, and valuation and transfer pricing issues. The organization of tax administration is a core issue, including the use of revenue authorities and the legal frameworks underpinning tax administration and organization. Finally, tax reform experiences are reviewed, including planning and change management. Instructor consent is required.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

PUBPOL776 - Public Budgeting and Financial Administration

Course Description

Focuses on the policies, procedures, and skills needed for effective budgeting and financial management in the public sector. Core topics to be covered in the course include budget systems and controls, public sector accounting and costing, financial reporting for accountability, and capital budgeting and debt management. The course provides the analytical skills needed to understand the links between budgeting and the macro-fiscal framework, the political decision-making process, and the interests of citizens. The emphasis is on the theory and international practice of budgeting, with particular application to developing countries. Issues of program and performance budgeting, participatory budgeting and citizen accountability, and decentralized fiscal systems will be discussed. Consent of instructor required.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

PUBPOL778 - Fiscal Decentralization and Local Government Finance

Course Description

Focuses on analyzing policy and administrative options to effectively empower local governments to improve service delivery, economic governance and citizen participation. The course covers the theory and practice of fiscal decentralization with detailed analysis on the four pillars of rationalizing central-local expenditure and revenue responsibilities, designing effective intergovernmental transfers and structuring local borrowing. Special attention will be paid to the practical aspects of designing and implementing effective decentralization reforms to improve efficiency and accountability within the public sector. Consent of instructor required.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

PUBPOL780 - Project Appraisal and Risk Management

Course Description

Application and consent required. Project Appraisal and Risk Management teaches financial, economic, stakeholder, and risk analysis and risk management through real and applied case studies, lectures and group discussions. The workshop takes students through a flexible appraisal framework designed to handle different types of projects, from commercial enterprises and utilities to infrastructure investments and social programs. It also covers a wide range of issues such as environmental impacts, risk management and poverty reduction. Admitted students typically have held employment with: government ministries and public enterprises; banks (private and public) and financial institutions; investment analysis agencies; international development agencies; individual and corporate investment firms; private management, engineering and business consulting firms; regulatory institutions; international aid agencies. Instructor consent required.

Grading Basis

Graded

Course Typically Offered

Summer Only

Units

Min Units:

6

Max Units:

6

PUBPOL781 - Tax Policy for Practitioners

Course Description

Available to MIDP ITP fellows only. TARF covers the economic foundations of tax policy, revenue forecasting and statistical techniques to give participants the capacity to implement successful tax reforms. The course covers a wide variety of taxes such as value-added tax, personal and corporate income tax, excises, property tax, trade taxes and taxes on natural resources and their forecasting techniques. This training program is open to individuals working professionally in tax policy, tax administration, economics, finance, accounting, management or other related fields. Instructor consent required.

Grading Basis

Graded

Course Typically Offered

Summer Only

Units

Min Units:

6

Max Units:

6

PUBPOL786 - Independent Research Topics in International Development Policy

Course Description

Selected topics. Consent of instructor required.

Grading Basis

Graded

Units

Min Units:

0.5

Max Units:

4

PUBPOL789 - Master of International Development Policy Mini-Seminars

Course Description

Short-term, mini-seminars on variable topics in International Development Policy.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

0.5

Max Units:

1.5

PUBPOL790 - Special Topics in International Development Policy

Course Description

Variable topics on International Development. Current offerings include: Human Rights and Conflict (3 units), Law and Development (3 units), Monitoring and Evaluation for Policy and Project Success (3 units), Fiscal Policy, Globalization and Development (3 units), Indigenous Peoples, Human Rights and Development (1.5 units), Culture, Policy and Action (1.5 credits), Capacity Development (1.5 credits).

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

0.5

Max Units:

3

PUBPOL792 - Special Readings in Public Policy Studies

Grading Basis

Graded

Units

Min Units:

0.5

Max Units:

3

PUBPOL800 - Career and Professional Skill Development

Course Description

Various professional development topics in preparation for fulfilling the MPP and MIDP summer internship requirement. Open only to first-year MPP and MIDP students.

Grading Basis

No Grade Associated

Course Typically Offered

Fall Only

Units

Min Units:

0

Max Units:

0

PUBPOL801 - Graduate Curricular Practical Training in Policy Analysis

Course Description

The course is designed to foreign graduate students who will undertake paid internship opportunities off-campus, corresponding to the fulfillment of a Curricular Practical Training (CPT) requirement. The course is designed to make it possible for graduate students to advance professionally by interacting with entities outside the university and enrich their postgraduate experience in a way that is integrated with the curriculum. CPT corresponds to external employment like alternate work/study, internship, or any other type of required internship or practicum deemed complementary to the curricular training within the School. Per immigration regulation, CPT is available only prior to the completion of a degree program and must be processed by Visa Services only after a job offer is issued. CPT employment may not delay completion of the academic program. Instructor consent required.

Grading Basis

Graded

Course Typically Offered

Summer Only

Units

Min Units:

1

Max Units:

3

PUBPOL802 - Master's Student Summer Internship

Course Description

The course provides a structure for the master's students to complete required summer internships. Students will complete summer internships off campus and prepare reflection documentation on learning objectives and skills gained. Instructor consent required.

Grading Basis

Credit / No Credit

Course Typically Offered

Summer Only

Units

Min Units:

0

Max Units:

0

PUBPOL803 - Policy Analysis I

Course Description

Introduction to policy analysis and advising. Emphasis on written and oral communication skills, the substance of public policies, and the role of policy analysts. Open to public policy studies MPP students only. Department consent required.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

3

Max Units:

3

PUBPOL804 - Policy Analysis II

Course Description

The role and influence of policy analysis. The examination of specific public policy cases and recommendations for action. Emphasis on written and oral communications skills. Open to public policy studies MPP students only.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

PUBPOL807 - Master's Project I

Course Description

Emphasis on individual or group projects. Preparation for Master's Project. Open to Public Policy Studies MPP students only. Prerequisite: for 808, Public Policy Studies 807 or consent of instructor.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

PUBPOL808 - Master's Project II

Course Description

Emphasis on individual or group projects. Preparation for Master's Project. Open to Public Policy Studies MPP students only. Prerequisite: for 808, Public Policy Studies 807 or consent of instructor.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

PUBPOL810 - Microeconomics and Public Policy-Making

Course Description

Consumption and production theory, welfare economics, theories of collective choice, market structures and regulation, and nonmarket decision making.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

PUBPOL811 - Microeconomics: Policy Applications

Course Description

Application of microeconomics to government and public policy. Equity and efficiency of public policy. Cost-benefit analysis. Taxation, regulation, social insurance, provision of goods and services. Policies include minimum wage, excise taxes, bans, information, and regulation of utilities. Recommended prerequisite: intermediate microeconomics.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

3

Max Units:

3

PUBPOL811D - Microeconomics: Policy Applications

Course Description

Application of microeconomics to government and public policy. Equity and efficiency of public policy. Cost-benefit analysis. Taxation, regulation, social insurance, provision of goods and services. Policies include minimum wage, excise taxes, bans, information, and regulation of utilities. Recommended prerequisite: intermediate microeconomics.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

3

Max Units:

3

PUBPOL812 - Statistics and Data Analysis for Policy Makers

Course Description

The purpose of this course is to ensure that students are both critical consumers and effective producers of statistical evidence presented in support of policy arguments. Upon completing this course, students will have the capacity to analyze and evaluate arguments based on simple descriptive statistics, correlation, or multiple regression analysis. Students will also receive hands-on training in the creation of convincing statistical reports, from manipulating large datasets to conducting sensitivity analysis and presenting results.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

PUBPOL813 - Quantitative Evaluation Methods

Course Description

Problems in quantifying policy target variables such as unemployment, crime, and poverty. Experimental and nonexperimental methods for evaluating the effect of public programs, including topics in experimental design, regression analysis, and simulation. Graduate status only. Prerequisite: Public Policy Studies 604 or equivalent.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

PUBPOL814 - The Politics of the Policy Process

Course Description

Students will build practical knowledge of the policy process, including the legislative, executive, and judicial branches and the role of state and local government; analyze the role and influence of non-governmental actors, including political parties and campaigns, interest groups, the media, and citizens; discuss and debate major structural and political challenges facing the United States and other countries; develop skills used commonly in politics, including writing for decision-makers, mapping and analyzing power, analyzing public opinion, and communicating with the public; and reflect on their personal values and beliefs about politics, government, and social change.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

PUBPOL815 - Public Management I

Course Description

Operations management, information and performance, personnel management, public sector marketing.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

PUBPOL816 - Ethics and Policy-Making

Course Description

Normative concepts in politics, liberty, justice, and the public interest: historical and philosophical roots, relationship to one another and to American political tradition, and implications for domestic and international problems. Department consent required.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

GLHLTH840 ETHICS AND POLICY-MAKING

PUBPOL817 - Ethics and Equity in Media, Journalism, and Documentary

Course Description

Students will engage with media, journalism, and documentary industry case studies examining contemporary and historical ethical questions around race, gender, sexuality, class, and similar dynamics. Students will also research strategies used by journalists, documentarians, policy makers, and technologists to reckon with societal debates around these topics, against a backdrop of increasing calls for transparency. Also, students will explore how media creators balance responsibilities to audiences, industry norms, accountability to communities, and moral concerns. The range of works studied include long-form reportage, photo essays, documentary shorts films, podcasts, and technology tools. Sims.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

3

Max Units:

3

PUBPOL820 - Globalization and Governance

Course Description

Seminar explores economic, political, and social aspects of globalization and their implications for public policy making in the twenty-first century. Focus on issues of governance, particularly international cooperation, the design of international organizations, and the role of international NGOs. Policy areas include international trade and finance, environment, security, human rights, media and communications, and international development.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

PUBPOL822 - Advanced Econometrics: Methods for Causal Inference and Program Evaluation

Course Description

This course covers statistical and econometric methods for inferring causal relationships in public policy. The first part of the course will review material from introductory statistics including summarizing data, classical hypothesis testing, and constructing and interpreting confidence intervals. The second part of the course will focus on the mechanics of ordinary least squares (OLS) regression. The third part of the course will cover econometric methods used for inferring causal relationships in public policy and program evaluation, including randomized controlled trials (RCTs), difference-in-differences (DD), and regression discontinuity (RD).

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

PUBPOL823 - Advanced Econometrics II - Methods for Causal Inference and Program Evaluation

Course Description

The course is designed for those who would like to conduct causal research and/or program evaluations, but also for those who want to interpret research appropriately and understand how results can inform policy. The idea is to provide a framework for data-based analysis of: i) reasons for government intervention; ii) benefits associated with possible government policies, and; iii) economic agents' (likely) response to governmental actions. Discussions will be based on examples from the literature focusing on domestic and international policy issues, and will offer an opportunity to obtain hands-on experience using actual and simulated data sets and statistical software. Consent of instructor is required. Prerequisite: Public Policy 822.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

PUBPOL825 - Health Policy

Course Description

Healthcare in the U.S. is financed and delivered by a complex mix of public and private entities. In this course, we will examine the basic features of the U.S. healthcare system. Who are the major players and how do they interact? What are their incentives and how does policy influence their behavior? We will explore a series of foundational issues in the context of the U.S. system including the goals of a healthcare system, how to think about healthcare spending,

Grading Basis of the healthcare system and health policy in both generating and **Course Typically Offered** health. We will also examine the major institutional **Grading Basis** of the US healthcare system how policy affects individuals and organizations. **Course Typically Offered** occasionally the implications for the health and well-being of individuals and populations.

Units

Min Units:	Max Units:
3	3

PUBPOL829 - Hertie Study Abroad: Special Topics

Course Description

Graduate-level courses taken at the Hertie School of Governance in Berlin, Germany.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:	Max Units:
3	3

PUBPOL830 - Special Topics Module

Course Description

Selected topics.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:	Max Units:
1.5	1.5

PUBPOL831 - Policy Analysis for Public Affairs Leaders

Course Description

This course provides a foundational overview of policy analysis tools and strategies to inform the decisions of public affairs practitioners. Students will learn how to identify and frame policy problems, evaluate potential solutions, and communicate decisions clearly and persuasively. They will examine the strengths and limitations of common analytical frameworks such as market analysis, benefit-cost analysis, behavioral economics, and equity analysis, applying these frameworks to real-world cases in their areas of practice. In addition to developing their skills as policy analysts, the course will strengthen students' writing and research skills through a series of applied assignments.

Grading Basis

Graded

Course Typically Offered

Summer Only

Units

Min Units:	Max Units:
3	3

PUBPOL832 - Data Analysis for Decision Makers

Course Description

This course equips public affairs practitioners to analyze and interpret data as an essential input in their decisions, with an emphasis on being informed consumers rather than original producers of quantitative analysis. Students will solidify their understanding of basic statistical concepts (including probability, sampling, and hypothesis-testing), examine the application of these concepts in common research methods, explore publicly available data sources used commonly in the practice of public affairs, and gain exposure to statistical software applications. They will also strengthen their data visualization and presentation skills through a series of applied assignments.

Grading Basis

Graded

Course Typically Offered

Summer Only

Units

Min Units:

3

Max Units:

3

PUBPOL833 - Leadership, Management, and Change

Course Description

What makes leaders effective, ethical, and equitable? How can managers guide their organizations through times of change? This course introduces MPA students to core concepts in leadership theory, public management, and organizational behavior, providing a framework for the leadership experience they have already begun to develop as practitioners. Students will examine different models of executive leadership and develop a set of practical management skills to drive change and innovation within their organizations. They will also develop an individualized leadership plan aligned with their professional goals, informed by a leadership assessment and one-on-one executive coaching sessions.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

PUBPOL835 - Organizations People & Culture

Course Description

People are the greatest asset in any organization, and effectively leading them is one of the most complex challenges faced by public affairs professionals. This course provides students with a foundational understanding of human resources management and organizational development, with a focus on the unique workforce dynamics within public affairs organizations. Students will analyze their organization's cultural intelligence and political environment, develop practical skills for managing all stages of the employee lifecycle, and explore contemporary challenges such as fostering inclusive workplaces, leading diverse teams, and managing hybrid and remote workforces.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

PUBPOL836 - Nonprofit Management and Strategy

Course Description

This course will help students who work (or aspire to work) in the non-profit sector develop and implement effective strategies for leading their organizations in an increasingly complex and competitive landscape. Informed by case studies, engagement with practitioners, and their own experiences, students will explore topics including non-profit governance and board engagement, fundraising and donor engagement, strategic planning, program delivery and community engagement, impact measurement and evaluation, and non-profit advocacy. As their culminating assignment, students will apply their skills and knowledge to a current challenge facing a non-profit organization of their choosing.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

PUBPOL837 - Public Budgeting and Financial Management

Course Description

This course provides students with a foundational understanding of fiscal policy, practical knowledge of the public budgeting process at various levels of government, and a set of financial management tools and strategies applicable to public and non-profit organizations. Students will analyze the 'players, process, and politics' of public budgeting, participate in simulated budgeting exercises, and develop a set of skills for influencing, planning, executing, and managing their organization's finances. The course will culminate with a team-based project requiring students to apply the skills and knowledge developed during the semester.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

PUBPOL838 - Navigating The Information Environment

Course Description

Today's public affairs leaders must navigate a dynamic and disruptive information environment that poses threats as well as opportunities to the organizations they lead. This course will help students understand and navigate contemporary challenges such as the rise of artificial intelligence, mis/disinformation, threats to cybersecurity, and the fractured and volatile media landscape. Students will map and analyze the information ecosystems in which their organizations or communities of practice operate, explore contemporary topics such as privacy and data governance, and examine the evolving legal, regulatory, and political landscape surrounding the news and information environment.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

PUBPOL840S - Introductory Demographic Measures and Concepts

Course Description

Introduction to demographic concepts, measures, and techniques. Focus on population change, mortality, morbidity, fertility, marriage, divorce, and migration. Illustration of broader application of demographic measurement and techniques to other aspects of society and population health, such as educational attainment, labor force participation, linkages between mortality, morbidity and disability, and health and mortality differentials. Students will also learn how to apply methods discussed.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

GLHLTH761S DEMOGRAPHIC MEASURES/CONCEPTS

PUBPOL841 - Science Law and Policy

Course Description

How is science regulated? States, federal government and international agencies all set policy. How do disparate regulations impact research and translation? Class is a mix of law, ethics and science students; learning a common language an important element of the course. Classes include analysis of cases studies. No prerequisites. Training in sciences not required. MA, PhD and JD/MA students register in BIOETHIC 704 – consent of professor required. Law students (other than JD/MAs) register in LAW 333.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

BIOETHIC704 SCIENCE LAW AND POLICY

PUBPOL845S - Racial and Ethnic Minorities in American Politics

Course Description

Graduate-level course on politics of the United States' four principal racial minority groups Blacks, Latinos, American Indians, and Asian Americans. Importance of race and ethnicity in American politics is also explored.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

AAAS740S RACIAL/ETH MINORITIES AMER POL, POLSCI703S RACIAL/ETH MINORITIES AMER POL

PUBPOL849A - Marine Policy (A)

Course Description

Formal study of policy and policy-making concerning the coastal marine environment. History of specific marine-related organizations, legislation, and issues and their effects on local, regional, national, and international arenas. Topics explored through use of theoretical and methodological perspectives, including political science, sociology, and economics. Consent of instructor required. Taught in Beaufort at Duke Marine Lab.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

ENVIRON786A MARINE POLICY, POLSCI707A MARINE POLICY

PUBPOL850 - Social Policy

Course Description

This course will introduce students to the major methods used in the analysis of problems in social policy. These methods derive from economics, political science, human development, ethics, and systems analysis. Students will learn to apply these methods to contemporary problems. Students will learn to think critically, analytically, and synthetically. Students will write critical reactions, policy briefs, and opinion papers. Class time will be devoted to lectures, student discussion of readings, oral presentations by students, and occasional guest speakers.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

PUBPOL851 - Human Centered Design

Course Description

Course includes lectures, case studies and workshops; majority of learning is done through fieldwork in the Durham community. Students work in teams to improve a specific organization's customer experience. Students move through the key phases of HCD: Discover, Design, and Deliver/Measure. During the semester, students conduct qualitative interviews, create journey maps for current customers and employees, design an improved experience, and lay out an implementation plan for the organizations to best deliver and measure improvements.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

PUBPOL852 - Organizational Ethics

Course Description

Explores the roles of personal and societal values and ethics in the conduct of various types of organizations' operations. Topics include exploration of individual ethics, values and goals; ethical behavior within organizations, influences on internal and external customers, work products, and the occupational environment; exploration of the values, ethics, and beliefs upon which the free market system of production and exchange is built; exploration of individual roles as well as the appropriate roles of organizations and government in society. Will examine a variety of organizations including government, healthcare, research, not-for-profit, and for-profit illustrations. Mix of interactive presentations, small group work, and individual reflection. Instructor consent required.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

PUBPOL853 - Communicating Data for Impact

Course Description

Skills-based course is designed to introduce MPP students to the emerging research related to the effective communication of policy data, specifically economic and demographic data compiled by public statistical agencies like the US Census Bureau. Covered topics include how to develop clear messages, how to design effective charts and tables, how to best format written documents, and how to deliver effective oral presentations of quantitative information.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

PUBPOL854 - Public Budgeting

Course Description

Goal of this course is budget literacy; to equip public policy students with a framework that can be applied to 'real world' situations in public policy, as well as to future coursework. Course will provide an overview of budgeting processes and systems at the federal, state and local level. Will also explore several of the most salient issues in public budgeting. Course will follow in real time the progress of the North Carolina budget process, as well as that of the federal government, with a focus on the budget policies most at issue. As a means of highlighting the choices faced by policymakers, students will create their own public budgets. Class will consist of lectures, class discussions, group presentations, case studies and written assignments.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

PUBPOL857 - Qualitative Methods

Course Description

Course will introduce students to basic qualitative methods including data collection, data management, analyses, and presentation to diverse audiences. Methods to be covered include semi-structured interviewing, focus groups, open-ended surveys, and mixed methods research. Analysis approaches will include content analysis and grounded theory and will employ early skill development with NVivo software. Diverse topics more briefly covered will include Delphi method, phenomenology, and ethnography.

Grading Basis

Graded

Course Typically Offered

Fall Only

Units

Min Units:

3

Max Units:

3

PUBPOL860 - Special Topics in Global Policy and Governance

Course Description

This course seeks to explore some central questions of global policy and governance. Taking advantage of its location in Geneva, it provides students with an opportunity to experience the real world of international diplomacy, to access key actors and institutions involved in global policy processes, and to think critically about the international system today, and what it might become. It is designed to give students access to a range of international organizations, and to develop the skills knowledge and contacts necessary to enter a career in international affairs. Consent of instructor required.

Grading Basis

Graded

Course Typically Offered

Summer Only

Units

Min Units:

1

Max Units:

3

PUBPOL861 - National Security

Course Description

Survey course focuses on contemporary major national security issues. Begins with review of the national security landscape, threats, and institutions. Addresses the major public policy issues concerning the authority of the President and Congress, civil-military relationships, including the relationship between Presidents and Generals, and oversight of the intelligence community. Examine the proper balance between liberty and security. Examines the role of the military in domestic activities, the role of states in homeland security, and the roles of government at all levels in providing safety and protection for the public without violating civil liberties.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

PUBPOL862 - High Value Health Care Reform

Course Description

Course will focus on recent and proposed reforms in health care practices and policies to improve the value of health care; namely, achieving significantly higher quality of care with better outcomes and lower costs. Emphasis on public and private approaches to reforming and transforming care in the US health care system; will also draw on global experiences with health care reform. Students will learn how to critically assess approaches to improving health care and lowering its costs; understand and bring together different stakeholder perspectives on reform; and, identify and implement practical strategies to improve health care systems.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

PUBPOL870K - Statistics and Program Evaluation

Course Description

This course teaches students to use data to analyze the impact of policies, make recommendations, attempt to persuade others, and make environmental policy decisions. It will cover the tools and techniques of program evaluation, familiarizing students with the various research methods that can be employed to evaluate the effect of environmental policies and innovations. It will also teach students to read empirical research in a more critical manner. Finally, through applied problem sets, students will become more proficient in the use of the statistical software. Taught at Duke Kunshan University.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

3

Max Units:

3

PUBPOL871K - Environmental Policy Analysis

Course Description

The objective of this class is to learn how to organize and present analyses of data to solve important environmental problems. The course draws upon specific policy analysis tools and case studies to evaluate and distinguish between different policy issues and choices. There is a focus on the special challenges posed by environmental policy analysis, including the importance of translating core terms and concepts between cultures so that policy analysts in differing countries can learn from one another's experiences. Taught at Duke Kunshan University.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

3

Max Units:

3

PUBPOL872K - Environmental Economics Policy Practicum

Course Description

This course will use environmental policy issues as a platform for students to develop their analytic, writing, and oral presentation skills. Students will work on three environmental policy problems over the course of the semester. Each will include a diverse set of readings and a prompt. Based on these readings, students will conduct policy analysis and produce a set of deliverables such as briefing memos, policy decision memos, visual presentations, and oral presentations. Throughout the semester, students will receive feedback from instructors and peers and learn to work both individually and collaboratively. Class sessions will be devoted to discussions about the policy problems, evaluating strengths of arguments, in-class presentations, peer feedback and collaborative work-sessions. Taught at Duke Kunshan University.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:
3

Max Units:
3

PUBPOL873 - Methods of Policy Analysis

Course Description

Students will gain exposure to quantitative and qualitative methods of inference with the emphasis on the application of these methods for policy analysis. The overall course objective is to make students conversant in quantitative and qualitative methods that might be employed in policy analysis, how they function, and the strengths and limitations of each approach. Students will apply this methodological understanding to their team-based learning and professional practice courses in the spring. Students will also be able to recognize bias, omitted variables, and measurement error when receiving analysis for more informed decision-making.

Grading Basis

Graded

Course Typically Offered

Summer Only

Units

Min Units:
3

Max Units:
3

PUBPOL874 - Leadership in the National Security Policy Environment

Course Description

This course is designed to invest in the leadership development of each student. Topics will emphasize individual leadership self-evaluation. The course will be highly participative and engage students in ways that challenge them to grow. The course will use case studies, scenarios, and guest speakers to highlight the importance of leadership in the national security apparatus. This course will also assist students in incorporating consideration of issues of the effects of racism, sexism and issues related to structural inequality into their leadership approaches.

Grading Basis

Graded

Course Typically Offered

Summer Only

Units

Min Units:
3

Max Units:
3

PUBPOL875 - National Security Ethics

Course Description

This course complements the Leadership course by establishing a fundamental baseline of ethical understanding, problem solving methodologies, and case studies. Students will be exposed to a wide array of existing ethical challenges in the national security arena in order to develop and understand approaches to address them. This course will also include considerations of structural inequality and systemic racism, both nationally and globally, as these topics intersect with questions of national security.

Grading Basis

Graded

Course Typically Offered

Summer Only

Units

Min Units:
3

Max Units:
3

PUBPOL876 - Budgeting for National Security

Course Description

The course will familiarize students with national security budgetary concepts and processes in the context of the iterative national security strategy design process, the appropriations pathways for national security institutions, and accompanying production of budgets and resources. Students will explore the national security policy and political tradeoffs associated with the budget process. Additionally, students will develop an advanced understanding of the roles and responsibilities of the executive and legislative branches in resourcing the national security effort.

Grading Basis
Graded

Course Typically Offered
Summer Only

Units

Min Units:
3

Max Units:
3

PUBPOL877 - National Security Strategy

Course Description

This course is designed to analyze the framework and non-static concepts of strategy and policy that compose national security in a globalized world. Students will examine national security issues from both U.S. and international contexts with a focus on the fluctuating world of allies, partners, adversaries, threats, and opportunities. The course will survey national security policies from select eras, regional security challenges, and both transnational and non-state actors in the international arena. The course will review hard power, soft power, and smart power approaches to contemporary challenges, and the students will benefit from an array of faculty contributors.

Grading Basis
Graded

Course Typically Offered
Fall Only

Units

Min Units:
3

Max Units:
3

PUBPOL878 - Institutions of National Security

Course Description

The course introduces students to the wide array of national security institutions in a way that enhances their understanding (roles, missions, organization, capabilities, cultures, and strategic purposes) of how each institution contributes to the security of the nation. Beginning with the Office of the President and the National Security Council and moving through key Departments and Agencies (State, Defense, Justice, Homeland Security, and the Intelligence Community) and shifting to other contributing organizations (NGOs, International Organizations, Treaties and Alliances), students will discover the challenges and opportunities of such a multifaceted construct.

Grading Basis
Graded

Course Typically Offered
Fall Only

Units

Min Units:
3

Max Units:
3

PUBPOL879 - Team-Based Learning for National Security Professionals

Course Description

This course fulfills the first part of the team project requirement. MNSP students are placed into teams and assigned a national security research area. Throughout the semester, they receive instruction on team dynamics, federated research, and collaborative analytical methods. Students will be given a real-world problem, or project, to solve or create through a national security entity. Students will work closely with the faculty member to have the opportunity to focus on one singular project, allowing them to fully benefit from a structured editing process.

Grading Basis
Graded

Course Typically Offered
Fall Only

Units

Min Units:

3

Max Units:

3

PUBPOL880 - Threats and Opportunities

Course Description

As a complement to the strategy course, this seminar pursues a deeper understanding of threats (great-power, cyber, disinformation, proliferation, regional, transnational) in a way that contributes to the students' work on their capstone project. The course will incorporate how issues such as humanitarian crises, environmental crises and political instability (including human rights abuses) contribute to the threat environment, as well as how issues of international development intersect with national security. The course will establish a base line familiarity with the US intelligence apparatus, approaches to gathering information, analysis of information, and critical thinking.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

PUBPOL881 - Professional Practice in National Security

Course Description

This course would entail a significant semester-length piece of analysis on a national security topic. It would entail a long analytical memo (~8-10 pages) to ensure that students are at least capable of writing the sort of paper that serves as a discussion prompt for an interagency working group. Additionally, it would require a formal team presentation to program faculty and invited scholars/practitioners. The project would include components that are more media friendly: an Op-Ed; a short video; or a podcast where they are the experts and someone else is interviewing them.

Grading Basis

Graded

Course Typically Offered

Spring Only

Units

Min Units:

3

Max Units:

3

PUBPOL890 - Advanced Special Topics in Public Policy

Course Description

Contents and methods vary with instructors and from semester to semester. Instructor consent required.

Grading Basis

Graded

Course Typically Offered

Fall, Spring and Summer

Units

Min Units:

3

Max Units:

3

PUBPOL890K - Advanced Special Topics in Public Policy

Course Description

Contents and methods vary with instructor and from semester to semester.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:
3

Max Units:
3

PUBPOL891 - Advanced Special Topics in Public Policy

Course Description

Contents and methods vary with instructors and from semester to semester.

Grading Basis
Graded

Course Typically Offered
Occasionally

Units

Min Units:
0.5

Max Units:
3

PUBPOL897K - Master's Project International Master in Environmental Policy I

Course Description

Designed to help students develop a Masters Project (MP). Guide students in conceptualizing an idea, identifying key environmental policy question, writing a prospectus, finding an advisor, finding a client, designing an analytical approach, data collection, and producing a draft of their project.

Grading Basis
Pass/Fail Grading

Course Typically Offered
Fall Only

Units

Min Units:
3

Max Units:
3

PUBPOL901 - Individual and Collective Choice and Public Policy

Course Description

A one-semester course to be taken in the first semester of the program intended to introduce students to a core set of social science ideas relevant to public policy. These include theories of individual as well as collective action, institutions, and governance -- all of which draw from economics, political science, sociology or psychology. The goal of the course is to provide students with a broad framework for evaluating market and community function as well as failures, identifying possible policy interventions, and predicting how such interventions translate into outcomes. Consent of department required.

Grading Basis
Graded

Course Typically Offered
Occasionally

Units

Min Units:
3

Max Units:
3

PUBPOL902 - The Political Economy of Policymaking

Course Description

The Political Economy of Policymaking introduces students to normative and political frameworks for evaluating public policies and governance processes. The course draws on theories from political science, political economy, economics, and other social science disciplines to provide students theoretical and analytical tools to understand the political economy of the policy process. The course will pay particular attention to the political and institutional dynamics shaping the evaluation of policy problems and solutions, theories of policy stability and change, mass and elite influence on policymaking, bureaucracy, and policy implementation, and the feedback effects of public policies. Consent of department required.

Grading Basis
Graded

Course Typically Offered
Occasionally

Units

Min Units:

3

Max Units:

3

PUBPOL907 - Sanford PhD Student Graduate Seminar

Course Description

This weekly workshop is required for all Sanford School of Public Policy PhD students to attend and to participate by presenting policy-relevant and in-progress research. Students present a work in progress that is at a stage where it would benefit from friendly, constructive comments from a diverse audience. Students are required to present at least once during the academic year. Student advisors, faculty and peers provide feedback during or after the presentation.

Grading Basis

Non-Graded Component

Course Typically Offered

Fall and/or Spring

Units

Min Units:

0

Max Units:

0

PUBPOL908S - Dissertation Proposal Seminar I

Course Description

Required seminar for all 3rd year PhD students in Public Policy preparing to make a dissertation proposal.

Grading Basis

Graded

Units

Min Units:

3

Max Units:

3

PUBPOL909 - Dissertation Proposal Seminar II

Course Description

Required seminar for all 3rd year PhD students in Public Policy preparing to make a dissertation proposal. Prerequisite: Public Policy 908S.

Grading Basis

Graded

Units

Min Units:

3

Max Units:

3

PUBPOL910 - Environment and Energy Economics

Course Description

This course surveys the analytical tools and methods used to identify suboptimal environmental outcomes and policies to correct them. It also introduces students to energy markets and the economic and environmental regulations that govern them. Students will apply microeconomic concepts to contemporary challenges confronting the environment and energy market participants. Consent of instructor is required. Prerequisite: Economics 701D and 705D.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

3

Max Units:

3

Crosslisted Courses

ENERGY910 ENVIRONMENT AND ENERGY ECON

PUBPOL590-1 - Advanced Topics in Public Policy

Course Description

Selected topics. Half credit version of Public Policy Studies 590.

Grading Basis

Graded

Course Typically Offered

Fall and/or Spring

Units

Min Units:

1.5

Max Units:

1.5

PUBPOL790-1 - Special Topics in International Development Policy

Course Description

Variable topics on International Development. Current offerings include: Human Rights and Conflict (3 units), Law and Development (3 units), Monitoring and Evaluation for Policy and Project Success (3 units), Fiscal Policy, Globalization and Development (3 units), Indigenous Peoples, Human Rights and Development (1.5 units), Culture, Policy and Action (1.5 credits), Capacity Development (1.5 credits).

Grading Basis

Credit / No Credit

Course Typically Offered

Fall and/or Spring

Units

Min Units:

0.5

Max Units:

3

PUBPOL890-1 - Introductory Special Topics Skills

Course Description

This course is a skills course designed to strengthen skills in various areas for incoming first-year graduate/professional students. Content and methods vary with instructors and from semester to semester. Department consent required.

Grading Basis

No Grade Associated

Course Typically Offered

Fall Only

Units

Min Units:

0

Max Units:

0