Bulletin of
Duke University

The Pratt School of Engineering
Professional Masters Programs

2014-2015
The information in this bulletin applies to the academic year 2014-2015 and is accurate and current, to the greatest extent possible, as of August 2014. 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 does not tolerate harassment of any kind. Sexual harassment and sexual misconduct are forms of sex discrimination and prohibited by the university. Duke University has designated Dr. Benjamin Reese, vice-president for institutional equity, as the individual responsible for the coordination and administration of its nondiscrimination and harassment policies. The Office of Institutional Equity is located in Smith Warehouse, 114 S. Buchanan Blvd., Bay 8, Durham, NC 27708. Dr. Reese's office telephone number is (919) 684-8222 and his e-mail address is ben.reese@duke.edu.

Questions or comments about harassment or discrimination can be directed to the Office for Institutional Equity, (919) 684-8222. Additional information, including the complete text of the harassment policy and appropriate complaint procedures, may be found by contacting the Office for Institutional Equity or visiting its website at www.duke.edu/web/equity/.

Duke University recognizes and utilizes electronic mail as a medium for official communications. The university provides all students with e-mail accounts as well as access to e-mail services from public clusters if students do not have personal computers of their own. All students are expected to access their e-mail accounts on a regular basis to check for and respond as necessary to such communications, just as they currently do with paper/postal service mail.

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 http://duke.edu/police/news_stats/clery/index.php for more details.

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. For additional information about FERPA, see http://www.ed.gov/policy/gen/guid/fpcr/ferpa/index.html

Duke University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, masters, doctorate, and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call (404) 679-4500 for questions about the accreditation of Duke University.

August 2014
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Academic Calendar 2014-15

The Pratt School of Engineering Professional Masters Programs

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<td>February 17</td>
<td>August 11 Monday. I-Week Orientation for International Students begins</td>
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<td>May 14</td>
<td>August 19 Tuesday. MEMP and MEng new graduate student orientation begins</td>
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<tr>
<td>May 15</td>
<td>August 20 Wednesday. 4 p.m. Convocation for graduate and professional school students</td>
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<td>May 16</td>
<td>August 25 Monday. 8:30 a.m. Fall 2014 classes begin; Drop/add continues</td>
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<tr>
<td>May 26</td>
<td>September 1 Monday. Labor Day. Classes in session</td>
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<tr>
<td>June 23</td>
<td>September 5 Friday. Drop/add ends</td>
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<td>June 24</td>
<td>September 18/19 Thursday/Friday. 4:30 p.m. Founders’ Day Convocation (exact day TBD)</td>
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<td>June 25</td>
<td>September 21 Sunday. Founders’ Day</td>
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<td>June 26</td>
<td>October 10 Friday. 7 p.m. Fall break begins</td>
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<tr>
<td>June 30</td>
<td>October 15 Wednesday. 8:30 a.m. Classes resume</td>
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<tr>
<td>July 2</td>
<td>November 5 Wednesday. Registration begins for Spring 2015</td>
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<td>July 4</td>
<td>November 19 Wednesday. Registration ends for Spring 2015</td>
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<td>August 7</td>
<td>November 20 Thursday. Drop/add begins for Spring 2015</td>
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<td>August 8</td>
<td>November 25 Tuesday. 10:30 p.m. Thanksgiving recess begins</td>
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<td>November 25 Tuesday. Graduate classes end. Last day to withdraw with a W from Fall 2014 classes</td>
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The dates on this calendar are subject to change. Past, current, and future academic calendars can be found online at http://registrar.duke.edu/academic-calendar. The professional masters programs calendar differs from the Duke University Academic Calendar. Final exams times are up to the discretion of each individual faculty member and do not always follow the exam schedule laid out on the Duke University Academic Calendar. Students should inquire with their professors about when final exams will be held.
Administration

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Sally Kornbluth, PhD, Provost
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Pamela J. Bernard, JD, Vice President and General Counsel
Kyle Cavanaugh, MBA, Vice President for Administration
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Benjamin Reese, PsyD, Vice President, Office for Institutional Equity
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Robert Shepard, PhD, Vice President, Alumni Affairs and Development
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Phail Wynn, Jr., MBA, EdD, Vice President, Durham and Regional Affairs
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William Boulding, PhD, Dean, Fuqua School of Business
Marion E. Broome, PhD, RN, FAAN, Dean, School of Nursing
Kelly Brownnell, PhD, Dean, Sanford School of Public Policy
Richard Hays, PhD, Dean, Divinity School
Thomas C. Katsouleas, PhD, Dean, Pratt School of Engineering
David F. Levi, JD, Dean, School of Law
Paula B. McClain, PhD, Dean, Graduate School
Stephen Nowicki, PhD, Dean and Vice Provost, Undergraduate Education
Laurie L. Patton, PhD, Dean of Arts and Sciences
Luke A. Powery, ThD, Dean of Duke Chapel
Alan Townsend, PhD, Dean, Nicholas School of the Environment
Nancy Allen, MD, Vice Provost, Faculty Diversity and Faculty Development
Lawrence Carin, PhD, Vice Provost for Research
Deborah Jakubs, PhD, Vice Provost for Library Affairs
Scott Lindroth, PhD, Vice Provost for the Arts
James S. Roberts, PhD, Executive Vice Provost for Finance and Administration
Susan Roth, PhD, Vice Provost for Interdisciplinary Studies
Keith Whitfield, PhD, Vice Provost for Academic Affairs
Neal F. Triplett, MBA, President & CEO, DUMAC

Pratt Administration
Tom Katsouleas, Professor and Vinik Dean of Engineering
George Truskey, Senior Associate Dean for Research
Brad Fox, Associate Dean for Professional Masters Programs
Jeff Glass, Hogg Family Director of Engineering Management and Entrepreneurship
To be announced soon, PhD, Chair, Department of Biomedical Engineering
John Albertson, PhD, Chair, Department of Civil & Environmental Engineering
David Smith, Chair, PhD, Chair, Department of Electrical and Computer Engineering
Earl Dowell, PhD, Chair, Department of Mechanical Engineering and Materials Science
MEMP and MENG Faculty and Staff

Program Directors
Bradley A. Fox, Associate Dean and Executive Director, Professional Masters Programs
Jeffrey T. Glass, Professor (primary appt: Electrical & Computer Engineering) and Hogg Family Director, Engineering Management & Entrepreneurship
La Tondra A. Murray, Associate Director, Professional Masters Programs

Program Staff
Lorelle Babwah, Assistant Director of Student Services
Jamila Belk, Staff Assistant
Susan Brown, Assistant Director of Admissions
Erin Degerman, Admissions Officer
Bridget Fletcher, Assistant Director of Student Services
Jenny Johnson, Assistant Director of Career Services
Staci Thornton, Academic Coordinator
Ross Wade, Assistant Director of Career Services

MEMP Faculty
Bob Barnes, Adjunct Professor (primary appt: Biomedical Engineering) Pratt School of Engineering
Cecil Bozart, Visiting Associate Professor, Operations, Pratt School of Engineering
F. Hadley Cocks, Professor (primary appt: Mechanical Engineering and Materials Science) Pratt School of Engineering
Mary Cummings, Associate Professor (primary appt: Mechanical Engineering and Materials Science), Pratt School of Engineering
Daniel Egger, Visiting Associate Professor and Director, Center for Quantitative Modeling, Pratt School of Engineering
Tammi Kay George, Visiting Professor, Pratt School of Engineering
Guerry L. Grune, Adjunct Associate Professor, Pratt School of Engineering
Joseph S. Holmes, Adjunct Associate Professor, Pratt School of Engineering
Gregory S. Hopper, Adjunct Associate Professor, Pratt School of Engineering
Kimberly Jenkins, Executive in Residence, Pratt School of Engineering
John H. Nicholson, Adjunct Assistant Professor, Pratt School of Engineering
Christopher H. Price, Adjunct Associate Professor, Pratt School of Engineering
Theodore G. Ryan, Adjunct Professor (primary appt: Management and Organizations), Fuqua School of Business
Charles J. Skender, Visiting Assistant Professor (primary appt: Accounting), Fuqua School of Business
Greg Twiss, Adjunct Associate Professor, Pratt School of Engineering
Vivek Wadhwa, Executive in Residence, Pratt School of Engineering
Jeff Ward, Adjunct Associate Professor, Duke Law
Seth A. Watkins, Adjunct Assistant Professor, Duke Law
Kevin M. Wright, Adjunct Associate Professor, Pratt School of Engineering

MENG Faculty

Directors of Masters Studies
Professor Fan Yuan, Biomedical Engineering
Professor Henri Gavin, Civil Engineering
Professor Andrew Hilton, Electrical and Computer Engineering
Professor Mark Wiesner, Environmental Engineering
Professor Brian Mann, Mechanical Engineering and Materials Science and Engineering
Professor Adam Wax, Photonics and Optical Sciences

Directors of Masters Studies Assistants:
Kristen Rivers, Biomedical Engineering and Photonics and Optical Sciences
Ruby Nell Carpenter, Civil and Environmental Engineering
Amy Kostrewa, Electrical and Computer Engineering
Kathy Parrish, Mechanical Engineering and Materials Science
Biomedical Engineering Professors
Barr, Roger, Professor
Bursac, Nenad, Associate Professor
Chilkoti, Ashutosh, Professor
Gersbach, Charles, Assistant Professor
Grill, Warren, Professor
Henriquez, Craig, Professor
Hoffman, Brent, Assistant Professor
Izatt, Joseph, Professor
Katz, David, Professor
Lopez, Gabriel, Professor
Myers, Barry, Professor
Neu, Wanda, Professor
Nightingale, Kathryrn, Associate Professor
Ramanujam, Nimmi, Professor
Reichert, W. Monty, Professor
Setton, Lori, Professor
Smith, Stephen, Professor
Sommer, Marc, Associate Professor
Trahey, Gregg, Professor
Truskey, George, Professor
Vo-Dinh, Tuan, Professor
von Ramm, Olaf, Professor
Wax, Adam, Associate Professor
West, Jennifer, Professor
Wolf, Patrick, Associate Professor
You, Lingchong, Associate Professor
Yuan, Fan, Professor

Civil and Environmental Engineering Professors
Albertson, John, Professor & Chair
Aquino, Wilkins, Associate Professor
Barros, Ana, Professor
Boadu, Fred, Associate Professor
Deshusses, Marc, Professor
Dolbow, John, Professor
Ferguson, Lee, Associate Professor
Gavin, Henri, Associate Professor
Gunsch, Claudia, Associate Professor
Hsu-Kim, Heileen, Associate Professor
Hueckel, Tomasz, Professor
Kabala, Zbigniew, Associate Professor
Marani, Marco, Professor
Peirce, J. Jeffrey, Associate Professor
Petroski, Henry, Professor
Plata, Desiree, Assistant Professor
Porporato, Amilcare, Professor
Scovazzi, Guglielmo, Associate Professor
Wiesner, Mark, Professor

Electrical and Computer Engineering Professors
Board, John, Associate Professor
Brady, David, Professor
Brooke, Martin, Associate Professor
Brown, April, Professor
Calderbank, Robert, Professor
Carin, Larry, Professor
Chakrabarty, Krishnendu, Professor
Collins, Leslie M., Professor
Cummer, Steven, Professor
Dwyer, Chris, Associate Professor
Fair, Richard, Professor
Franklin, Aaron, Associate Professor
Glass, Jeffrey, Professor
Gehm, Michael, Associate Professor
Hauser, Kris, Associate Professor
Joines, William, Professor
Jokerst, Nan Marie, Professor
Katsouleas, Tom, Professor & Dean
Kim, Jungsang, Professor
Konidaris, George, Assistant Professor
Krolik, Jeffrey, Professor
Lee, Ben, Assistant Professor
Liu, Qing, Professor
Massoud, Hisham, Professor
Mikkelsen, Maiken, Assistant Professor
Nolte, Loren, Professor
Nowacek, Douglas, Associate Professor
Padilla, Willie, Professor
Pfister, Henry, Associate Professor
Reeves, Galen, Assistant Professor
Sapiro, Guillermo, Professor
Smith, David, Professor
Sorin, Daniel, Associate Professor
Stiff-Roberts, Adrienne, Associate Professor
Trivedi, Kishor, Professor

**Mechanical Engineering and Materials Science Professors**

Bejan, Adrian, Professor
Bliss, Donald, Associate Professor
Blum, Volker, Associate Professor
Chen, Chuan-Hua, Associate Professor
Cocks, F. Hadley, Professor
Cummings, Missy, Associate Professor
Curtarolo, Stefano, Professor
Dowell, Earl, Professor & Dean Emeritus
Ferrari, Silvia, Professor
Hall, Kenneth, Professor
Hotz, Nico, Assistant Professor
Howle, Laurens, Associate Professor
Knight, Josiah, Associate Professor
Knio, Omar, Professor
Laursen, Tod, Professor
Mann, Brian, Associate Professor
Marszalek, Piotr, Professor
Mitzi, David, Professor
Needham, David, Professor
Shaughnessy, Edward, Professor
Tan, Teh, Professor
Virgin, Lawrie, Professor
Yellen, Benjamin, Associate Professor
Zauscher, Stefan, Professor
Zavlanos, Michael, Assistant Professor
Zhao, Xuanhe, Assistant Professor
Zhong, Pei, Professor
History of Duke University

Duke University traces its roots to 1838 in nearby Randolph County, where local Methodist and Quaker communities joined forces to support a permanent school that they named Union Institute. After a brief period as Normal College (1851-59), the school changed its name to Trinity College in 1859 and became a liberal arts college affiliated with the Methodist Church. The college moved to the growing city of Durham in 1892 when Washington Duke provided financial assistance and another local businessman, Julian S. Carr, donated land. In December 1924, the trustees graciously accepted the provisions of James B. Duke’s indenture creating the family philanthropic foundation, The Duke Endowment, which provided for the expansion of Trinity College into Duke University.

As a result of the Duke gift, Trinity underwent both academic and physical expansion. The original Durham campus became known as East Campus when it was rebuilt in stately Georgian architecture. West Campus, Gothic in style and dominated by the soaring tower of the Duke Chapel, opened in 1930.

In 1972, the men’s and women’s colleges merged into the Trinity College of Arts & Sciences. Academic expansion of the university throughout its history has also included the establishment of graduate and professional
schools. Duke now is composed of ten schools, including The Graduate School, Duke Divinity School, the School of Medicine, the School of Nursing, the School of Law, the Pratt School of Engineering, The Fuqua School of Business, the Nicholas School of the Environment, and the Sanford School of Public Policy, along with international outposts, including one in Kunshan, China.

Today, Duke embraces a diverse community of learners, including approximately 6,500 undergraduates and 7,500 graduate and professional students from a multiplicity of backgrounds.

The university has a strong commitment to applying knowledge in service to society, both near its North Carolina campus and around the world. Younger than most other prestigious US research universities, Duke University consistently ranks among the very best. Duke's graduate and professional schools are among the leaders in their fields. More than 75 percent of Duke students pursue service-learning opportunities in Durham and around the world through the Duke Durham Neighborhood Partnership, DukeEngage, the Community Service Center and other programs that advance the university's mission of "knowledge in service to society."

For more historical information, visit [http://library.duke.edu/rubenstein/uarchives](http://library.duke.edu/rubenstein/uarchives).

The University's Mission Statement

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, to 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.

— Adopted by the Board of Trustees on February 23, 2001

History of the Pratt School of Engineering

Duke’s Pratt School of Engineering is a vibrant teaching and research institution focused on education and exploring the frontiers of engineering in a hands-on, cross-disciplinary learning environment. A Duke engineering education is built on a foundation of partnership and shared commitment between students and faculty. Our students become successful leaders, and compete with the very best students in the world for prestigious scholarships and fellowships.

The mission of the Pratt School of Engineering is to provide a rigorous engineering education for our students, enabling them to lead productive, rewarding, and ethical lives for the betterment of society. It is our vision that engineering students and faculty will be catalysts for generating and integrating knowledge across the disciplines required to address complex issues facing a global society.

The school offers bachelor, master of science, and doctoral degrees majoring in biomedical engineering, civil and environmental engineering, electrical and computer engineering, mechanical engineering, and materials science. We also offer a professional master of engineering management degree, and a suite of master of engineering degrees for students who want to pursue applied engineering roles in industry.
The Pratt School of Engineering and Trinity College of Arts & Sciences are the undergraduate schools of Duke University. We are also one of Duke’s seven graduate and professional schools and have extensive collaboration with the School of Medicine, and the Sanford School of Public Policy, Nicholas School of the Environment, School of Law, The Fuqua School of Business and the The Graduate School.

The Pratt School of Engineering is located near North Carolina’s famed Research Triangle Park, named for the Triangle formed by Duke University in Durham, The University of North Carolina at Chapel Hill, and North Carolina State University in Raleigh. The 7,000-acre Research Triangle Park, recognized internationally as a center for cutting-edge research and development, is home to more than 140 organizations and more than 100,000 employees.

As of the fall 2010 semester, Pratt’s faculty included 124 faculty in five departments. We have 1,200 undergraduates and 749 graduate students.

**The Mission of the Pratt School of Engineering**

The mission of Duke’s Pratt School of Engineering is to (1) prepare Duke engineering graduates to be leaders and innovators in the 21st century global workforce who use knowledge in the service of society; and (2) to engage in leading edge research that involves fundamental discoveries applied to the grand challenges of our time.
Athletic Programs

In addition to unrestricted access to all university athletic and recreational facilities, MEMP and MEng students enjoy other benefits from Duke's commitment to college athletics. The university is a member of the Atlantic Coast Conference of the National Collegiate Athletic Association, and offers intercollegiate competition in a variety of sports. Admission to all intercollegiate athletic events except men’s basketball is free to graduate and professional students using their university ID cards. Season tickets to men's basketball games are subject to a camp-out and lottery system operated by the Graduate and Professional Student Council. The university supports a strong intramural program in which the MEM and MEng Programs participates enthusiastically.

Campus Security

The Duke University Police Department provides comprehensive law enforcement and security services to all components of Duke University. Under the federal Campus Security Act (20 USC 1092f), prospective students may obtain a copy of the university’s annual security report by visiting the Duke University Police Department at 502 Oregon Street, Durham, NC, or by calling (919) 684-3350. They also visit the Duke Police Department website at www.duke.edu/police/. This report includes campus crime statistics, and the university’s safety and security policies. For emergencies, dial 911. For nonemergencies, dial (919) 684-2444.
Dining Services

Dining Services facilities accepts points, flex, and cash for payment and are located throughout the Duke campus. More information about the specific dining units is available by visiting the Dining Services website at www.dining.duke.edu or by contacting the Dining Services Administrative Office at (919) 660-3900, Box 90898, Duke University, Durham, NC 27708-0898.

Duke Student E-mail Accounts

Duke University and the MEM and MEng Programs recognize and use electronic mail as a vital medium for official communications. In the summer prior to matriculation, each entering student will receive an e-mail from the university’s Office of Information Technology that contains the student’s NetID and password. Upon receiving this information, the student can access his/her own Duke e-mail account at www.webmail.duke.edu.

The MEM and MEng Programs official communications (e.g., financial aid, field education, student life, academic programs, and bursar’s office) will be e-mailed only to the student’s Duke e-mail account. Each student is accountable to this information, which is important and usually time-sensitive. Therefore, the student is responsible for regularly accessing the Duke e-mail account while attending the MEM and MEng Programs.

Living Accommodations

Off-Campus Housing

The majority of MEMP and MEng students live in off-campus apartment complexes because of their proximity to the school and competitive rental rates. Off-campus rental properties are not inspected or approved by Duke University, nor does the university or its agents negotiate with owners for students. For assistance with off-campus housing options for graduate and professional students, contact Duke Community Housing at (919) 684-4304 or visit http://studentaffairs.duke.edu/forms/chouse/search.php.

On-Campus Housing

Limited on-campus housing is available for single and married (with or without children) graduate students at Central Campus Apartments and Townhouse Apartments. Students currently living in Central Campus who wish to return the next academic year receive first priority. Secondly, in recognition of the unique challenges that face entering international students, priority for assignment to graduate student housing will then be awarded to those students who arrive from abroad on student visa status. Applications received from domestic students prior to May 1 will be wait-listed. After May 1, space that has not yet been assigned to returning and international students will be made available to domestic students in the order in which applications were received. All students who request university housing are strongly encouraged to apply early. For more information, contact Residence Life and Housing Services, Housing Assignments, and Communications, 218 Alexander St., Apt. C, Durham, NC 27705, (919) 684-4304 or visit http://studentaffairs.duke.edu/hdrl/graduate-professional-students/graduate-living-campus and click on “Graduate Student Housing.” Students with disabilities who wish to explore the possibility of reasonable accommodations in on-campus housing should contact the Office of Services for Students with Disabilities at (919) 668-1267.

Motor Vehicle Registration

Students possessing or maintaining a motor vehicle at Duke University must register it at the beginning of the academic year for purposes of parking. If a motor vehicle is acquired and maintained/parked after academic registration, it must be registered within five calendar days after operation on the campus begins. Students may register vehicles at University Parking Services (2010 Campus Drive) or by visiting the parking services website at www.parking.duke.edu. This site also has information about transit services on campus. At the time of registration the student will need license plate number, Social Security number, local address, phone number, and year/make/color of motor vehicle. The fee can be paid by check, cash, or credit card. For more information call (919) 684-7275.
Resources

The following resources are available to members of the Duke community:

- Academic courses related to alcohol use, treatment, and research. See course listings through the Office of University Registrar (http://registrar.duke.edu) or the bulletin of each school.
- Counseling and Psychological Services: (919) 660-1000. CAPS offers evaluation, consultation, counseling, and referrals for students concerned about alcohol use.
- Duke Addictions Program: (919) 684-3850. DAP offers evaluation, consultation, and treatment for individuals with alcohol and other substance abuse issues, as well as support services for family members.
- Duke Police and Emergency Medical Service: 911 or (919) 684-2444. Professionals will respond to assess the medical needs of an individual who is incapacitated or at-risk.
- Holly Hill Hospital: (800) 447-1800. 24-hour confidential advice on alcohol abuse.
- Personal Assistance Service: (919) 416-1727. PAS offer assessment, short-term counseling, and referrals for employees and faculty members concerned about alcohol use.

A more extensive listing of counseling services, educational programs, and other resources can be found in The Bulletin of Duke University: The Graduate School, Information and Resources Concerning Substance Use

Student Health

The university health service provides medical care and health advice necessary to help students enjoy university life and community.

Counseling and Psychological Services

Counseling and Psychological Services (CAPS) is a component of student services that provides a coordinated, comprehensive range of counseling and developmental services to assist and promote the personal growth of Duke students. The professional staff is composed of psychologists, clinical social workers, and psychiatrists experienced in working with students of all ages. They are also available to the entire university community for consultation, educational activities in student development, and mental health issues affecting not only individual students but the campus community as a whole. CAPS maintains a policy of strict confidentiality concerning information about each student's contact with the CAPS staff. There are no charges for initial evaluation, brief counseling/psychotherapy, or self-development seminars.

Appointments may be made by calling (919) 660-1000 or coming by the office in 214 Page Building, West Campus, between 8 a.m. and 5 p.m. Monday through Friday. If a student's concern needs immediate attention that should be made known to the secretary, and every effort will be made to arrange for the student to talk with a staff member at the earliest possible time.

Sexual Assault Support Services

Located in the Duke Women's Center, the Office of Sexual Assault Support Services offers advocacy, support, information resources in the university, and a crisis information and referral line (919) 681-6882 for victims of sexual assault and past sexual violence. The office offers support groups for survivors and their friends or partners, as well as on-going educational programs to alert students to problems of interpersonal violence. For more information, call the Duke Women's Center at (919) 684-3897.

Student Health Center

The Student Health Center provides primary and on-site urgent care. It is located in the sub-basement of Duke Hospital South in the Orange Zone. Emergency transportation, if required, can be obtained from the Duke campus police. The facilities of the university health service clinic are available during both regular and summer sessions to all currently enrolled full-time and part-time degree students. The facilities of the university infirmary are available during the regular sessions, from the opening of the university in the fall until graduation day in the spring, to all currently enrolled full-time and part-time degree students. All currently enrolled full-time and part-time degree candidates are assessed a mandatory student health fee each semester. In the 2013-2014 academic year, the fee will be $309 per semester. Nondegree students are not assessed the fee. For more information on the student health fee, visit http://www.studentaffairs.duke.edu/studenthealth.
Student Insurance

Student insurance provides coverage for most specialists, emergency room, off-site urgent care, and major medical expenses. The university makes available both a single student health insurance plan and a family plan. For the 2013-2014 insurance rates, visit http://studentaffairs.duke.edu/studenthealth/health-insurance (all fees and rates are subject to change). Each full- or part-time degree student must purchase this student insurance or complete the waiver statement indicating that he/she is covered by other generally comparable insurance. The family insurance plan also covers primary health care for the family at Duke health care facilities at 80 percent of the usual, customary, and reasonable allowance after the deductible has been satisfied.

Student Services

MEM Program Development Committee

MEM Program Development Committee members work with the program's leaders to plan student activities, coordinate student recruitment events, and enhance industry relations. Typical social activities have included International Foods Night, Community Service Days, Basketball Campout, Graduate School Mixer, Movie Nights, and Sport Competitions. For more information, please visit http://dukemempdc.org/.

MEngagement Committees

MEng Student Services creates on-going programming for MEng students throughout the year, building community amongst students across the eight engineering disciplines as well as providing nonacademic student support. With the help of the MEngagement student leadership team, students gain leadership skills by organizing events and activities in areas of philanthropy, admissions, career, and special events, as well as providing on-going communications for current students and alumni, leading on-going peer mentor efforts, and building community amongst the greater Pratt engineering student council.
The Pratt School of Engineering at Duke University offers a one-year master of engineering management (MEM) degree in cooperation with The Fuqua School of Business and the Duke University School of Law. Designed to develop engineering leaders of consequence for technology-based organizations, the degree provides a personalized, applied engineering management curriculum to a select group of high potential students with science and engineering backgrounds.

Duke’s MEM Program was launched in 1997 out of recognition that society needs engineers with business skills. This is consistent with current interest to develop “T-shaped” individuals with focused expertise in a technical area of interest (the stem of the T) and breadth of workplace skills, such as business acumen and leadership (the top of the T). To address complex societal grand challenges, it is imperative that engineers have the interdisciplinary perspective to understand not only technological challenges, but also the environmental, societal, and fiscal implications of engineering design decisions.

With an eye toward serving a broader student body, Duke has launched a distributed education program for working professionals, known as d-MEMP. This program combines three weeklong residencies with semester-based distance coursework that allows students to work and attend school simultaneously. The distance courses are accessible via the web and allow a student to participate synchronously or asynchronously according to their needs and schedule. In addition to the course content, these integrated courses allow students to learn effective skills for working productively with others from a distance.

In summary, Duke’s interdisciplinary Master of Engineering Management Program produces leaders of consequence — graduates with “T-shaped” skill sets encompassing a solid business foundation and focused technical expertise. Perhaps more importantly, they have developed the ability to think critically and creatively, enabling them to use that expertise to make a profound impact on society.
Admissions Policies and Practices

Applications are accepted for the campus program for both the fall or spring semester, while distance applications are only accepted for the fall semester.

Admission to the MEM Program requires:

- A bachelor's degree in engineering or science from an accredited institution (transcripts required, including an estimated GPA)*
- Statement of Purpose*
- Resume*
- Three recommendations*
- Graduate Record Exam (GRE) results
- Test of English as a Foreign Language (TOEFL) results (international applicants only)
- A nonrefundable application fee of $75 US, to be paid via credit card* or via check made out to Duke University

*items that can be submitted online using the online application. For more information on the online application, see http://memp.pratt.duke.edu/apply/apply-online

For more information on the application requirements, see http://memp.pratt.duke.edu/apply/requirements.
International Applicants

Unlike many schools, Duke does not require financial support documents as part of the application; instead, students submit this information after they have been admitted and are enrolled in the program.

Duke does not automatically issue I-20s to students upon admission. Instead, students work with the department to submit information and supporting documents to Duke’s Visa Services Office. The process is described below.

• Upon accepting the offer of admission, a student will receive an e-mail from the MEMP office with a user name and password in order to complete the online Request for Temporary Visa Form - Part II.
• The student completes the online form, prints it off, signs it, and returns it to the MEMP office, along with the appropriate supporting documents.
• Financial documents must be less than four months old.
• Only after the MEMP office receives everything from the student will they complete Part I of the Request for Temporary Visa Form. At that time, the student’s entire packet will be sent to Duke Visa Services for processing.
• Visa documents (I-20 or DS-2019) are usually issued within two calendar weeks from the date that Duke Visa Services received the completed packet.
• Students should register for a visa appointment only after they receive their documents.
• Those on non-Duke visas complete a modified process during the enrollment period.

Application Deadlines

Applications are reviewed in rounds, and applicants should submit their application materials as early as possible but before the deadlines listed at http://memp.pratt.duke.edu/apply/deadlines.

Remember, an application isn’t considered “complete” until every component has been received, and an application must be complete by a round’s deadline in order to be considered for that round.

Please note:
In some cases, the MEM Program may postpone a decision to the next round.
Admitted students may request to defer admission for up to one year.
Campus Tuition and Financial Aid Information

Tuition and Fees

Campus program tuition for the 2014-2015 academic year is $22,890 per semester taken at the university with a full load of four courses in a semester. In general, completion of the eight required program courses over two semesters would result in a total tuition cost of $45,780.

Students taking fewer than four courses in a semester may request payment per course at $5,722.50 per course. Please note that course credits earned through the internship requirement do not incur tuition charges.

Estimated Full-time Student Expenses for 2014-2015 Academic Year

<table>
<thead>
<tr>
<th>Expense</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$45,780</td>
</tr>
<tr>
<td>Health Fee</td>
<td>$636*</td>
</tr>
<tr>
<td>Health Insurance</td>
<td>$2,350**</td>
</tr>
<tr>
<td>Student Government Fee</td>
<td>$34*</td>
</tr>
<tr>
<td>Transcript Fee</td>
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</tr>
<tr>
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<tr>
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<tr>
<td>Transportation and Misc.</td>
<td>$5,049*</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$67,699</td>
</tr>
</tbody>
</table>

*Fees and estimates subject to confirmation each May.

**Required unless a student can show proof of comparable private insurance coverage. Domestic students can estimate $390.00 in loan fees per term if securing student loans.

- The normal program duration is one year of study (two semesters).
- The normal load is four courses per semester.
- No tuition is charged for the internship course, internship assessment course, or seminar series.
- There is no charge for registration for students in the MEM Program.

Cost of Living

The cost of living is estimated for the 2014-2015 academic year. The actual cost of living depends on individual lifestyle. Cost may also differ for international students.

Tuition

Tuition is charged on a per semester basis. The tuition per semester for 2014-2015 is $22,890.

Transcript Fee

All entering students will be charged in the fall semester a one-time mandatory fee of $40* for transcripts. This fee entitles the student to an unlimited number of Duke transcripts.

Student Health Fee

All students are assessed a fee each semester for the use of the Student Health Service. The fee is estimated $318* per semester and is distinct from the health insurance; it does not provide major medical coverage.

Health Insurance

Students will be charged for health insurance in the fall semester, unless proof of other health insurance is provided. For 2014-2015, the Student Health Insurance is estimated to be $2,350*. Information on the coverage provided by this insurance is available from the Office of the Bursar.

Student Government Dues

All graduate students will be charged student government dues of $17* per semester.

Recreation Fee

All graduate students will be charged a recreation fee of $120* per semester for the use of on-campus facilities.
Audit Fees
Auditors are permitted on a space-available basis with the consent of the instructor. Students registered full time during fall and spring semesters may audit courses without charge.

Vehicle Fee
Students should contact the University Parking Services Office by calling (919) 684-7275.

Payment of Accounts
The Office of the Bursar will issue invoices to registered students for tuition, fees, and other charges approximately four to six weeks prior to the beginning of classes each semester. The total amount due on the invoice is payable by the invoice late payment date which is normally one week prior to the beginning of classes. A student is required to pay all invoices as presented and will be in default if the total amount is not paid in full by the due date. A student in default will not be allowed to receive a transcript of academic records or receive a diploma at graduation. Inquire at the bursar's office by calling (919) 684-3531 for information on the following: monthly payment option; late payment charge; and refunds for withdrawal from school during fall and spring semesters.

Financial Aid
Because the Master of Engineering Management Program is a professional degree rather than a research degree, most students pay their own tuition costs.

Loans
US citizens and eligible noncitizens are able to borrow through the Federal Stafford Loan Program. Applicants for assistance through this program must file a Free Application for Federal Student Aid (FAFSA), which may be completed online at [http://www.fafsa.ed.gov/](http://www.fafsa.ed.gov/). When completing the online form students will be asked for Duke's Title IV Code; it is E00165.

Maximum eligibility under the Stafford Subsidized Loan Program is $8,500 per year. In addition students can borrow up to $12,000 more per year under the Stafford Unsubsidized Loan Program. For further information on the FAFSA and the US Department of Education's Stafford Loan Program, please call (800) 433-3243.

International applicants are not eligible for federal loans; however, many international students take out loans in their home countries, and some US banks may offer loans to international students for study in the United States.

Scholarship
The MEM Program has limited financial assistance available through the following scholarships:
- scholarships for underrepresented students
- Wilkinson and Garda Scholarships for Outstanding Students

DoD SMART Scholarship Program (US Citizens Only)
The Science, Mathematics and Research for Transformation (SMART) Scholarship for Service Program has been established by the Department of Defense (DoD) to support undergraduate and graduate students pursuing degrees in Science, Technology, Engineering and Mathematics (STEM) disciplines. The program aims to increase the number of civilian scientists and engineers working at DoD laboratories. See [http://smart.asee.org/](http://smart.asee.org/) for more information.

VA Benefits
Duke University offers information for veterans who are applying for VA benefits, including the Yellow Ribbon Program. See [http://registrar.duke.edu/special-registrations/veterans](http://registrar.duke.edu/special-registrations/veterans) for more information.

On-Campus Work
While enrolled in the program, many students work in a variety of places, such as campus libraries, the MEMP department, and various departments within Duke University. Teaching assistantships are available in various departments, and some departments have research assistantships as well. These positions are paid an hourly rate, and most students work between ten and twenty hours per week. Positions are generally posted and filled just a week or two before classes begin each semester. See [http://dukelist.duke.edu/](http://dukelist.duke.edu/) for more information.
MEMP Tuition Policies

Students enrolled in the MEM Program as full-time residential students will automatically be set up on a per-term billing system, meaning they will be charged the equivalent of four separate courses. Students enrolling as d-MEMP students will also be set up for per-term billing; however, they will be charged the equivalent of two separate courses. Students enrolling as part-time will automatically be set up for payments on a per-course basis. If an enrolling student intends to take less than the typical load (four courses for full time, two courses for d-MEMP), please contact the MEMP Staff Assistant to make this change. The last day for making changes to your billing structure is the last day of Drop/Add in that semester.

If a student would like to alter their payment structure after the start of the program, please contact the MEMP staff assistant. Please note that students must pay the full tuition amount for the program. For example, a student may not take five courses in term one on a semester-based plan and then take three courses in the following term on a per-courses basis.

Please see below for the bursar's office policies and procedures.

Payment of Accounts for Fall and Spring

The bursar's office e-mails and/or mails statements to registered graduate students for tuition, fees, and other charges approximately four to six weeks prior to the beginning of classes each semester. The amount due on the statement is payable by the due date listed on the statement. Student account statements are also available online. Inquiries regarding statements can be directed to the bursar’s office at bursar@duke.edu or (919) 684-3531.

As part of the admission agreement to Duke University, students are required to pay all statements as presented. If full payment is not received, a late payment penalty charge on the past due amount is charged on the subsequent statement. The past due amount is defined as the amount due from the previous statement minus payments, financial aid, loans, and other credits received prior to the due date listed on the prior statement.

Failure to receive an invoice does not warrant exemption from the payment of tuition and fees nor from the penalties and restrictions. Nonregistered students will be required to make payment for tuition, fees, and other charges at the time of registration.

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

• blocked from registering for future terms
• blocked from access to copies of transcript of academic records
• not able to have academic credits certified
• not permitted to go on leave of absence
• not eligible to receive a diploma at graduation
• subject to withdrawal from the university
• subject to having the past due student account referred to a collection agency and credit bureaus

Refunds for Withdrawal from School during Fall and Spring Semesters

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

• withdrawal before classes begin: full refund, including fees
• withdrawal during the first or second week of classes: 80 percent refund*
• withdrawal during the third, fourth, or fifth week of classes: 60 percent refund*
• withdrawal during the sixth week of classes: 20 percent refund*
• withdrawal after the sixth week: no refund

*fees are not refunded after the start of the term

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.
Academic Policies

Academic Freedom

Freedom of inquiry and the free exchange of ideas are essential for the fulfillment of the university’s mission. Academic freedom is a right and responsibility of students as well as faculty. Students who believe that their academic freedom has been abridged should submit a written complaint to the faculty director of the MEM Program. The faculty director of the MEM Program may enlist the senior associate dean for research for the Pratt School of Engineering to provide advice. Cases not resolved by the faculty director of the MEM Program may be brought to the attention of the provost. Students may also seek advice of the student ombudsperson in resolving a complaint.

Academic Standing

It is generally expected that students will maintain a B (3.0) GPA or better during their academic studies. The short duration of the program means that this requirement must be taken very seriously by all students immediately upon entry into the program.

Students with a cumulative GPA below 3.0 may be subject to academic disciplinary action. These actions may include academic probation, suspension, or dismissal. Academic probation means that the student is in danger of being suspended or dismissed from the program. It also means that the student should take immediate action to be more successful academically. A variety of actions may be required when a student is placed on academic probation, including, but not limited to tutoring, exclusion from extracurricular activities, enrollment in specific courses, and/or limiting the number of classes taken in a semester. In addition, students must have a grade point average of B (3.0) or better to graduate.

Suspension, dismissal, and graduation are authorized by the executive director of the Master of Engineering Management Program. Any suspension, dismissal, or graduation decision made by the executive director of the Master of Engineering Management Program may be appealed within seven days to the senior associate dean for research within the Pratt School of Engineering.

Admission Revocation

The MEM Program reserves the right to rescind any applicant’s admission to the program if new information arises pertaining to significant academic performance issues, criminal activity, Duke Community Standard violations, or other extraordinary circumstances. In general, significant issues that justify withdrawing an offer of admission would be those that could lead to a suspension or dismissal if a student were already enrolled in the MEM Program.

Decisions to revoke admissions will be made by the MEM Program Admissions Committee, and appeals will be heard by the senior associate dean for research in the Pratt School of Engineering.

Advising

Each MEM student is assigned an academic advisor who is available to assist with questions regarding topics such as career direction and academic preparation for your desired career.

These advisors are available as a resource. Your advisor will not contact you individually to set up a meeting, but welcomes you to contact him or her with questions or to set up a meeting. If you are seeking advice, please contact your advisor to discuss your question or to arrange for a meeting time. Even if your advisor’s background differs from your own, he or she can be a very helpful resource.

As a graduate student, academic advising is very different from advising as an undergraduate. You should not rely on your advisor to make your course decisions for you. Make sure to assess your career interests and the knowledge required to be successful in the field, and then identify potential course options consistent with your career goals before meeting with your advisor. Your advisor can then provide advice about final course decisions.

Audits

Audits are permitted on a space-available basis with the consent of the instructor and the MEMP director (see Audit Consent Form). Audit Consent Forms must be turned in by the last day of the Drop/Add period set forth by the registrar’s office. Full-time degree candidates registered for regular MEMP courses during the fall and spring may audit an additional course without charge. Note that degree candidates may unofficially “sit-in” on courses with just the permission of the instructor; no forms are necessary in this case. Part-time candidates may audit courses for a nominal fee; this includes previously full-time students who become part-time in their last semester in the program. Nondegree candidates may not audit or sit-in on courses.
It is important that students understand instructor expectations for auditing students, such as assignments, readings, class participation, etc. Auditing students must comply with these requests to successfully complete the audit, as it is possible to fail. Students returning for an additional term who are taking only nontuition-bearing courses (i.e. internship or seminar) are only permitted to audit one engineering management elective and one Fuqua elective.

**Complaints**

If a student has a concern with a course or with an aspect of the program, the concern should first be addressed to the faculty or staff member most associated with the area of concern. If the faculty or staff member is not able to address the concern, the matter may be brought to the attention of one of the MEMP directors to address the situation. If a significant concern has not been addressed by one of the directors, the matter may be appealed in writing to the senior associate dean for research in the Pratt School of Engineering.

**Course Changes**

MEMP courses generally follow the calendar for graduate students on the registrar’s website ([http://registrar.duke.edu/academic-calendar](http://registrar.duke.edu/academic-calendar)). This applies to engineering management courses and courses under The Graduate School oversight. This includes Drop/Add dates. For The Fuqua School of Business courses, The Fuqua School Daytime calendar is followed ([http://www.fuqua.duke.edu/about/calendar/index.html#academic](http://www.fuqua.duke.edu/about/calendar/index.html#academic)). Note that dates for special MEMP activities such as MEMP orientation are not listed on this website and can be found on the MEMP Sakai site.

If a course is dropped after the Drop/Add period, the status of the student at the time of withdrawal from the course will be indicated on the permanent record as a withdraw (W). To withdraw from a course, please fill out the MEMP Withdraw Request Form on the MEMP Sakai site. A student seeking a course withdrawal will first meet with his or her academic dean to discuss eligibility and desirability of making a change in the student’s semester schedule. If the student is authorized to withdraw by the dean, the student will seek a signature from the course instructor. The requirement for the instructor’s signature provides an opportunity for the student to discuss the issues leading to the student’s request and to determine whether the student is fully informed about performance, grading and readiness for the course. The signature also provides the mechanism by which instructors learn that the student will no longer be a member of the class. The last day to withdraw from a course without a W is four weeks into the semester. The last day to withdraw from a course if the last day of classes for each semester.

Tuition and fees issues for course withdraws can be seen on the bursar’s website for courses taken on the semester system. For Fuqua courses on the term system, the dates listed on this site should be divided in half: [http://www.bursar.duke.edu/TuitionFees/Refunds/FallSpringTuitionWD.html](http://www.bursar.duke.edu/TuitionFees/Refunds/FallSpringTuitionWD.html). Under unusual extenuating circumstances and hardships, the directors of the MEM Program can waive the tuition refund policy and provide a refund to a student on a case-by-case basis.

**Courses at Nearby Universities**

Under the interinstitutional registration agreement, any MEMP students enrolled as a degree-seeking student at any of the following universities may take technical electives at the following universities:

- North Carolina Central University
- North Carolina State University
- The University of North Carolina at Chapel Hill
- The University of North Carolina at Charlotte
- The University of North Carolina at Greensboro

Permission of the MEMP director or executive director is required and students will be charged Duke University tuition rates for such courses. Distance courses may not be taken under an interinstitutional transfer agreement. The MEMP Interinstitutional Registration Form can be found on the MEMP Sakai site and more information about interinstitutional registration can be found on the registrar's website: [http://registrar.duke.edu/special-registrations/interinstitutional-registration](http://registrar.duke.edu/special-registrations/interinstitutional-registration).

*MEMP students are NOT permitted to take interinstitutional or non-EGRMGMT classes during the summer.*

**Duke University Policies**

Policies that apply to all students at Duke University may be found at [http://duke.edu/policies/students/](http://duke.edu/policies/students/). In some cases, the Master of Engineering Management Program may have supplemental policies to Duke University

Early Admission

Advanced Pratt School undergraduates may apply for early admission to the MEM Program and thereby take MEMP courses prior to receiving their undergraduate degree. This requires special approval by the MEM Program director. Generally, students will not be allowed to take more than four MEMP courses prior to receiving their undergraduate degree and must be in their senior year to participate in this program. Separate tuition will be charged for the MEMP courses. Tuition for undergraduate courses will be charged as follows:

- One undergraduate course = 1/4 of undergraduate tuition for the semester;
- Two undergraduate courses = 1/2 of undergraduate tuition for the semester;
- Three or more undergraduate courses = full-time undergraduate semester tuition.

Exemption from a Core Course

A student may request an exemption from a core course if a substantially similar course has already been taken. Please note that receiving an exemption does not decrease the number of courses that must be taken. The exempted course simply becomes a free elective option for the student. All course exemptions are made on a case-by-case basis. The exemption request should be made to the executive director who will consult with the appropriate individual(s) and make a determination. Please note that the exemption request should include the syllabus for the previous class and the current class, the grade received for the previous class (should be a B or better), and the student’s assessment of why the previous course and Duke’s course are similar. Students should be aware that just because a course was taken with a similar title does not mean the content or the depth of the content are identical to the MEMP core course.

Extra Courses/Semesters at Duke

The master of engineering management degree can be earned in one to two years. Students completing four classes per semester can complete the degree in as little as two semesters and an internship. Students completing three classes per semester can complete the degree in three semesters and an internship. Students may also choose to continue their education by taking additional courses beyond those required for the degree. Students will be charged on a per credit basis for such courses. Limitations on the number of additional courses/semesters are at the discretion of the director of the MEM Program in consultation with his program committee. For full-time students, the degree should be completed in no more than two years. Similarly, students may take a fifth course in any semester. Tuition charged for the course will depend on the student’s tuition payment structure (per term or per course). If students take more than the required number of electives, the choice of courses is open to the student’s discretion as long as the technical electives and core courses are taken. Students are responsible for maintaining good academic standing (generally considered to be a B average), thus, should consider this in their course load. On the other hand, many students find the time for extracurricular activities. It is very much an individual consideration as to how many courses is too many. Note that the Drop/Add date is relatively early in the semester and should be kept in mind if a student decides to register for an extra course.

Full Time Versus Part Time

To be considered a full-time student you must be registered for at least three courses (9 course credits). Anyone taking less than three courses (nine credits) is considered part time. International students must be a full-time student in order for their visa to be valid. Distance students must be enrolled in two courses (6 course credits) in order to be considered full time. Distance students taking one course (3 course credits) are considered part time.

Fuqua Electives

Fuqua electives (not Fuqua Core MBA courses) are open to full-time Duke graduate students with two caveats: (1) admission is strictly on a space-available basis; and (2) permission from the instructor is required. Note that students must have the proper background or prerequisites. MEMP students cannot directly enroll online and must comply by the Fuqua registration process and deadlines to sign up for Fuqua elective courses (see Academic Info under Resource on the MEMP Sakai site).
Graduation

It is each student’s responsibility to ensure that they have completed requirements for graduation, including the submission of an “Intent to Graduate” form to the MEM Program office in a timely manner. A list of requirements is given below. For details about these requirements see the Professional Masters Programs Bulletin on the MEMP Sakai site. Graduation will be delayed if you do not complete all requirements within the required time frame.

MEMP graduation requirements are as follows:

- Four core management courses:
  - Engineering Management 510 (Marketing)
  - Engineering Management 520 (Intellectual Property, Business Law, and Entrepreneurship)
  - Engineering Management 530 (Finance and Accounting for Technology-Based Companies)
  - Engineering Management 540 (Management in High-Tech Industries)

- Four technical electives courses chosen from:
  - departments within the Pratt School of Engineering, including engineering management electives
  - courses outside of the Pratt School of Engineering with the director’s approval; and
  - courses at North Carolina State University and The University of North Carolina through an inter-institutional transfer and with approval of the director.


- Two semesters of MEMP Seminar and Workshop Series (Engineering Management 501)

- Complete Intent to Graduate form sent out by the academic coordinator. (The required dates for submission of this form will be published each semester. If, for any reason, a student needs to change their graduation date, a new form must be submitted to the office and approved by a faculty or staff member).

International students should ensure that their intended graduation date is consistent with their visa status (see the International Office website).

Immunization Requirements

Students are required to be immunized against measles, rubella, tetanus, diphtheria and, in some cases, polio. Entering students must present proof of immunizations to Student Health Services prior to the student’s first day of class. Students not providing this information will not be permitted to attend class until proof of immunization is provided.

Independent Studies

Independent study courses may be pursued by identifying a topic and an interested faculty member. Students may take up to two independent study courses as technical electives for their degree.

Leave of Absence

The MEM Program is designed to accommodate both part-time and full-time students. It is generally expected that continuous enrollment will be the norm for MEMP students regardless of their status as part-time or full-time. That is, for full-time students’ continuous enrollment of three or more courses per semester and for part-time students’ continuous enrollment of one or more courses per semester is generally expected. It is understood that circumstances and personal situations may sometimes require that students interrupt their education for some period of time. If a student needs a leave of absence, he/she must fill out a MEM Program Leave of Absence Form- Personal, which can be found on Sakai.

A Medical Leave of Absence should be considered if due to personal or health problems continuing in their courses is impossible. A letter from your medical provider may be required to grant a Medical Leave of Absence. The deadline for a Medical Leave of Absence is the last day of classes in a semester and is not granted once classes have ended and final exams have begun. If a student needs a Medical Leave of Absence, he/she must fill out a MEM Program Leave of Absence Form- Medical, which can be found on Sakai.

After a leave of absence, students must reapply and admission is not guaranteed. For students returning from a Medical Leave of Absence, a Treatment Provider's Re-Entry Questionnaire and a letter of recommendation for re-admission will be required from a treatment provider. Except in unusual circumstances, a leave of absence of one or two years will be granted. A leave of absence greater than two years is generally not allowed. That is, a student would need to begin the MEM Program again if a leave of absence of greater than two years has occurred. The directors of the MEM Program may make exceptions to this general rule. For more information, please visit the MEMP Org site on Sakai.
Nondegree Option

Students who do not intend to obtain a MEMP degree but are interested in some of the MEMP courses may take MEMP courses (i.e., courses designated as engineering management) as a nondegree student. The application for admission as a nondegree student is distinct from application as a MEMP degree student. Thus, if a student decides to become a part-time or full-time MEMP degree student, a separate application and processing fee are required. A maximum of two courses taken as a nondegree student may be applied to the MEMP degree program if the student is admitted. Note that tuition for these courses is paid separately from any other programs in which a student is currently enrolled. A nondegree student may be withdrawn from the active status if he/she has not taken a course for a period of three consecutive academic years. If withdrawn, the student will need to reapply to the program in order to take classes.

Non-MEMP Student Registration

Graduate and professional students who are not enrolled in the MEM Program may register for some MEMP courses (i.e. courses designated with engineering management course numbers) on a space-available basis and with permission of the instructor. Instructors will require students to have sufficient background for the course as needed and may also limit outside enrollment for any pedagogical reason. For example, some courses require very close teamwork and thus may be hindered by allowing students outside of the MEM Program to enroll in the course. Generally no more than five non-MEMP students will be allowed to enroll in a course at any given time. Students who enroll in MEMP courses as non-MEMP students may not utilize these courses for an MEMP degree. Generally the MEMP core courses are not available to non-MEMP students. The core courses for the MEM Program are as follows;

- Engineering Management 510 (Marketing)
- Engineering Management 520 (Intellectual Property, Business Law, and Entrepreneurship)
- Engineering Management 530 (Finance in High-Tech Industries)
- Engineering Management 540 (Management of High-Tech Industries)

For non-MEMP students enrolling in MEMP courses, no additional fees beyond their degree program fees will be charged by the MEM Program. To enroll into a MEMP course, the student must fill out a Non-MEM Program Permission Form found here: [http://memp.pratt.duke.edu/campus/other-duke-graduate-and-professional-students](http://memp.pratt.duke.edu/campus/other-duke-graduate-and-professional-students).

Regrading an Assignment, Exam, or a Course

Grading is up to the individual faculty member in each course; however, there are some general comments that apply to most courses. Most of the questions received after grading an exam or the entire course are very reasonable and well thought out. However, some indicate that it is necessary to reiterate the philosophy on grades:

- The only reason for a grade to change is if the faculty member made a mistake. This means that students must persuade the faculty member that a mistake has been made.
- This type of persuasion does not generally start with “I want . . .,” “I need . . .,” or even “the company I work for requires . . .”
- As students in a management program, the student must take into account the manager’s (i.e., faculty member’s) perspective of fairness for the entire class. Please do not ask a faculty member to do something that is not fair for the entire class if the student were in the faculty position.

If a student believes a mistake was made on his/her exams or final course grade, he/she is encouraged to speak to the professor. The addition of points, transcription of points from the assignments to the grade book, etc. are all possible sources of error. Answering questions from a particular reading or resource that the instructor did not have in mind when the question was written may also be a source of grading error. A clear and logical argument for such mistakes should be easy to make. If a student is struggling simply to improve his/her grade then it is likely he/she should not be requesting the regrading. If a student has evidence that a mistake was made in their grading and the instructor of the course does not consider this evidence the student should discuss the situation with one of the MEMP directors.

Additionally, if a student is interviewing with companies that have a threshold of some minimum GPA and he or she is struggling to meet that minimum threshold, then perhaps the student is interviewing with the wrong companies. These same companies will ignore GPA in three years if the student can convey a record of accomplishments. If a student is on such a borderline of GPA then the directors urge students to consider changing their strategy of either which companies they would like to work for or how and when they plan to work for them.
In those exceptional cases where a problem remains unresolved through discussions with the professor or one of the MEMP directors, an appeal may be made to the senior associate dean for research for the Pratt School of Engineering. Any appeal must be made in writing and must include a description of the error that was made in assigning a grade.

Section Changes for Core Courses

Because the MEM Program is a one-year program, it is imperative that students take the core courses offered each semester. Often, one or two sections of a particular core course fill up and students with elective course conflicts with the core course are unable to register. Students are initially encouraged to voluntarily redistribute from full sections to open sections. If a voluntary redistribution is not sufficient, students without conflicts may be randomly selected and switched to an alternate section of a core course in order to ensure that all students are able to complete their degree requirements.

Seminar and Workshop Attendance

The MEM Program expects students to attend all weekly MEMP seminars and periodic workshops unless they have a valid business or personal reason. Full-time students are allowed to miss two weekly seminars per semester and two required workshops per semester with such a reason. If any full-time student misses more than two seminars per semester, he or she must write a one-page paper on the topic missed. If any full-time student misses more than two required workshops per semester, he or she must write a three-page discussion on the topic missed.

In general, students should not miss a class to attend a workshop. The program offers multiple workshops from which students may choose, and in some cases, two sessions of the same workshop are offered. If there is an unusual case and students must miss a class, they should first request permission from the instructor and make sure the instructor agrees, but students should plan workshop attendance carefully to avoid class conflicts.

A list of student attendance will be kept on the MEMP Sakai site noting each student’s status for both workshops and weekly seminars. It is each student’s responsibility to check on his or her attendance record and make sure that attendance and make-up papers are properly listed. If a student finds any discrepancy, he or she should notify the MEMP associate director before the end of the semester.

Failing to follow these guidelines may result in unfulfilled requirements for the MEM Program and thus can prevent a student from receiving their degree.

Part-time students must enroll in two semesters of the seminar course and attend the equivalent of two semesters of seminars and workshops during their entire enrollment in the program. Part-time students should register for the first semester of MEMP seminars when they complete the equivalent of one full semester of seminars and should register for the second semester of MEMP seminars during the semester in which they complete the equivalent of two full semesters of MEMP seminar. In the part-time student’s final semester before graduation, if this attendance has not been met, appropriate make-up work must be submitted before the student can be certified for graduation.

Note: This policy applies to MEMP-sponsored weekly seminars and required workshops listed on the seminar course’s Sakai site. From time to time, the program may notify students of other seminars offered by other departments or optional seminars and workshops sponsored by the MEM Program. Attendance is encouraged at these seminars but not required. From time to time, students may be allowed to substitute a missed weekly seminar or required workshop with attendance at an optional event. Such events will be labeled within the appropriate folder on Sakai and clearly marked “Optional.”

Summer School

The MEM Program only offers EGRMGT 550 and 551 during the summer because that is when campus students complete their internship requirement. Students should enroll in EGRMGT 550 and 551 if they are in their internship or plan to graduate in September. MEM students cannot take summer school classes outside of the MEM Program to count towards the MEM Program but may take courses for their own personal development. International students who are working on their internship in the United States during the summer will need CPT and must enroll in EGRMGT 550 over the summer.
Transferring Policies

Transferring Credits from Other Pratt School Departments into the MEM Program

Students may utilize up to three graduate courses taken as an MS or PhD student in the Pratt School of Engineering as technical electives in the MEM Program. Generally these courses should be taken concurrently with the MEMP degree or within the previous four years. Thus, an MS or PhD student can receive the MEMP degree by completing five additional courses, the internship requirement, the seminar series and other miscellaneous required activities in the MEM Program. The five courses the student must complete include the four required core courses and one additional technical elective. Approval from the MEMP director is required. Admission to the MEM Program is separate from admission to other graduate programs at the Pratt School of Engineering and the MEMP courses are paid for separately from the student’s MS or PhD graduate courses.

Generally, the credits to be used for both degrees will only be seen on the MS/PhD transcript and will count only toward the student’s MS/PhD grade point average. If the student is leaving the MS or PhD program and will not earn the full degree, the credits will transfer with grades that will count toward the MEMP grade point average.

Students in dual degree programs will receive both degrees simultaneously. Students will not be permitted to receive one degree in a different term than the other, even if coursework for one of the degrees has been completed.

Transferring Credits from The Fuqua School of Business into the MEM Program

If a student has completed the Fuqua MBA course requirements then he or she will be allowed to waive three of the courses in the MEM Program: Engineering Management 510 (Marketing), Engineering Management 530 (Finance in High-Tech Industries), and Engineering Management 540 (Management in High-Tech Industries). Thus, a student can receive the MEMP degree by completing five additional courses, the internship requirement, the seminar series and other miscellaneous required activities in the MEM Program. The five courses the student must complete include the required Engineering Management 520 (Intellectual Property, Business Law, and Entrepreneurship) core course and four technical electives. Admission to the MEM Program is separate from admission to The Fuqua School of Business.

Transferring Credits from Other Universities

Transfer of credits for courses from other universities is not allowed. A total of eight courses must be taken at Duke. If a student has taken graduate courses at another university that were not used for their degree, they may give the student a bit more leeway in the types of courses that can be taken at Duke but they do not decrease the total number.

Withdrawal, Involuntary Administrative

Students who exhibit harmful, potentially harmful, or disruptive behavior toward themselves or others may be subject to involuntary administrative withdrawal from the university if their behavior renders them unable to effectively function in the university community. Such behavior includes, but is not limited to, that which

- poses a significant threat of danger and/or harm to self; and/or
- other members of the university community; and/or
- interferes with the lawful activities or basic rights of other students, university employees, or visitors.

Any member of the university community who has reason to believe that a student may meet the standard for an involuntary administrative withdrawal may contact the vice president for student affairs or his/her designee. The vice president or designee will conduct a preliminary review in consultation with professionals from Student Health and/or Counseling and Psychological Services, the executive director of Professional Masters Program, and/or other relevant individuals. The vice president or designee will meet, when possible, with the student in question to discuss the information that has been presented and give the student an opportunity to respond. The vice president or designee may mandate that the student be evaluated by a specified health professional within a given time frame if an evaluation has not already been conducted. In the instances described above the vice president for student affairs or designee will make the final decision about involuntary administrative withdrawal. A written statement citing the reasons will be forwarded to the executive director of Professional Masters Programs who will withdraw the student from the university. At any point in the process the student may request a voluntary withdrawal via the executive director of Professional Masters Programs.
Academic Integrity

The Duke Community Standard

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

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.

It is implicit that every assignment submitted was done in accordance with the Duke Community Standard.

The Reaffirmation

Upon completion of each academic assignment, students may be expected to reaffirm the above commitment by signing this statement:
“I have adhered to the Duke Community Standard in completing this assignment.”
[Student Signature]

Definitions

Lying, Cheating (including plagiarism), Stealing. Definitions for these terms used in the Duke Community Standard appear at http://studentaffairs.duke.edu/conduct/z-policies#dishonesty

Application of the Community Standard to the Master of Engineering Management Program

The Duke Community Standard encompasses both academic and nonacademic endeavors. The first part of the pledge focuses on academic endeavors and includes assignments (any work, required or volunteered, submitted for review and/or academic credit) and actions that are taken to complete assignments. It also includes activities associated with a student’s job search since the definition of lying includes “communicating untruths in order to gain an unfair academic or employment advantage.” Some of the aspects of academic endeavors as they apply to master of engineering management students are:

Group and Individual Work. Please note that in many classes there will be both group work and individual work. Students should be sure they are clear about what level of consultation or collaboration with others is allowed.

Studying from old exams, assignments and case studies. Many courses have case studies, exercises, or problems that have been used previously. Students should not use prior semesters’ work to prepare for an exam or assignment unless allowed by the instructor.

MEMP suite, computer laboratory, library, meeting rooms, and other shared resources. There are numerous shared resources that are available to support a student’s studies. Use these so that they will remain in good shape and equally accessible for others.

Career Service Resources. Use these so that they will remain equally accessible for others and so that the MEM Program will remain in good standing with Career Services. Abide by Career Center policies found at http://career.studentaffairs.duke.edu/graduate/connectwithemployers/bluedeviltrak/blue_devil_trak/ocr_policy.html.

Implicit Reaffirmation. Some instructors may not require students to include the reaffirmation on every assignment. If the instructor does not require students to write the reaffirmation (“I have adhered to the Duke Community Standard in completing this assignment”) or it is omitted from the assignment, it is implicit that every assignment submitted was done in accordance with the Duke Community Standard.

The second part of the Duke Community Standard extends its reach to nonacademic activities undertaken while enrolled as a MEMP student. Students are expected to observe
• all local, state, and federal laws and
• to abide by Duke policies including university policies on harassment and sexual misconduct. Details for these may be found at
  • http://duke.edu/policies/students/universitywide/index.php;
  • http://duke.edu/policies/students/universitywide/harassment.php; and
  • http://duke.edu/policies/students/universitywide/sexualmisconduct.php.
Jurisdiction

- The MEM Program may respond to any complaint of behavior that occurred within a student’s involvement in the MEM Program, from application to graduation. Complaints of sexual misconduct must be filed within two calendar years of the alleged incident.
- Any MEMP student is subject to disciplinary action. This includes students who have matriculated to, are currently enrolled in, are on leave from, or have been readmitted (following a dismissal) to programs of the university.
- With the agreement of the vice president for student affairs and the dean of the Pratt School of Engineering, jurisdiction may be extended to a student who has graduated and is alleged to have committed a violation during his/her MEMP career.
- The accused may also be a cohesive unit of the university, such as a recognized organization.
- The university reserves the right to take necessary and appropriate action to protect the safety and well being of the campus community. Such action may include pursuing any violation of local, state or federal law, or university policy—on or off campus—that constitutes a direct or indirect threat to the university community. Further, students who are cited, arrested, or reported for repeated behavioral concerns off campus may be subject to disciplinary action. Additionally, students or groups who are on university-affiliated programs/outings may be subject to disciplinary action.
- In cases of alleged policy violations by a student enrolled in a joint degree program or interdisciplinary coursework within Duke, each school or unit (the home unit and the host unit) may have a stake in the adjudication. Thus, an ad hoc process shall be developed and an ad hoc panel formed with representatives from both institutions/units to handle the case. The sanctions may be different for each school or unit.
- For students completing inter-institutional coursework at other institutions, whether domestic or international, or for visiting students enrolled in classes at Duke, the home and the host institutions should confer and decide the process to be followed, which may include combined or separate elements. The sanction may be different for each institution.

Academic Standard Resolution Process

A flow chart for the resolution process for possible violations of the academic standard is given in Figure 1. The details for the process will be described in this section.

Students’ Obligation to Act on Potential Cases of Academic Dishonesty

The Duke Community Standard stresses the commitment that students share with faculty and administrators to enhance the climate for academic integrity at Duke University. The pledge beginning “I will not lie, cheat, or steal in my academic endeavors” is followed by “I will act if the standard is compromised.” Both statements, like the Duke Community Standard as a whole, are statements of principles.

From principles flow policies. Stemming from this nontoleration statement (“I will act if the standard is compromised”) is a policy that reflects an emphasis on taking constructive action of some sort if one witnesses or knows about dishonorable behavior connected to classroom assignments or activities.

Students who observe or hear about cheating are obligated to do something about it rather than to remain passive bystanders. They are obligated to take action. Several possible courses of action are available, and students should feel free to discuss them with trusted advisors before choosing among them:

- Alerting the faculty member that cheating may be occurring in the course. This alert can be in any form, including anonymously. The information will allow the instructor to consider corrective measures and to address the topic with the class.
- Calling attention to the suspected violation as it is occurring, in either a public or a private manner.
- Identifying the suspected cheater to the faculty member of the course.
- Unless required otherwise by a court of law, the report will be treated in total confidence: if the reporting student requests anonymity, the faculty member will not divulge the reporting student’s name to anyone, and the reporting student is under no obligation to take the information any place else. The faculty member will then act on this information, as the Faculty Handbook requires; at the very least, the instructor will let the suspected student know that his or her behavior has raised suspicion;
• Speaking directly with the student suspected of violating the Duke Community Standard, either to gain clarity about what happened or to put the person on alert that his or her behavior could have serious consequences; and
• Discuss concerns about a suspected violation with the executive director of the Master of Engineering Management Program (executive director, MEM Program)

Whatever the option chosen for reporting breaches of academic integrity, a student is responsible for doing something. This responsibility is an integral part of the Duke Community Standard and will help to build a community of honor whose values the Duke Community Standard articulates.

Investigating

Once a suspected violation has been brought to the attention of the executive director, MEMP, he/she may consult with the associate dean for student conduct to decide whether any further investigation is warranted and possible. They will also assess the severity of the allegations and the executive director of MEM Program will review the disciplinary record of the person suspected to see if there are any previous violations that would preclude a “one-time faculty/student resolution.” If there is to be a further investigation, the executive director of the MEM Program will notify the individual/group that an academic investigation is being held and specify the university policy that is suspected of being violated. The executive director of the MEM Program will gather information regarding the alleged incident in order to determine the appropriate means of resolution. Investigations may include a review of related documents, interviews, or requests for written statements from any person involved in the alleged incident.

Please be aware that students and organizations that lie during the investigation phase or any other aspect of the judicial process are violating the Duke Community Standard. Additionally, sanctions for multiple infractions are typically more severe than sanctions for single infractions.

Cases may be dropped for insufficient information, or referred for possible disciplinary action. In order for a case to be referred for possible disciplinary action, there must be sufficient information to believe that a policy violation may have occurred and that the alleged individual/group may be responsible.

Resolving Violations

The way suspected violations are resolved depends on their severity and the student’s disciplinary history.

One-Time Student-Faculty Resolution. When the suspected violation is “minimal,” such that it would not put the student at risk of suspension or expulsion (e.g., inadvertent omission of a citation or improper citation, minor misunderstanding about collaboration or use of materials on an assignment), and when the student has not committed any previous violations, it may be possible to resolve the situation at the level of the faculty member in charge of the course and the student. The first, and essential, stage in this process is for the faculty member to discuss the situation with the executive director of the MEM Program to determine if the suspected violation is in fact “minimal,” and if the student has previously been found responsible for any academic integrity violations. The executive director of the MEM Program in consultation with the associate dean for Student Conduct serves as a “clearinghouse” for Duke Community Standard violations, so that

• there is consistency in defining what violations are “minimal;”
• the consequences for various types of violations are consistent; and
• repeated violations by the same student in different courses do not go unnoticed.

When these conditions for a “one-time student-faculty resolution” are met, the instructor may impose consequences for the violation and inform the executive director of the MEM Program of the consequences. These could include receiving failing grades on the assignment or the course, repeating one or more assignments, and/or completing a separate assignment intended to inform the student about academic integrity (e.g., a paper analyzing the consequences of failure to cite sources properly).

If the instructor does not want to use this option, he/she may request an administrative hearing. If the student does not agree with the resolution proposed by the instructor, he/she may request an administrative hearing.

Administrative Hearing. If the suspected violation is not “minimal,” if there have been previous violations, if the instructor chooses not to resolve the case, or if the student disagrees with the instructor’s proposed resolution, the case goes to an administrative hearing. If the violation is severe enough to put the student at risk of suspension or dismissal, and if the accused student denies the accusation, he/she may ask to bypass the administrative hearing level and go directly to an ad hoc judicial panel, as explained below.

If the student admits violating the policy and accepts responsibility for his/her actions, the executive director of the MEM Program, in consultation with the associate dean for student conduct, will recommend the appropriate
disciplinary action. Consequences may include probation, suspension, or expulsion, and/or assignments intended to educate the student about academic standards. Consequences may include recommendations to the course instructor involving grades for one or more assignments or for the whole course, but final authority for these rests with the instructor. If the student believes the administrative hearing failed to consider relevant information, violated fair procedures in some other way, or imposed consequences inappropriate to the offense, he/she may appeal the decision to an ad hoc student conduct panel. If the student does not admit violating the policy, the case will be presented to an ad hoc student conduct panel.

**Ad Hoc Student Conduct Panel.** Appeals from the administrative hearing stage will be heard by an ad hoc student conduct panel composed of four members, two master of engineering management students and two faculty or staff members from the Pratt School of Engineering. The executive director of the MEM Program will be present to help maintain continuity and consistency of procedures, but will not be a voting member of that panel. The student members will be selected by the MEMP Graduate and Professional Student Council representative(s). If no representatives have yet been elected, the students will be selected by the director of the MEMP. The faculty/staff members will be selected by the executive director of the MEM Program. The student suspected of the violation may object in writing if he/she believes any member of the proposed panel has a conflict of interest that could jeopardize a fair judgment. All members of the panel and the accused student should be notified at least forty-eight hours in advance when and where the hearing will be and what evidence will be presented. Any of the student conduct panel members or the student may ask for evidence to be presented. The accused student may consult others for advice at his/her discretion and may bring a member of the Duke community (student, faculty, or staff member) to the hearing as an advisor (but the advisor does not speak to the student conduct panel or any witnesses). The panel will attempt to decide, using a clear and convincing standard, whether a violation took place and what the consequences should be by consensus; where consensus is not possible, a vote will determine the outcome (thus, a 3-1 or 4-0 vote is necessary to reach a conclusion). Consequences may include probation, suspension, or expulsion, and/or assignments intended to educate the student about academic standards. Consequences may include recommendations to the course instructor involving grades for one or more assignments or for the whole course, but final authority for these rests with the instructor.

Ad hoc student conduct panels are not trials and are not constrained by rules of procedure and evidence typically used in a court of law. The university disciplinary system operates under a standard of fairness, which includes an opportunity for the student/group to be notified of the alleged incident and policy violations under consideration and an opportunity to be heard.

If the student believes the ad hoc student conduct panel failed to consider relevant information, violated fair procedures in some other way, or imposed consequences inappropriate to the offense, he/she may appeal the decision to the senior associate dean for research for the Pratt School of Engineering. This appeal must be made within seven days of the ad hoc student conduct panel’s decision.

![Figure 1. Resolution process for academic standard violations.](image-url)
**Nonacademic Standard Resolution Process**

A flow chart for the resolution process for possible violations of the nonacademic standard is given in Figure 2. The details for the process will be described in this section.

**Investigating.** Once a suspected violation has been brought to the attention of the executive director of the MEM Program, he/she will consult with the associate dean for student conduct to decide whether any further investigation is warranted and possible. In cases where harassment is involved, the Office for Institutional Equity (OIE) will be consulted to determine the most appropriate way to resolve allegations of harassment. If there is to be a further investigation, the executive director of the MEM Program will notify the individual/group that an investigation is being held and specify the university policy that is suspected of being violated. He/she will gather information regarding the alleged incident in order to determine the appropriate means of resolution. Investigations may include a review of related documents, interviews, or requests for written statements from any person involved in the alleged incident. Please be aware that students and organizations that lie during the investigation phase or any other aspect of the process are violating the Duke Community Standard. Additionally, sanctions for multiple infractions are typically more severe than sanctions for single infractions.

In cases where local, state, and/or federal laws may have been violated, the investigation may be postponed until the outcome of the legal investigation has been completed. Additionally, prior to investigation and resolution, interim restrictions may be placed on a student/group to protect the health and safety of students or the community. These restrictions may include a “no contact order,” removal of privileges, removal from or relocation within the residential community, suspension of activity, or suspension from the university. An interim suspension from the university may be imposed by the dean of the Pratt School of Engineering or the vice president for student affairs, or designee, and shall become effective immediately without prior notice whenever there is evidence that the continued presence of the student may pose a substantial and immediate threat to him/herself, to others, or to the university community.

Cases may be dropped for insufficient information, or referred for possible disciplinary action. In order for a case to be referred for possible disciplinary action, there must be sufficient information to believe that a policy violation may have occurred and that the alleged individual/group may be responsible.

**Resolving Violations.** Alleged nonacademic violations are handled by administrative hearing. If the student admits violating the policy and accepts responsibility for his/her actions, the executive director of the MEM Program will recommend the appropriate disciplinary action. Consequences may include probation, suspension, or expulsion, and/or assignments intended to educate the student about appropriate community behavior.

If the student believes the administrative hearing failed to consider relevant information, violated fair procedures in some other way, or imposed consequences inappropriate to the offense, he/she may appeal the decision to the senior associate dean for research for the Pratt School of Engineering. This appeal must be made within seven days of the administrative hearing’s decision.

![Figure 2. Resolution process for nonacademic standard violations.](image)
Confidentiality

Information gathered in the process of resolving alleged Duke Community Standard violations is confidential. Information may be shared with the following entities or under the following circumstances:

- with the accused student to inform her/him that he/she has been accused
- with school officials with legitimate interest, such as, instructor of the class, administrators of the Master of Engineering Management Program, Office of Student Affairs, Office of Student Conduct, Office of Institutional Equity
- to comply with a judicial order or lawfully issued subpoena
- to appropriate officials in cases of health and safety emergencies
- for any students involved in a joint-degree program or interdisciplinary coursework, with the other degree program
- for student involved in interinstitutional coursework, with the other institution

Information about Duke Community Standard violations, their disposition and consequences may be shared, with any identifying information removed, for the purposes of

- educating students and faculty about Duke Community Standard violations;
- ensuring consistency in responding to Duke Community Standard violations; and
- reporting on Duke Community Standard violations to the university or to facilitate research on academic integrity.
Curriculum Overview

The core of the Master of Engineering Management Program consists of four engineering management courses developed in conjunction with the Duke Law School and The Fuqua School of Business. A required internship accompanied by a written project summary and oral presentation insures students have work experience, while four graduate level technical courses of the student’s choosing serve to extend the student’s science and engineering background.

To complete a master’s degree in engineering management, the student must complete 30 course credits:

- Four core management courses (twelve credits)
  - Engineering Management 510 (Marketing)
  - Engineering Management 520 (Intellectual Property, Business Law, and Entrepreneurship)
  - Engineering Management 530 (Finance in High-Tech Industries)
  - Engineering Management 540 (Management of High-Tech Industries)
- Four technical elective courses (12 course credits)
- Seminar & Workshop Series (0 course credits)
  - Engineering Management 501 (Engineering Management Seminar/Workshop) (require two semesters)
- Internship, written project summary, oral presentation (6 course credits)
  - Engineering Management 550 (Engineering Management Internship)
  - Engineering Management 551 (Engineering Management Internship Assessment)

Internship

The internship component of Duke’s MEM Program ensures that students gain valuable experience in industry. Students complete an internship with a company anywhere in the world and work on a well-defined project (Engineering Management 550). A final internship report and presentation must be submitted and both must be approved by the course instructor before credit can be given (Engineering Management 551). Internship contributes 6 course credits toward graduation.

Students are responsible for finding and establishing an internship, though there are several resources that can help in the search. Students who are still enrolled in undergraduate study are encouraged to use their institution’s career center, and previously employed students should use their experience.

Seminar and Workshop Series

Weekly seminars offer students the opportunity to interact with top industry leaders, experienced business managers, entrepreneurs, venture capitalists, and small-business owners. Designed to introduce students to different aspects of business and industry, the series also includes information on career opportunity and development. A weekly post-seminar reception allows students to talk one-on-one with speakers and network with their peers.

Duke’s unique workshop series allows students to further develop marketable business skills in an intensive, interactive environment. Topics are selected through input from industry, program administrators, and students.

Technical Electives

Technical electives enable students to customize coursework to satisfy their individual preferences. Elective offerings are designed to provide variety, flexibility, and top-of-class quality as students enhance their depth and breadth of knowledge. Students may

- select from a variety of topics in the area of management of technology and entrepreneurship offered by the MEM Program;
- take courses at the highly-ranked departments within the Pratt School of Engineering, including the top-ranked biomedical engineering department;
- customize an interdisciplinary set of courses in subjects such as photonics or nanotechnology;
- take courses outside of the Pratt School of Engineering with the director’s approval from The Fuqua School of Business;
- * or in areas such as physics, chemistry, computer science, or statistics/decision science; or
- pursue courses at North Carolina State University and the University of North Carolina at Chapel Hill through an interinstitutional transfer and with approval of the director;
- develop an independent study course by identifying a topic and an interested faculty member. Students may take up to two independent study courses; or
• other technical electives as approved.

* Fuqua courses are offered on a space available basis with instructor consent. MEMP students are limited to two Fuqua courses per semester. Fuqua courses require a separate registration process than that of engineering courses.

**Example Curriculum**

The program can be completed in as little as one year. The internship is typically completed during the summer either before or after beginning the program.

**Summer**

Internship

**Semester 1**

- Engineering Management 530 (Finance in High-Tech Industries)
- Engineering Management 510 (Marketing)
- Technical Elective 1
- Technical Elective 2
- Engineering Management 501 (Engineering Management Seminar)
- Engineering Management 550 (Engineering Management Internship)
- Engineering Management 551 (Engineering Management Internship Assessment)

**Semester 2**

- Engineering Management 540 (Management in High-Tech Industries)
- Engineering Management 520 (Intellectual Property, Business Law & Entrepreneurship)
- Technical Elective 3
- Technical Elective 4
- Engineering Management 501 (Engineering Management Seminar)

**Grading Policies**

**Standard Courses:** A=Exceptional; B=Good; C=Satisfactory; (A, B, and C grades may include + or -); F=Failure; I=Incomplete; N=No Grade Given; Z=Satisfactory Completion of the first term of a two-course sequence

**Audits:** AD=Audit; WA=Withdrawal Audit; N=No Grade Report

**Credit/No Credit Courses (including Internship Courses):** CR=Passing; NC=Failure

**Incomplete Grades**

I grades are to be assigned if, because of illness or other extenuating circumstances, a student's work in the course is incomplete. Please note that students who are given an Incomplete must complete the work within one year or the grade will convert to an F.

**Retention of Examinations**

Instructors are requested to retain all final examination papers for at least one year after the date the examination is given. Examination papers should be available for reference where a final grade is questioned.

**Courses of Instruction**

**Engineering Management (EGRMGMT)**


510. Marketing. Review basic concepts in marketing; marketing of high tech products and services. Product development with short life cycles, selling into complex supply chains, building advantage through innovation, the role of the customer in high tech and technology-intensive service industries, and marketing in volatile environments. Prerequisite: enrollment in the Master of Engineering Management Program. 3 units.

530. Finance in High Tech Industries. Review basic concepts of financial accounting and finance, with an emphasis on accounting needed for effective financial analysis. Focus on issues of finance in high tech industries. Emphasizes will include project financing, notions of options as applied to internal financial analysis, allocation of costs and revenues for new high tech projects, valuing projects and valuing firms when intellectual assets are a significant portion of total level value; corporate control in high tech firms. Finance issues in mergers, acquisitions, and alliances. Prerequisite: enrollment in the Master of Engineering Management Program. 3 units.

532. Advanced Corporate Finance for Technology-Based Companies. The focus of this course will be on major financial decisions of established technology corporations as well as entrepreneurial ventures. Analytical models and theories will be covered via problems and cases. Specific areas will include asset management, short-term and long-term borrowing, advanced capital budgeting strategies, determination of capital structure, dividend policy, international issues, and mergers and other forms of restructuring. Prerequisite: enrollment in the Master of Engineering Management Program. 3 units.

540. Management of High Tech Industries. Decision making in complex environments; emphasis on project analysis, complex investment analyses, strategic decision making where outcomes depend on high technology, and the role of decisions in product development. Management in high tech firms; emphasis on management of professionals, management of project-based and team-based organizational structures, and the role of the manager in expertise driven organizations. Prerequisite: enrollment in the Master of Engineering Management Program. 3 units.

550. Engineering Management Internship. A three credit internship which requires participation with a cooperating organization, whether local or distant, involving a well defined set of tasks. Full-time employment in an appropriate capacity may be utilized for this internship. This course is a required co or prerequisite for Engineering Management 551. Prerequisite: Enrollment in the Master of Engineering Management Program. 3 units.

551. Engineering Management Internship Assessment. This course involves the assessment of a student's internship experience via a report and oral presentation. The questions and general format of the report and presentation will be provided by the instructor. The report and presentation will be evaluated by the instructor and both must be approved to obtain credit for this course. Students must have completed or be simultaneously enrolled in Engineering Management 550 which is a course designated for the internship experience. Prerequisite: Enrollment in the Master of Engineering Management Program. 3 units.

556. Engineering Management Practicum. The Engineering Management Practicum is provides a real life view of various challenges faced by organizations. Projects at the intersection of engineering and business will be chosen for this practicum. Students will work in teams and will conduct a mentored, semester-long project for an organization. The learning objectives of this course include: (i) learn how engineering and technology impact organizations and how they are integrated into an organization to achieve desired results; (ii) understand, through an experiential environment, how organizations function and the difference between theory and implementation in an organizational setting; and (iii) develop team based skills in an applied environment and learn how to communicate technical issues to a variety of personnel in an organization. Consent of instructor required. 3 units.

560. Project Management. Projects are one of the key mechanisms for achieving organizational goals and implementing change, whether it is the design and launch of a new product, the construction of a new building, or the development of a new information system. This course will focus on defining project scope, developing project plans, managing project execution, validating project performance and ensuring project control. Additional topics covered include decision making, project finance, project portfolio selection and risk management. 3 units.

562. Operations Management. Operations management involves planning and controlling the processes used to produce the goods and services provided by an organization. In essence, it is the management of all activities related to doing the actual work of the organization. Managing these processes can be quite challenging - they are often very complex, and can involve large numbers of people and facilities, huge volumes of materials and great distance. Objectives of the course are to: i) Introduce students to the functional area of operations and to increase their awareness of how a firm's operations interface with the other functional areas of the organization, ii) Familiarize students with the various issues and problems that traditionally arise in the management of operations within both manufacturing and service organizations, iii) Acquaint students with some of the terminology, modeling, and methodologies that often arise in the handling and resolution of operations issues and problem. 3 units.
563. Supply Chain Management. The objectives of this course are to develop conceptual and modeling skills for the student and provide practical problem-solving tools, applicable to the design and analysis of supply chains. Students will also identify how the existence of multiple (distinct) decision makers in the supply chain can create misaligned incentives that harm supply chain performance and then learn how to mitigate this problem. Examples will include technology supply chains, and supply chains for innovative products. The course will balance modeling/quantitative problem solving with conceptual frameworks. Prerequisite: Enrollment in the Master of Engineering Management Program or permission of instructor 3 units.

574. Commercializing Technology Innovations: Turning Visions into Value. This course is designed to demystify and unify the journey from idea creation to value extraction through the use of concrete tools and real-world exercise. Innovations have many sources (e.g., individuals, companies, universities, governments) and many vehicles for commercialization (e.g., licensing, new products, enhanced products, and new ventures). Through this course, students will learn to think more broadly about innovation and commercialization options and strategies. Prerequisite: enrollment in the Master of Engineering Management Program. 3 units.

580. Decision Models. Problems involving uncertainty and/or complex interactions can be too difficult to grasp intuitively. This course introduces spreadsheet modeling, simulation, decision analysis and optimization to represent and analyze such complex problems. First, the use of decision trees for structuring decision problems under uncertainty is discussed. Next, Monte Carlo simulation is used as a modeling environment, using add-in programs as necessary. Prerequisite: Familiarity with Excel, enrollment in the Master of Engineering Management program, or permission of instructor 3 units.

584. Advanced Engineering Systems Optimization and Simulation. Introduction and advanced discussions of mathematical optimization and simulation to design and evaluate engineering systems. Application of linear and nonlinear programming, dynamic programming, expert systems, simulation and heuristic approaches to a range of engineering systems problems. Examples addressed to be suggested and developed by the students including but not limited to: production plant scheduling, water resources planning, vehicle routing, resource allocation, repair, and rehabilitation scheduling, and comparison of engineering design alternatives. Instructor consent required. 3 units.

590. Advanced Topics in Engineering Management. Opportunity for study of advanced subjects related to programs within engineering management tailored to fit the requirements of a small group. Permission of instructor required. 3 units.

591. Special Readings in Engineering Management. Individual readings in advanced study and research areas of engineering management. Consent of instructor required. 3 units.
The Master of Engineering Program (MEng) began in 2010 and provides students with the skills to effectively contribute to the technical needs of the twenty-first century global organization immediately upon graduation. The MEng degree is an applied, nonthesis degree that has a single departmental affiliation or a defined interdisciplinary affiliation across more than one department.

As an applied, nonthesis degree, the MEng degree provides differentiated value by coupling graduate level technical knowledge in key areas of strength with core business fundamentals, thus better preparing students to work in industry. The MEng degree is housed in, and managed by, the Pratt School of Engineering with faculty oversight provided by engineering school faculty through the Engineering Faculty Council and the existing departments.

The MEng degree positioned the Pratt School of Engineering to take a leadership role in developing a professional masters curriculum that delivers state-of-the-art technical depth coupled with necessary business knowledge breadth to produce graduates who can truly impact their organizations. The majors within the master of engineering degree are:

- Master of Engineering in Biomedical Engineering
- Master of Engineering in Civil Engineering
- Master of Engineering in Electrical and Computer Engineering
- Master of Engineering in Mechanical Engineering
- Master of Engineering in Environmental Engineering
- Master of Engineering in Materials Science and Engineering
- Master of Engineering in Photonics and Optical Sciences
Admissions Policies and Practices

Admission to the MEng Program

Applications are accepted for the MEng Program for both the fall or spring semester.

Admission to the MEng Program requires:

- A bachelor’s degree in engineering or science from an accredited institution (transcripts required, including an estimated GPA)*
- Statement of Purpose*
- Resume*
- Three recommendations*
- Graduate Record Exam (GRE) results
- Test of English as a Foreign Language (TOEFL) results (international applicants only)
- A nonrefundable application fee of $75 USD, to be paid via check made out to Duke University or via credit card if using the online application*

*items that can be submitted online using the online application. For more information on the online application, see [http://meng.pratt.duke.edu/how-to-apply](http://meng.pratt.duke.edu/how-to-apply)

For more information on the application requirements, see [http://meng.pratt.duke.edu/application-requirements](http://meng.pratt.duke.edu/application-requirements)
International Applicants

Unlike many schools, Duke does not require financial support documents as part of the application; instead, students submit this information after they have been admitted and are enrolled in the program. Duke does not automatically issue I-20s to students upon admission. Instead, students work with the department to submit information and supporting documents to Duke's Visa Services Office. The process is described below:

• Upon accepting the offer of admission, a student will receive an e-mail from the MEng office with a user name and password in order to complete the online Request for Temporary Visa Form - Part II.
• The student completes the online form, prints it off, signs it, and returns it to the MEng office, along with the appropriate supporting documents.
• Financial documents must be less than four months old.
• Only after the MEng Program receives everything from the student will the office complete Part I of the Request for Temporary Visa Form. At that time, the student’s entire packet will be sent to Duke Visa Services for processing.
• Visa documents (I-20 or DS-2019) are usually issued within two calendar weeks from the date that Duke Visa Services received the completed packet.
• Student should register for a visa appointment only after they receive their visa documents.
• Those on non-Duke visas complete a modified process during the enrollment period.

Application Deadlines

The MEng Program accepts applications for the fall or spring semester in rounds, and applicants should submit their application materials as early as possible but before the deadlines listed at [http://meng.pratt.duke.edu/application-deadlines](http://meng.pratt.duke.edu/application-deadlines). In order to be considered in an application round, the application and all supporting documents must be received by the date indicated.

Please note:
• In some cases, the MEng Program may postpone a decision to the next round.
• Admitted students may request to defer admission for up to one year.
Campus Tuition and Financial Aid Information

Tuition and Fees

Program tuition for the 2014-2015 academic year is $20,020 per semester taken at the university. In general, completion of the thirty required course credits over three semesters would result in a total tuition cost of $66,699. Please note that the internship courses do not incur tuition charges.

Estimated Full-time Student Expenses for the 2014-2015 Academic Year

<table>
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<tr>
<th>Expense</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Tuition</td>
<td>$45,780 ($22,890/semester)</td>
</tr>
<tr>
<td>Health Fee</td>
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<tr>
<td>Health Insurance</td>
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<tr>
<td>Student Government Fee</td>
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<tr>
<td>Transcript Fee</td>
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<tr>
<td>Transportation and Misc.</td>
<td>$5,049*</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$67,699</strong></td>
</tr>
</tbody>
</table>

*Fees and estimates subject to confirmation each May.
** Required unless the student can show proof of comparable private insurance coverage.

- The normal program duration is one and one-half years of study (three semesters).
- The normal load is four courses per semester in the first year.
- There is no charge for registration for students in the Master of Engineering Program. Domestic students can estimate $390.00 in loan fees per term if securing student loans.

Cost of Living

The cost of living is estimated for the 2014-2015 academic year. The actual cost of living depends on individual lifestyle. Cost may also differ for international students.

Tuition

Tuition is charged on a per semester basis. The tuition per semester for 2014-2015 is $22,890.

Transcript Fee

All entering students will be charged in the fall semester a one-time mandatory fee of $40* for transcripts. This fee entitles the student to an unlimited number of Duke transcripts.

Student Health Fee

All students are assessed a fee each semester for the use of Student Health Services. The fee is estimated $318* per semester and is distinct from the health insurance; it does not provide major medical coverage.

Health Insurance

Students will be charged for health insurance in the fall semester, unless proof of other health insurance is provided. For 2014-2015, the Student Health Insurance is estimated to be $2,350*. Information on the coverage provided by this insurance is available from the Office of the Bursar.

Student Government Dues

All graduate students will be charged student government dues of $17* per semester.

Recreation Fee

All graduate students will be charged a recreation fee of $120* per semester for the use of on-campus facilities.

Audit Fees

Auditors are permitted on a space-available basis with the consent of the instructor. Students registered full-time during fall and spring may audit courses without charge.
Vehicle Fee
Students should contact the University Parking Services Office at (919) 684-7275 regarding parking.

Payment of Accounts
The Office of the Bursar will issue invoices to registered students for tuition, fees, and other charges approximately four to six weeks prior to the beginning of classes each semester. The total amount due on the invoice is payable by the invoice late payment date which is normally one week prior to the beginning of classes. A student is required to pay all invoices as presented and will be in default if the total amount is not paid in full by the due date. A student in default will not be allowed to receive a transcript of academic records or receive a diploma at graduation. Inquire at the bursar's office by calling (919) 684-3531 for information on the following: monthly payment option; late payment charge; refunds for withdrawal from school during fall and spring semesters.

Financial Aid
Limited financial aid is available to highly qualified candidates through academic scholarships with an emphasis on increasing diversity within the program.

Loans
Because the MEng Program is a professional degree program rather than a research degree program, most students pay their own tuition costs. Many students take out loans and feel there will be an excellent "return on investment" when they get out into the work force.

United States citizens and eligible noncitizens are able to borrow through the Federal Stafford Loan Program. Applicants for assistance through this program must file a Free Application for Federal Student Aid (FAFSA), which may be completed online at http://www.fafsa.ed.gov/. When completing the online form students will be asked for Duke's Title IV Code; it is E00165.

Maximum eligibility under the Stafford Subsidized Loan Program is $8,500 per year. In addition students can borrow up to $12,000 more per year under the Stafford Unsubsidized Loan Program. For further information on the FAFSA and the US Department of Education’s Stafford Loan Program, please call (800) 433-3243.

International applicants are not eligible for federal loans; however, many international students take out loans in their home countries, and some US banks may offer loans to international students for study in the United States.

DoD SMART Scholarship Program (US Citizens only)
The Science, Mathematics and Research for Transformation (SMART) Scholarship for Service Program has been established by the Department of Defense (DoD) to support undergraduate and graduate students pursuing degrees in Science, Technology, Engineering, and Mathematics (STEM) disciplines. The program aims to increase the number of civilian scientists and engineers working at DoD laboratories. See http://smart.asee.org/ for more information.

VA Benefits
Duke University offers information for veterans who are applying for VA benefits, including the Yellow Ribbon Program. See http://registrar.duke.edu/special-registrations/veterans for more information.

MEng Tuition Policies
Please see below for the bursar’s office policies and procedures.

Payment of Accounts for Fall and Spring
The bursar’s office e-mails and/or mails statements to registered graduate students for tuition, fees, and other charges approximately four to six weeks prior to the beginning of classes each semester. The amount due on the statement is payable by the due date listed on the statement. Student account statements are also available for you to review on ACES. Inquiries regarding statements can be directed to the bursar’s office at bursar@duke.edu or (919) 684-3531.

As part of the admission agreement to Duke University, students are required to pay all statements as presented. If full payment is not received, a late payment penalty charge on the past due amount is charged on the subsequent statement. The past due amount is defined as the amount due from the previous statement minus payments, financial
aid, loans, and other credits received prior to the due date listed on the prior statement. Failure to receive an invoice does not warrant exemption from the payment of tuition and fees nor from the penalties and restrictions. Nonregistered students will be required to make payment for tuition, fees, and other charges at the time of registration.

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

- blocked from registering for future terms
- blocked from access to copies of transcript of academic records
- not able to have academic credits certified
- not be permitted to go on leave of absence
- not eligible to receive a diploma at graduation
- subject to withdrawal from the university
- subject to having the past due student account referred to a collection agency and credit bureaus

### Refunds for Withdrawal from School During Fall and Spring Semesters

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

- withdrawal before classes begin: full refund, including fees
- withdrawal during the first or second week of classes: 80 percent refund*
- withdrawal during the third, fourth, or fifth week of classes: 60 percent refund*
- withdrawal during the sixth week of classes: 20 percent refund*
- withdrawal after the sixth week: no refund

*fees are not refunded after the start of the term

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.
Academic Policies

Academic Freedom

Freedom of inquiry and the free exchange of ideas are essential for the fulfillment of the university’s mission. Academic freedom is a right and responsibility of students as well as faculty. Students who believe that their academic freedom has been abridged should submit a written complaint to the executive director of Professional Masters Programs (EDMS). The EDMS may enlist the senior associate dean of education for the Pratt School of Engineering to provide advice. Cases not resolved by the EDMS may be brought to the attention of the provost. Students may also seek advice of the student ombudsperson in resolving a complaint.

Academic Standing

It is generally expected that students will maintain a B (3.0) GPA or better during their academic studies. The short duration of the program means that this requirement must be taken very seriously by all students immediately upon entry into the program.

Students with a cumulative GPA below 3.0 at any point during their studies may be subject to academic disciplinary action. These actions may include academic probation, suspension, or dismissal. Academic probation means that the student is in danger of being suspended or dismissed from the program. It also means that the student should take immediate action to be more successful academically. A variety of actions may be required when a student is placed on academic probation, including, but not limited to: tutoring, exclusion from extracurricular activities, enrollment in specific courses, and/or limiting the number of classes taken in a semester. In addition, students must have a grade point average of B (3.0) or better to graduate.

Suspension, dismissal, and graduation are authorized by the EDMS. Any suspension, dismissal, or graduation decision made by the EDMS may be appealed within seven days to the senior associate dean for education within the Pratt School of Engineering.

Admission Revocation

The MEng Program reserves the right to rescind any applicant’s admission to the program if new information arises pertaining to significant academic performance issues, criminal activity, Duke Community Standard violations, or other extraordinary circumstances. In general, significant issues that justify withdrawing an offer of admission would be those that could lead to a suspension or dismissal if a student were already enrolled in the MEng Program.

Decisions to revoke admissions will be made by the MEng Admissions Committee for the major of interest, and appeals will be heard by the senior associate dean for education or their designee in the Pratt School of Engineering.

Advising

Academic plans for the MEng students must be approved by an academic advisor. The implementation of this requirement will be determined by each major but could include an overall plan of study approval, a semester by semester approval of course choices and/or advising sessions for incoming students. A menu of course options can be an aid in this advising process. The student is responsible for determining that their plan of work will satisfy all graduation requirements for their major.

Audits

Audits are permitted on a space-available basis with the consent of the instructor and the director of master of engineering studies (DMS) for the student’s major (see Audit Consent Form). Full-time degree candidates registered for regular MEng courses during the fall and spring may audit an additional course without charge. Note that degree candidates may unofficially “sit-in” on courses with just the permission of the instructor. No forms are necessary in this case. Part-time candidates may audit courses for a fee; this includes previously full-time students who become part-time in their last semester in the program. Nondegree candidates may not audit or sit-in on courses (the MEng Program follows the same policy as The Graduate School in this case).

It is important that students understand instructor expectations for auditing students, such as assignments, readings, class participation, etc. Auditing students must comply with these requests to successfully complete the audit, as it is possible to fail.
Complaints

If a student has a concern with a course or with an aspect of the program, the concern should first be addressed to the faculty or staff member most associated with the area of concern. If the faculty or staff member is not able to address the concern, the matter may be brought to the attention of one of the appropriate DMS to address the situation. If a significant concern has not been addressed by the DMS, the matter may be escalated to the EDMS. Complaint responses from the EDMS may be appealed in writing to the senior associate dean for education in the Pratt School of Engineering.

Concurrent MEng and PhD Degrees

Students getting their PhD degree from the Pratt School of Engineering may also want to pursue a MEng degree to obtain the breadth found in the MEng core courses. To facilitate this, PhD students may utilize their PhD courses to fulfill the technical course requirements of the MEng degree (i.e., the eight noncore course requirements). If those courses meet the curricular requirements of the MEng major of interest. Thus, PhD students may obtain the MEng degree by adding the two MEng core courses to their coursework and fulfilling the internship requirements. Note that generally the student’s PhD research will not be acceptable as the internship experience for the concurrent MEng degree. Students must apply for the MEng Program independently from the PhD and must be enrolled in the MEng Program (i.e., dual enrolled in the MEng and PhD) before taking the MEng core courses. Students should register for these MEng core courses separately from their PhD courses under their MEng “bookbag” and will be billed for these courses separately from their PhD. Other MEng courses to be utilized to fulfill the MEng requirements may be taken at anytime while a PhD student, before or after enrolling in the MEng Program. Note that being accepted as a PhD student does not guarantee acceptance as an MEng student. Note that students will generally receive their MEng degree at the same time or after receiving their PhD. If a student does not obtain a PhD, only four of the technical courses taken as a PhD student may be applied to the MEng degree. The other four technical MEng course requirements and the MEng core courses must be taken after enrollment in the MEng Program. All PhD students should discuss their plans with their faculty advisor for their research program and with the DMS for their major of interest. When applying for the MEng degree, he/she should indicate they are already a PhD student and plan to do the MEng concurrently with his/her PhD.

Course Changes

MEng courses generally follow the calendar for graduate students on the registrar’s website (https://registrar.duke.edu/academic-calendar). A student seeking a course withdrawal after the end of the Drop/Add period will first meet with his/her DMS to discuss eligibility and desirability of making a change in the student’s semester schedule. If the student is authorized to withdraw by the DMS, the student will seek a signature from the course instructor. The requirement for the instructor’s signature provides an opportunity for the student to discuss the issues leading to the student’s request and to determine whether the student is fully informed about performance, grading, and readiness for the course. The signature also provides the mechanism by which instructors learn that the student will no longer be a member of the class. Withdrawal from a class after the end of the Drop/Add period will result in a W on the student’s transcript.

Tuition and fees issues for course withdrawals can be seen on the bursar’s website for courses taken on the semester system: http://www.bursar.duke.edu/TuitionFees/Refunds/FallSpringTuitionWD.html.

Section Changes for Core Courses

Because the MEng Program has a short duration, some students may require a specific core Industry Prep course in a specific semester in order to graduate. Often, one or two sections of a particular core course fill up and students with elective course conflicts with the core course are unable to register. The MEng Program will initially request that students voluntarily redistribute from full sections to open sections. If a voluntary redistribution is not sufficient, students without conflicts may be randomly selected and switched to an alternate section of a core course in order to ensure that all students are able to complete their degree requirements.

Courses at Nearby Universities

Under the interinstitutional registration agreement, any MEng student enrolled as a degree-seeking student at any of the following universities may take technical electives at the following universities:

- North Carolina Central University
• North Carolina State University
• The University of North Carolina at Chapel Hill
• The University of North Carolina at Charlotte
• The University of North Carolina at Greensboro

Permission of the DMS is required and students will be charged Duke University tuition rates for such courses. Distance courses may not be taken under an interinstitutional transfer agreement. The MEng Interinstitutional Registration Form can be found on the MEng Sakai site and more information about Interinstitutional Registration can be found on the registrar’s site: https://registrar.duke.edu/special-registrations/interinstitutional-registration

* MEng students are NOT permitted to take interinstitutional or non-Pratt classes during the summer.

Duke University Policies

Policies that apply to all students at Duke University may be found at http://duke.edu/policies/students/. In some cases, the MEng Program may have supplemental policies to Duke University Policies. If MEng policies or adjudication procedures contradict Duke University policies, Duke University policies and procedures take precedence.

4+1 Program for Duke Students

Advanced Duke undergraduates may participate in a 4+1 Program where both a bachelor’s degree and a MEng degree may be completed in five years. In the 4+1 Program, students may typically apply up to four graduate courses taken while an undergraduate, but not used to fulfill undergraduate degree requirements, toward MEng degree requirements. Students on a case-by-case basis (such as AB Duke Scholarships that are available only to undergraduates) may be allowed to apply up to six courses.

To be considered for the 4+1 program, undergraduates may apply for an MEng admission decision during the standard admission cycle for entrance
• in the fall semester of the student’s senior year (apply spring of junior year);
• in the spring semester of the student’s senior year, or (apply fall of senior year); or
• in the fall semester immediately following the students senior year of study (apply spring of senior year).

Admission decisions will be made and communicated to the student following the published admissions decision calendar. Although an admission decision may be made before or during the student’s senior year, matriculation into the MEng Program will generally not occur until the undergraduate degree has been earned. Matriculation will occur in Summer Session 1 after the spring semester of the senior year. Therefore, students will pay undergraduate tuition for the first four years of study and will pay MEng tuition for the fifth year of study.

Generally, for graduate courses taken as an undergraduate to be transferred and counted toward the MEng degree:
• a maximum of four courses may be transferred to the MEng degree
• transferred courses may not have been used to fulfill any undergraduate degree requirements
• transferred courses must fulfill MEng degree requirements in the major of interest
• a grade of B or better must have been earned in the course.

To transfer course credit, matriculated students should complete Credit Transfer Form and obtain approval from the associate dean for undergraduate studies in the Pratt School of Engineering or the students’ academic dean in the Trinity College of Arts & Sciences and the DMS for your MEng degree. Please note that the undergraduate course credits transfer to the MEng degree, but the grade earned will remain part of the student’s undergraduate GPA and will not be used to calculate a MEng GPA.

For students in the Trinity College of Arts & Sciences, preparation for success in a graduation engineering program may require that additional undergraduate courses must be taken as prerequisites. These prerequisite courses would be in addition to the 30 course credits required for the MEng degree. It is suggested that 4+1 students discuss their program of study with the DMS to understand the expectations in earning the degree. Depending on the extent of the prerequisite courses required, it may not be possible to complete the MEng degree in only one additional year.

Generally, a gap greater than three months between the student’s senior year and the transfer of credits from the student’s undergraduate program into the MEng Program will not be allowed.
Extra Courses/Semesters at Duke

The MEng degree can be earned in one to two years. Students will be charged on a per credit basis for all courses. Full-time students will typically take 9 to 12 course credits per semester. Students who desire to take fifteen or more course credits in a semester should seek the approval of the DMS. For full-time students, the degree should be completed in no more than two years.

Full Time Versus Part Time

To be considered a full-time student, students must be registered for at least 9 course credits. Anyone taking less than 9 course credits is considered part time. International students must be a full-time student in order for their visa to be valid. International students do not need to register full time in their fourth semester if their degree will be completed at the end of that semester, but must register for at 3 course credits.

Graduation

It is each student’s responsibility to ensure that they have completed requirements for graduation, including the submission of an Intent to Graduate Form to the Professional Masters Programs office in a timely manner. Please review all requirements for the degree. Graduation will be delayed if a student does not complete all requirements within the required time frame.

International students should ensure that their intended graduation date is consistent with their Visa status (see the Visa Services website).

Immunization Requirements

Students are required to be immunized against measles, rubella, tetanus, diphtheria and, in some cases, polio. Entering students must present proof of immunizations to Student Health Services prior to the student’s first day of class. Students not providing this information will not be permitted to attend class until proof of immunization is provided.

Independent Studies

Independent studies can be an effective tool for custom plans of study. However, they should not be overused or used to avoid more structured plans of study. Thus, an instructor and a DMS from the student’s major must approve all independent studies.

Internships

Internships are meant to provide an applied experience for the MEng student. The Career Center assists students in finding an internship but the responsibility of finding an internship lies with each student. Different majors may have somewhat different requirements or suggestions regarding the internship; thus, students should check with their individual majors to ensure they are fulfilling specific major requirements.

Learning Objectives

- Apply engineering principles to solving one or more problems outside of the classroom environment.
- Define a problem and determine potential solutions.
- Appreciate the importance of organizational dynamics and work relationships.
- Practice professional communication in two forms: written and oral.
- Complement the material presented in the courses of the MEng degree program.
- Practice self-assessment.

Implementation Guidelines

General Guidelines

- The internship is 0 course credits but a course number (Master of Engineering 550) is provided to enable a simple way to track fulfillment of the requirement.
- Career Center staff will assist with placement into the internships but the responsibility ultimately lies with the student.
- The minimum hourly requirement for the internship is 320 hours (eight weeks, forty hours per week).
Internship Types

- The internship can be a paid or unpaid experience, including a company or government summer job, a project, an applied research experience, etc.
- Internships in research labs are acceptable if the major allows such experiences and they meet the learning objectives.
- Internships before the student receives a bachelor’s degree will generally not be allowable as an MEng internship unless the student is enrolled in a concurrent bachelor’s/MEng program.
- Guidelines on what constitutes an acceptable internship will be provided to all students, including the learning objectives and templates of the completion requirements.
- International internships are encouraged as long as they meet the learning objectives.
- Part-time internships are acceptable as long as they meet the minimum hourly requirement and the learning objectives.

Completion Requirements

- Successful completion of the internship will be verified by the DMS/department for each major and will include a written and/or oral project report (implementation will be determined by each major, examples include: poster session, oral presentation, project report, sponsor verification, etc.).
- Upon completion of the internship all MEng students will fill out a common form for their file, which includes information such as the participating organization, the activities undertaken, the dates of the internship, the title of the position, the contact information of the student’s supervisor.
- Students must also enroll in Master of Engineering 551 in which they will write a report about and present about his/her internship experience.

Leave of Absence

The MEng Program is designed to accommodate both part-time and full-time students. It is generally expected that continuous enrollment will be the norm for MEng students regardless of their status as part-time or full-time. That is, for full-time students’ continuous enrollment of three or more courses per semester and for part-time students’ continuous enrollment of one or more courses per semester is generally expected. It is understood that circumstances and personal situations may sometimes require that students interrupt their education for some period of time. If a student needs a leave of absence, he/she must fill out a MEng Program Leave of Absence Form- Personal, which can be found on Sakai.

A Medical Leave of Absence should be considered if due to personal or health problems continuing in their courses is impossible. A letter from your medical provider may be required to grant a Medical Leave of Absence. The deadline for a Medical Leave of Absence is the last day of classes in a semester and is not granted once classes have ended and final exams have begun. If a student needs a Medical Leave of Absence, he/she must fill out a MEng Program Leave of Absence Form- Medical, which can be found on Sakai.

After a leave of absence, students must reapply and admission is not guaranteed. For students returning from a Medical Leave of Absence, a Treatment Provider’s Re-Entry Questionnaire and a letter of recommendation for re-admission will be required from a treatment provider. Except in unusual circumstances, a leave of absence of one or two years will be granted. A leave of absence greater than two years is generally not allowed. That is, a student would need to begin the MEng Program again if a leave of absence of greater than two years has occurred. The EDMS may make exceptions to this general rule. For more information, please visit the MEng site on Sakai.

Nondegree Option

Students who do not intend to obtain an MEng degree but are interested in some of the MEng courses may take them as a nondegree student. The application for admission as a nondegree student is distinct from application as an MEng degree student. Thus, if a student decides to become a part-time or full-time MEng degree student, a separate application and processing fee are required. A maximum of two courses taken as a nondegree student may be applied to the Master of Engineering Program if the student is admitted. Note that tuition for these courses is paid separately from any other programs in which a student is currently enrolled. A nondegree student may be withdrawn from the active status if he/she has not taken a course for a period of three consecutive academic years. If withdrawn, the student will need to reapply to the program in order to take classes.
Non-MEng Student Registration

Graduate and professional students who are not enrolled in the Master of Engineering Program may register for some master of engineering courses (i.e., courses designated with MENG course numbers) on a space-available basis and with permission of the instructor. Instructors will require students to have sufficient background for the course as needed and may also limit outside enrollment for any pedagogical reason. Students who enroll in MEng courses as non-MEng students may not utilize these courses for an MEng degree if they have been used to satisfy coursework requirements for another degree at Duke.

For non-MEng students enrolling in MEng courses, no additional fees beyond their degree program fees will be charged by the MEng program.

Regrading an Assignment, Exam, or a Course

Grading is up to the individual faculty member in each course; however, there are some general comments that apply to most courses. Most of the questions received after grading an exam or the entire course are very reasonable and well thought out. However, some indicate that it is necessary to reiterate the philosophy on grades:

• The only reason for a grade to change is if the faculty member made a mistake. This means that students must persuade the faculty member that a mistake has been made.
• This type of persuasion does not generally start with “I want. . .,” “I need. . .,” or even “the company I work for requires . . .”
• As students in an academic program that includes management and business training, students must take into account the manager’s (i.e., faculty member’s) perspective of fairness for the entire class. Please do not ask a faculty member to do something that is not fair for the entire class if they were in the faculty position.

If a student believes a mistake was made on their exams or final course grade, they are encouraged to speak to the professor. The addition of points, transcription of points from the assignments to the grade book, etc. are all possible sources of error. Answering questions from a particular reading or resource that the instructor did not have in mind when the question was written may also be a source of grading error. A clear and logical argument for such mistakes should be easy to make. If a student is struggling simply to improve their grade then it is likely they should not be requesting the regrading. If a student has evidence that a mistake was made in their grading and the instructor of the course does not consider this evidence the student should discuss the situation with the DMS.

Additionally, if a student is interviewing with companies that have a threshold of some minimum GPA and he or she is struggling to meet that minimum threshold, then perhaps the student is interviewing with the wrong companies. These same companies will ignore GPA in three years if the student can convey a record of accomplishments. If a student is on such a borderline of GPA then they are urged to consider changing their strategy of either which companies they would like to work for or how and when they plan to work for them.

In those exceptional cases where a problem remains unresolved through discussions with the professor, the DMS, or the executive director of Professional Masters Programs, an appeal may be made to the senior associate dean for education for the Pratt School of Engineering. Any appeal must be made in writing and must include a description of the error that was made in assigning a grade.

Transferring Policies

Transferring Credits from non-Pratt PhD programs at Duke University

If a student has completed the preliminary exams for their PhD outside of a Pratt School of Engineering Department at Duke University, they will be allowed to waive up to two courses in the MEng Program if at least two courses taken for their PhD fulfill requirements for the MEng major of interest. Thus, a student can receive the MEng degree by completing eight additional courses and the internship/project/equivalent requirement. Admission to the MEng Program is separate from admission to the students PhD program.

Transferring into Pratt’s Professional Masters Programs from The Graduate School (MS/PhD to MEMP or MEng)

Students may transfer into Professional Masters Programs offered by the Pratt School of Engineering from The Graduate School with the approval of The Graduate School, the original department and the new department. Students desiring a transfer must submit the following information to the Professional Masters Program office

• Signed Pratt School of Engineering’s Professional Masters Transfer Form
• Apply Yourself application (application fee is waived)

Students may be able to transfer some Graduate School application documents to the Pratt School of Engineering. To request the release of these documents, please submit the Authorization and Consent to Release of
Educational Record Form to The Graduate School. If original letters of recommendation are not available, the student may request Letters of Recommendation from his/her current department.

Generally, if a student is leaving the MS or PhD degree and will not earn the full degree, the credits will transfer with grades that will count toward the Professional Masters Program grade point average.

**Transferring within Pratt’s Professional Masters Programs (MEMP to MEng or MEng to MEMP)**

Students may transfer between Professional Masters Programs offered by the Pratt School of Engineering with the approval of the original department and the new department. Students desiring this type of transfer must submit a Signed Pratt School of Engineering’s Profession Masters Transfer Form to the Professional Masters Program office.

**Transferring from Pratt’s Professional Masters Programs to The Graduate School (MEMP or MEng to MS/PhD)**

Student should follow The Graduate School’s application process [http://gradschool.duke.edu/admissions](http://gradschool.duke.edu/admissions). If transcripts, letters of recommendation, or other application information need to be forwarded to The Graduate School, please fill out the Authorization and Consent to Release of Educational Record Form and submit it to the Professional Masters Program office.

**Transferring Credits from The Fuqua School of Business into the MEng Program**

If a student has completed the Fuqua MBA course requirements then they will be allowed to waive the two core industry prep courses in the MEng Program. Thus, a student can receive the MEng degree by completing eight additional courses, the internship/project/equivalent requirement. Admission to the MEng Program is separate from admission to The Fuqua School of Business.

**Transferring Credits from Other Universities**

Transfer of credits for courses from other universities is not allowed. A minimum of ten courses must be taken at Duke. If a student has taken graduate courses at another university that were not used for their degree, they may give the student a bit more leeway in the types of courses that can be taken at Duke but they do not decrease the total number.

**Undergraduate Level Courses**

Master of engineering students may take courses at the undergraduate level. Undergraduate courses at the 200 level and lower may be taken, but cannot be used to fulfill MEng degree requirements. For undergraduate courses at the 300 or 400 level, the MEng major of interest determines if these courses are allowed. If allowed, no more than two may be applied to MEng degree requirements. Additionally, students must receive a grade of B or better in the undergraduate course for it to be used to fulfill degree requirements.

**Withdrawal, Involuntary Administrative**

Students who exhibit harmful, potentially harmful, or disruptive behavior toward themselves or others may be subject to involuntary administrative withdrawal from the university if their behavior renders them unable to effectively function in the university community. Such behavior includes, but is not limited to, that which

- poses a significant threat of danger and/or harm to self; and/or
- other members of the university community; and/or
- interferes with the lawful activities or basic rights of other students, university employees, or visitors.

Any member of the university community who has reason to believe that a student may meet the standard for an involuntary administrative withdrawal may contact the vice president for student affairs or his/her designee. The vice president or designee will conduct a preliminary review in consultation with professionals from Student Health and/or Counseling and Psychological Services, the executive director of Professional Masters Program, and/or other relevant individuals. The vice president or designee will meet, when possible, with the student in question to discuss the information that has been presented and give the student an opportunity to respond. The vice president or designee may mandate that the student be evaluated by a specified health professional within a given time frame if an evaluation has not already been conducted. In the instances described above the vice president for student affairs or designee will make the final decision about involuntary administrative withdrawal. A written statement citing the reasons will be forwarded to the executive director of Professional Masters Programs who will withdraw the student from the university. At any point in the process the student may request a voluntary withdrawal via the executive director of Professional Masters Programs.
Academic Integrity

The Duke Community Standard

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

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.

It is implicit that every assignment submitted was done in accordance with the Duke Community Standard.

The Reaffirmation

Upon completion of each academic assignment, students may be expected to reaffirm the above commitment by signing this statement:

“I have adhered to the Duke Community Standard in completing this assignment.”

[Student Signature]

Definitions

Lying, Cheating (including plagiarism), Stealing. Definitions for these terms used in the Duke Community Standard appear at http://studentaffairs.duke.edu/conduct/z-policies#dishonesty.

Application of the Community Standard to the Master of Engineering Program

The Duke Community Standard encompasses both academic and nonacademic endeavors. The first part of the pledge focuses on academic endeavors and includes assignments (any work, required or volunteered, submitted for review and/or academic credit) and actions that are taken to complete assignments. It also includes activities associated with a student’s job search since the definition of lying includes “communicating untruths in order to gain an unfair academic or employment advantage.” Some of the aspects of academic endeavors as they apply to master of engineering students are:

Group and Individual Work. Please note that in many classes there will be both group work and individual work. Students should be sure they are clear about what level of consultation or collaboration with others is allowed.

Studying from old exams, assignments, and case studies. Many courses have case studies, exercises, or problems that have been used previously. Students should not use prior semesters’ work to prepare for an exam or assignment unless allowed by the instructor.

Computer laboratories, library, meeting rooms, and other shared resources. There are numerous shared resources that are available to support a student’s studies. Use these so that they will remain in good shape and equally accessible for others.

Career Service Resources. Use these so that they will remain equally accessible for others and so that the MEng Program will remain in good standing with the Career Center. Abide by Career Center policies found at http://career.studentaffairs.duke.edu/graduate/connectwithemployers/bluedeviltrak/blue_devil_trak/ocr_policy.html.

Implicit Reaffirmation. Some instructors may not require you to include the reaffirmation on every assignment. If the instructor does not require the students to write the reaffirmation (“I have adhered to the Duke Community Standard in completing this assignment”) or it is omitted from the assignment, it is implicit that every assignment submitted was done in accordance with the Duke Community Standard.

The second part of the Duke Community Standard extends its reach to nonacademic activities undertaken while enrolled as an MEng student. Students are expected to:

• observe all local, state, and federal laws;
• abide by Duke policies http://web.duke.edu/policies/students/; and
• always act professionally on-campus, off-campus, and online.
Jurisdiction

- The MEng Program may respond to any complaint of behavior that occurred within a student’s involvement in the MEng, from application to graduation. Complaints of sexual misconduct must be filed within two calendar years of the alleged incident.
- Any MEng student is subject to disciplinary action. This includes students who have matriculated to, are currently enrolled in, are on leave from, or have been readmitted (following a dismissal) to programs of the university.
- With the agreement of the vice president for student affairs and the dean of the Pratt School of Engineering, jurisdiction may be extended to a student who has graduated and is alleged to have committed a violation during his/her master of engineering career.
- The accused may also be a cohesive unit of the university, such as a recognized organization.
- The university reserves the right to take necessary and appropriate action to protect the safety and well being of the campus community. Such action may include pursuing any violation of local, state or federal law, or university policy—on or off campus—that constitutes a direct or indirect threat to the university community. Further, students who are cited, arrested, or reported for repeated behavioral concerns off campus may be subject to disciplinary action. Additionally, students or groups who are on university-affiliated programs/outings may be subject to disciplinary action.
- In cases of alleged policy violations by a student enrolled in a joint degree program or interdisciplinary coursework within Duke, each school or unit (the home unit and the host unit) may have a stake in the adjudication. Thus, an ad hoc process shall be developed and an ad hoc panel formed with representatives from both institutions/units to handle the case. The sanctions may be different for each school or unit.
- For students completing interinstitutional coursework at other institutions, whether domestic or international, or for visiting students enrolled in classes at Duke, the home and the host institutions should confer and decide the process to be followed, which may include combined or separate elements. The sanction may be different for each institution.

Academic Standard Resolution Process

A flow chart for the resolution process for possible violations of the academic standard is given in Figure 1. The details for the process will be described in this section.

**Students’ Obligation to Act on Potential Cases of Academic Dishonesty.** The Duke Community Standard stresses the commitment that students share with faculty and administrators to enhance the climate for academic integrity at Duke University. The pledge beginning “I will not lie, cheat, or steal in my academic endeavors” is followed by “I will act if the standard is compromised.” Both statements, like the Duke Community Standard as a whole, are statements of principles.

From principles flow policies. Stemming from this nontoleration statement (“I will act if the standard is compromised”) is a policy that reflects an emphasis on taking constructive action of some sort if one witnesses or knows about dishonorable behavior connected to classroom assignments or activities.

Students who observe or hear about cheating are obligated to do something about it rather than to remain passive bystanders. They are obligated to take action. Several possible courses of action are available, and students should feel free to discuss them with trusted advisors before choosing among them:

- Alerting the faculty member that cheating may be occurring in the course. This alert can be in any form, including anonymously. The information will allow the instructor to consider corrective measures and to address the topic with the class.
- Calling attention to the suspected violation as it is occurring, in either a public or a private manner.
- Identifying the suspected cheater to the faculty member of the course.
- Unless required otherwise by a court of law, the report will be treated in total confidence: if the reporting student requests anonymity, the faculty member will not divulge the reporting student’s name to anyone, and the reporting student is under no obligation to take the information any place else. The faculty member will then act on this information, as the Faculty Handbook requires; at the very least, the instructor will let the suspected student know that his or her behavior has raised suspicion.
- Speaking directly with the student suspected of violating the Duke Community Standard, either to gain clarity about what happened or to put the person on alert that his or her behavior could have serious consequences.
- Discuss concerns about a suspected violation with the EDMS
Whatever the option chosen for reporting breaches of academic integrity, a student is responsible for doing something. This responsibility is an integral part of the Duke Community Standard and will help to build a community of honor whose values the Duke Community Standard articulates.

**Investigating.** Once a suspected violation has been brought to the attention of the EDMS, he/she may consult with the associate dean for student conduct to decide whether any further investigation is warranted and possible. They will also assess the severity of the allegations and the EDMS will review the disciplinary record of the person suspected to see if there are any previous violations that would preclude a “one-time faculty/student resolution.” If there is to be a further investigation, the EDMS will notify the individual/group that an academic investigation is being held and specify the university policy that is suspected of being violated. The EDMS will gather information regarding the alleged incident in order to determine the appropriate means of resolution. Investigations may include a review of related documents, interviews, or requests for written statements from any person involved in the alleged incident. Please be aware that students and organizations that lie during the investigation phase or any other aspect of the judicial process are violating the Duke Community Standard. Additionally, sanctions for multiple infractions are typically more severe than sanctions for single infractions.

Cases may be dropped for insufficient information, or referred for possible disciplinary action. In order for a case to be referred for possible disciplinary action, there must be sufficient information to believe that a policy violation may have occurred and that the alleged individual/group may be responsible.

**Resolving Violations**

The way suspected violations are resolved depends on their severity and the student’s disciplinary history.

**One-Time Student-Faculty Resolution.** When the suspected violation is “minimal,” such that it would not put the student at risk of suspension or expulsion (e.g., inadvertent omission of a citation or improper citation, minor misunderstanding about collaboration or use of materials on an assignment), and when the student has not committed any previous violations, it may be possible to resolve the situation at the level of the faculty member in charge of the course and the student. The first, and essential, stage in this process is for the faculty member to discuss the situation with the EDMS to determine if the suspected violation is in fact “minimal,” and if the student has previously been found responsible for any academic integrity violations. The EDMS serves as a “clearinghouse” for Duke Community Standard violations, so that

- there is consistency in defining what violations are “minima;”
- the consequences for various types of violations are consistent; and
- repeated violations by the same student in different courses do not go unnoticed.

When these conditions for a “one-time student-faculty resolution” are met, the instructor may impose consequences for the violation and inform the EDMS of the consequences. These could include receiving failing grades on the assignment or the course, repeating one or more assignments, and/or completing a separate assignment intended to inform the student about academic integrity (e.g., a paper analyzing the consequences of failure to cite sources properly).

If the instructor does not want to use this option, he/she may request an administrative hearing. If the student does not agree with the resolution proposed by the instructor, he/she may request an administrative hearing.

**Administrative Hearing.** If the suspected violation is not “minimal,” if there have been previous violations, if the instructor chooses not to resolve the case, or if the student disagrees with the instructor’s proposed resolution, the case goes to an administrative hearing. If the violation is severe enough to put the student at risk of suspension or dismissal, and if the accused student denies the accusation, he/she may ask to bypass the administrative hearing level and go directly to an ad hoc judicial panel, as explained below.

If the student admits to violating the policy and accepts responsibility for his/her actions, the EDMS, will recommend the appropriate disciplinary action. Consequences may include probation, suspension, or expulsion, and/or assignments intended to educate the student about academic standards. Consequences may include recommendations to the course instructor involving grades for one or more assignments or for the whole course, but final authority for these rests with the instructor. If the student believes the administrative hearing failed to consider relevant information, violated fair procedures in some other way, or imposed consequences inappropriate to the offense, he/she may appeal the decision to an ad hoc student conduct panel. If the student does not admit to violating the policy, the case will be presented to an ad hoc student conduct panel.

**Ad Hoc Student Conduct Panel.** Appeals from the administrative hearing stage will be heard by an ad hoc student conduct panel composed of four members, two MEng students and two faculty or staff members from the Pratt School of Engineering. The EDMS will be present to help maintain continuity and consistency of procedures,
but will not be a voting member of that panel. The student members will be selected by the MEMP/MEng Graduate and Professional Student Council representative(s). If no representatives have yet been elected, the students will be selected by the EDMS. The faculty/staff members will be selected by the EDMS. The student suspected of the violation may object in writing if he/she believes any member of the proposed panel has a conflict of interest that could jeopardize a fair judgment. All members of the panel and the accused student should be notified at least forty-eight hours in advance of when and where the hearing will be and what evidence will be presented. Any of the student conduct panel members or the student may ask for evidence to be presented. The accused student may consult others for advice at his/her discretion and may bring a member of the Duke community (student, faculty or staff member) to the hearing as an advisor (but the advisor does not speak to the student conduct panel or any witnesses). The panel will attempt to decide, using a clear and convincing standard, whether a violation took place and what the consequences should be by consensus; where consensus is not possible, a vote will determine the outcome (thus, a 3-1 or 4-0 vote is necessary to reach a conclusion). Consequences may include probation, suspension, or expulsion, and/or assignments intended to educate the student about academic standards. Consequences may include recommendations to the course instructor involving grades for one or more assignments or for the whole course, but final authority for these rests with the instructor.

Ad hoc student conduct panels are not trials and are not constrained by rules of procedure and evidence typically used in a court of law. The university disciplinary system operates under a standard of fairness, which includes an opportunity for the student/group to be notified of the alleged incident and policy violations under consideration and an opportunity to be heard.

If the student believes the ad hoc student conduct panel failed to consider relevant information, violated fair procedures in some other way, or imposed consequences inappropriate to the offense, he/she may appeal the decision to the senior associate dean for research for the Pratt School of Engineering. This appeal must be made within seven days of the ad hoc student conduct panel’s decision.

![Figure 1. Resolution process for academic standard violations.](image)

**Nonacademic Standard Resolution Process**

A flow chart for the resolution process for possible violations of the nonacademic standard is given in Figure 2. The details for the process will be described in this section.

**Investigating.** Once a suspected violation has been brought to the attention of the EDMS, he/she will consult with the associate dean for student conduct to decide whether any further investigation is warranted and possible. In cases where harassment is involved, the Office for Institutional Equity (OIE) will be consulted to determine the most appropriate way to resolve allegations of harassment. If there is to be a further investigation, the EDMS will notify the individual/group that an investigation is being held and specify the university policy that is suspected of being violated. He/she will gather information regarding the alleged incident in order to determine the appropriate means of resolution. Investigations may include a review of related documents, interviews, or requests for written
statements from any person involved in the alleged incident. Please be aware that students and organizations that lie during the investigation phase or any other aspect of the process are violating the Duke Community Standard. Additionally, sanctions for multiple infractions are typically more severe than sanctions for single infractions.

In cases where local, state, and/or federal laws may have been violated, the investigation may be postponed until the outcome of the legal investigation has been completed. Additionally, prior to investigation and resolution, interim restrictions may be placed on a student/group to protect the health and safety of students or the community. These restrictions may include a “no contact order,” removal of privileges, removal from or relocation within the residential community, suspension of activity, or suspension from the university. An interim suspension from the university may be imposed by the dean of the Pratt School of Engineering or the vice president for student affairs, or designee, and shall become effective immediately without prior notice whenever there is evidence that the continued presence of the student may pose a substantial and immediate threat to him/herself, to others, or to the university community.

Cases may be dropped for insufficient information, or referred for possible disciplinary action. In order for a case to be referred for possible disciplinary action, there must be sufficient information to believe that a policy violation may have occurred and that the alleged individual/group may be responsible.

Resolving Violations. Alleged nonacademic violations are handled by administrative hearing. If the student admits violating the policy and accepts responsibility for his/her actions, the EDMS, in consultation with the associate dean for student conduct, will recommend the appropriate disciplinary action. Consequences may include probation, suspension, or expulsion, and/or assignments intended to educate the student about appropriate community behavior.

If the student believes the administrative hearing failed to consider relevant information, violated fair procedures in some other way, or imposed consequences inappropriate to the offense, he/she may appeal the decision to the senior associate dean for research for the Pratt School of Engineering. This appeal must be made within seven days of the administrative hearing’s decision.

Figure 2. Resolution process for nonacademic standard violations

Confidentiality

Information gathered in the process of resolving alleged Duke Community Standard violations is confidential. Information may be shared with the following entities or under the following circumstances:

- with the accused student to inform her/him that he/she has been accused
- with school officials with legitimate interest, such as, instructor of the class, administrators of the Master of Engineering Program, Office of Student Affairs, Office of Student Conduct, Office of Institutional Equity
- to comply with a judicial order or lawfully issued subpoena
- to appropriate officials in cases of health and safety emergencies
- for any students involved in a joint degree program or interdisciplinary coursework, with the other degree program
- for student involved in interinstitutional coursework, with the other institution

Information about Duke Community Standard violations, their disposition and consequences may be shared, with any identifying information removed, for the purposes of:

- educating students and faculty about Duke Community Standard violations;
- ensuring consistency in responding to Duke Community Standard violations; and
- reporting on Duke Community Standard violations to the university or to facilitate research on academic integrity.
Curriculum Overview

MEng students in all disciplines must complete 30 course credits composed of key program elements as follows:

- Core industry preparatory courses (6 course credits)
  - Master of Engineering 570 (Business Fundamentals for Engineers)
  - Master of Engineering 540 (Management of High Tech Industries)
- Departmental or interdisciplinary core courses (15 to 18 course credits, varies by department)
- Technical electives in a concentrated area (6 to 9 course credits, varies by department)
- Internship, Project, or Equivalent
  - Master of Engineering 550 (Master of Engineering Internship/Project)
  - Master of Engineering 551 (Master of Engineering Internship/Project Assessment)

Core Industry Preparatory Courses

The core industry preparatory courses provide students with the business skills they need to succeed in industry. Business savvy and technical expertise gained in the MEng Program will help students understand and work effectively in a corporate climate.

Departmental Courses

Each engineering discipline has defined a set of requirements for the MEng Program designed to give students in-depth technical knowledge of a particular field. The programs give students flexibility in course selection within the student’s chosen discipline, and the departmental course requirements vary. To learn more, choose a field of interest from this website: http://meng.pratt.duke.edu/courses-curriculum

Technical Electives

Technical elective options give students more opportunity to specialize in an area of interest, and really take advantage of Duke’s leading status in several fields. Specializations like these will distinguish students with potential employers. Students will work with a faculty advisor to customize a curriculum that suits them. In some cases, an independent study sponsored by a faculty member may satisfy an elective requirement.

Technical Elective options vary. To learn more, choose a field of interest from this website: http://meng.pratt.duke.edu/courses-curriculum

Internship/Project

MEng students are required to engage in an internship or project to complete the program. The many options available to fulfill this requirement give students a chance to practice what they are learning, ask questions and hone skills in a supportive environment. Internships may be paid or unpaid, corporate or governmental. Projects may take the form of applied research positions, provided the learning objectives are met.

Once the project or internship is completed, the student will prepare a written and/or oral project report. Individual programs/majors may have additional requirements or exceptions to fulfill the internship component of the program.

Grading Policies

**Standard Courses:** A=Exceptional; B=Good; C=Satisfactory; (A, B, and C grades may include + or -); F=Failure; I=Incomplete; N=No Grade Given; Z=Satisfactory Completion of the first term of a two-course sequence

**Audits:** AD=Audit; WA=Withdrawal Audit; N=No Grade Report

**Credit/No Credit (including Internship Courses):** CR=Passing; NC=Failure

Incomplete Grades

Incomplete grades are to be assigned if, because of illness or other extenuating circumstances, a student’s work in the course is incomplete. Please note that students who are given an incomplete must complete the work within one year or the grade will automatically convert to an F.

Retention of Examinations

Instructors are requested to retain all final examination papers for at least one year after the date the examination is given. Examination papers should be available for reference where a final grade is questioned.
Courses of Instruction

Master of Engineering (MENG)


550. Master of Engineering Internship/Project. Students gain practical engineering experience by participating in an internship of project involving a well defined set of tasks or objectives. Prerequisite: enrollment in the Master of Engineering Program or faculty permission. 0 units.

551. Master of Engineering Internship/Project Assessment. Students will prepare a substantive assessment of their internship or project experience via a written report and/or oral presentation. Prerequisite: enrollment in the Master of Engineering Program or faculty permission. 0 units.

570. Business Fundamentals for Engineers. This comprehensive course examines core and evolving concepts in the business fundamentals of successful technology-based companies including Business Plan Development & Strategies, Marketing, Product & Process Development processes, Intellectual Property, Accounting, Finance, and Operations. Students will learn the fundamentals essential to understanding all aspects of a business and will be able to converse in some depth in each of the areas studied upon completion. Other topics will include Supply Chain Management, Stage-Gate Development Cycles, Balances Scorecards, Blue Ocean Strategy, and Disruptive Technologies. 3 units.

For more information on courses available for MEng students, please visit http://meng.pratt.duke.edu or see The Bulletin of Undergraduate Instruction or The Graduate School Bulletin.
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