Dear Parents and Families,

Welcome to Duke! You have joined a vibrant and dynamic community that spans the globe. We are honored that you have entrusted your students to Duke, and in return, we promise to keep you informed, engaged, and connected to the University.

The Parent & Family Programs Office in the Division of Student Affairs is your source of information and guidance as you navigate the Duke experience. Please don’t hesitate to contact the team at (919) 684-2577 or by email at familyprograms@duke.edu with any questions, comments, or concerns you may have. Think of it as your “help desk” for Duke.

I am eager to get to know our new students and their families and look forward to sharing with you the excitement that comes with the beginning of each new year at Duke. Welcome to the worldwide family of Dukies!

Vincent E. Price
President
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Important

DATES TO REMEMBER

Attend Family Weekend

OCTOBER 19–21, 2018
studentaffairs.duke.edu/parents/family-weekend

Family Weekend is an informative, engaging, and important yearly tradition! Over the course of the weekend, Duke welcomes parents and families to visit campus in order to interact with the organizations, people, and places that have become so important to your student.

In addition to the opportunity to experience programs, discussions, concerts, performances, and more from members throughout the Duke community, attending Family Weekend also provides a wonderful chance for you to spend quality time with your student. Not only does it strengthen your relationship, but it can also provide your student with the opportunity to bridge the gap between their lives on and away from campus.

This year, we look forward to topical and interesting programs by staff, presentations from faculty, and interactions with special members of the student community.

REGISTER NOW
for Family Weekend 2018!

studentaffairs.duke.edu/parents/family-weekend

Tickets are required for select events.
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<td><strong>FALL 2018</strong></td>
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<tr>
<td>August 21</td>
<td>New undergraduate student orientation begins</td>
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<tr>
<td>August 22</td>
<td>Convocation for new undergraduate students</td>
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<tr>
<td>August 27</td>
<td>Fall semester classes begin</td>
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<tr>
<td>September 27 or 28</td>
<td>Founders’ Day Convocation</td>
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<tr>
<td>October 5–9</td>
<td>Fall break</td>
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<tr>
<td>November 21–25</td>
<td>Thanksgiving recess</td>
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<tr>
<td>December 7</td>
<td>Undergraduate classes end</td>
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<tr>
<td>December 8–11</td>
<td>Undergraduate reading period</td>
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<tr>
<td>December 12–17</td>
<td>Final examinations</td>
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<td><strong>SPRING 2019</strong></td>
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<td>January 6–8</td>
<td>Undergraduate Winter Forum</td>
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<tr>
<td>January 10</td>
<td>Spring semester begins</td>
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<tr>
<td>January 21</td>
<td>Martin Luther King, Jr. Day holiday</td>
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<tr>
<td>March 9–17</td>
<td>Spring recess</td>
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<tr>
<td>April 24</td>
<td>Undergraduate classes end</td>
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<tr>
<td>April 25–28</td>
<td>Undergraduate reading period</td>
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<td>April 29–May 4</td>
<td>Final examinations</td>
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<tr>
<td>May 10</td>
<td>Commencement begins</td>
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<td>May 12</td>
<td>Graduation exercises and conferring of degrees</td>
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How to be INVOLVED

Duke Parents Advisory Council (DPAC)
studentaffairs.duke.edu/parents/dpac

As a member of the DPAC, you can share in your child's Duke experience by enhancing the programs and services that the Division of Student Affairs provides for current students. The DPAC plays an instrumental role within the University by providing feedback and support throughout the academic year.

GOALS:

- Assist the division in strategic planning for new and existing initiatives
- Represent the larger community of Duke parents regarding policy and program implementation
- Provide an outlet for parents of students who want to be involved in the undergraduate Duke experience

Applications are available online, and membership appointments to the DPAC are for one year. Members have the possibility of extended service when space and interest permit. The council meets on campus twice annually, once during Family Weekend, and once during the spring semester. DPAC members are expected to participate in meetings and to engage in regular electronic communication.

Stay Engaged With Other Duke Parents at facebook.com/groups/dukefamilies
Support Duke’s Nationally Recognized Division I Athletic Teams

goduke.com/tickets

To purchase tickets, you can call the Duke Athletic Ticket Office at 1-877-375-DUKE (3853) toll-free or (919) 681-BLUE (2583). If you live locally, you may also visit the ticket office located in the ticket windows at the Scott Family Athletics Performance Center. The office is open Monday through Friday, 8:30 a.m. to 5:00 p.m.

Attend a Performance or Event at Duke

- Duke Arts
  arts.duke.edu
- Duke Performances
  dukeperformances.duke.edu
- Nasher Museum
  nasher.duke.edu

Students and families have many opportunities to attend and participate in the arts within the Duke and Durham communities. Families may attend music, theater, and dance performances and find engaging visual arts and creative writing exhibits. To find more information, visit the Duke Events Calendar or the above websites.

Events Calendar

calendar.duke.edu

The Events Calendar is the main university calendar. The site offers a comprehensive listing of Duke events, including lectures, conferences, performing arts, exhibitions, cultural activities, and more. Users can search by date, event category, or organization/group, and can download event details to most personal calendar clients.
Duke Parents on Facebook and Twitter

To help keep you up to date on news across the Duke landscape and to help inform you about important college issues, we have created a variety of social media tools for you.

We first encourage you to join the Duke University Parents and Families Facebook group associated with your student’s class year. These groups serve as a virtual community where all Duke families of the same graduation year can come together to share news and comments in a fun, engaging, and informative space.

To receive updates on Facebook, please email familyprograms@duke.edu with your student’s name and class year to request a link to join the Duke University Parents and Families Facebook group associated with your student’s class year. Because this Facebook group is restricted to only Duke families, you will have to press the “request to join” button at the top of the page and then wait for an administrator to add you to the group.

You can also follow us on Twitter at twitter.com/dukeparents.
How to KEEP IN TOUCH

The Chronicle
dukechronicle.com

*The Chronicle*, Duke’s independent newspaper, Monday and Wednesday newspaper, available frequently by hard copy and electronically 24/7 at dukechronicle.com, is actually older than Duke University itself. Students published the first issue of *The Trinity Chronicle* on December 19, 1905. Because Duke has no journalism major or school, The Chronicle is available for students interested in pursuing careers in journalism. You can now have all of The Chronicle’s articles delivered right to your cell phone. Read the latest sports scores or browse through the latest campus news by visiting The Chronicle’s website.

Duke Magazine
dukemagazine.duke.edu

Whether reporting on exceptionally accomplished alumni and student achievers or the frontiers of scientific research at the University, Duke Magazine presents Duke’s engagement with the weighty social, political, and educational issues of the day. Duke publishes the magazine five times per year. Students can pick up copies of the magazine at several locations on campus, and they will receive an occasional e-newsletter highlighting magazine content.

DukeMobile
m.duke.edu

The DukeMobile application, available from the App Store and GooglePlay provides quick access to:

- Duke Directory
- Dining venues and hours
- Campus map
- Bus locator (Transloc)
- Events@Duke calendar
- ePrint
- DukeHub
- Sakai

Users can also easily access other websites and web applications used regularly by members of the Duke community.

Duke Today
today.duke.edu

Updated daily, Duke Today features the latest news and stories from across the university. You can also stay connected with Duke on Twitter, Facebook, and Instagram.
Common Student CHALLENGES

Parenting from a Distance

COMMON THEMES
College is a time for exploration. As with all exploration, results cannot always be predicted, which can lead to anxiety.

Even the happiest of students may at times feel homesick or doubt themselves. When they do so, they will, hopefully, reach out to you. Often, the purpose of a phone call is to vent frustrations and fears, so the student feels heard and understood. Once this is accomplished, students usually feel relieved and ready to move forward. However, for parents, a distressed phone call or text message is often the beginning of a long night of worry, only to find out at the next day’s check-in that from the student’s point of view, everything is fine.

Prolonged behavioral changes, such as loss of appetite, difficulty sleeping, withdrawal from social activities, or avoidance of classes or other responsibilities, might be signals that your student is experiencing more than an adjustment difficulty. While every student is different, there are some stages that students frequently experience during college. Being prepared may help you distinguish between a problem and a crisis.
DEVELOPMENTAL MILESTONES
The college years represent an important developmental transition point as students begin to shift their focus from peers and family to their own identities.

For first-year students, the transition out of the family home and into a diverse community of young adults presents a unique opportunity to shed their high school personas and begin to see themselves outside of how others see them. Even if it appeared that your student was rebelling in high school, your student’s identity was likely still largely tied to their peer group and the values and expectations they were taught at home. Away from home, students typically set their own rules, explore their own interests, and may attend to their own reactions with less influence by others.

HOMESICKNESS
Homesickness is a common struggle for many students. It is important to remember that what often hurts about being homesick is not simply that your student is away from home, but rather that he or she has not made Duke another place to call home. Returning home often (or focusing on wanting to be back home) can keep the homesick student from creating familiarity. Encourage your student to find places on campus to create routines, take study breaks, exercise, and enjoy a snack. Also, encourage your student to make living spaces comfortable, balanced with reminders of home and future goals. You can also suggest that your student join a new club or organization. Finally, ask about who your student has met and learn about his/her new relationships.

Stress Relief Study Break During Finals
RETURNING HOME
When your student returns home after having been at Duke, you may notice some changes. Most students experience a new level of independence while away at college. Structure and rules at home may seem foreign now. Be sure to have a conversation before the first visit or shortly after the visit begins. Communication is essential so that your expectations are understood and any assumptions your student may have made (curfew, chores, coming and going, and expenses) are clarified before conflict emerges. New habits may have developed that work when navigating campus, that do not fit in at home. This can affect siblings too, so strong communication throughout the family is key. We encourage you to initiate conversations.

VISITING CAMPUS
When visiting your student on campus, it is important to keep in mind that Duke has become, on many levels, home. Students have a degree of autonomy and range of relationships that were not part of their lives before arriving on campus. It is important to allow your student to develop relationships, decision-making skills, and techniques for organization and time management. It is okay to offer suggestions, but it is also important to allow your student to experience the challenges and growth opportunities that college provides.

FACING CHALLENGES
Your student is likely to experience the ups and downs of emotional and practical challenges associated with college life. Among the most common experiences are:

- Feeling disconnected
- Struggling to develop habits such as time management, prioritization, and staying healthy
- Acclimating to academic expectations that may be more challenging than anticipated
- Managing a level of social and cultural diversity that may be different from the communities with which they are most familiar
- Comparing oneself to others and becoming discouraged
- Having difficulty managing relationships, both at home and at school

There are ways as a parent to support your student while still allowing them the opportunity to grow through their college experiences. Reminding them of their values, interests, and goals, while providing family support, is important in helping them navigate their first year.
**Career Center**
studentaffairs.duke.edu/career

The Career Center provides counseling, services, events, and resources for undergraduates, graduate students, and alumni from their first day at Duke through four years after graduation (from Trinity College, Duke’s Pratt School of Engineering, the Divinity School, The Graduate School, and the Master’s of Biostatistics program in the Medical School). Their mission is to serve the Duke community as the comprehensive career center committed to the education and development of the whole person, integrating academic, personal, and career development.

**Center for Sexual and Gender Diversity (CSGD)**
studentaffairs.duke.edu/csgd

The Center for Sexual and Gender Diversity strives to achieve an inclusive campus climate for students, staff, faculty, and alumni with marginalized sexual orientations, gender identities, and gender expressions through education, advocacy, support, mentoring, academic engagement, and providing space.

**DID YOU KNOW?**

Students can become involved on campus by becoming a Resident Assistant (RA), Graduate Resident (GR), or a member of a Class Council. For more information, visit the HDRL website: studentaffairs.duke.edu/hdrl/student-leadership
Center for Multicultural Affairs (CMA)
studentaffairs.duke.edu/cma
The Center for Multicultural Affairs (CMA) promotes community engagement, multicultural education, leadership development, and social justice education through its programs and services. These efforts empower students and their organizations to create a vibrant and inclusive multicultural student community. CMA prepares students to be social actors who have a sense of their own agency as well as a sense of social responsibility toward and with others and society as a whole. The CMA has reservable space for clubs and organizations to meet as well as space where individual students can study and relax.

Duke Chapel
chapel.duke.edu
Duke Chapel is a sanctuary for all people and is open every day for prayer, meditation, and reflection. The Chapel has a mission of “bridging faith and learning” through worship, student ministry, community connection, and the arts. This includes overseeing about two dozen Religious Life groups from five faith traditions. Built in the early 1930s at the center of West Campus, the iconic Chapel building contains 77 stained-glass windows, a 50-bell carillon, and four organs. It is home to strong traditions in preaching and sacred music, including a 100-voice choir. The Chapel holds a worship service at 11 a.m. on Sunday mornings as well as other services throughout the week.

International House (IHOUSE)
studentaffairs.duke.edu/ihouse
IHOUSE provides educational programs, services, and advocacy to the Duke global community on campus as well as outreach to the greater Durham area. IHOUSE offers extensive cross-cultural information and training to enhance the mission of the university. Contact IHouse at ihouse@duke.edu to find out how you can get involved. Everyone is invited to Friday morning Global Cafe from 9:30–10:30 a.m. during the academic year.

Jewish Life at Duke
studentaffairs.duke.edu/jewishlife
Housed in the Freeman Center for Jewish Life, Jewish Life at Duke serves as a home away from home for Jewish students. As both a fully accredited Hillel and department within the Division of Student Affairs, Jewish Life at Duke offers students a variety of enriching cultural, religious, and social programming. During Orientation Week, the Jewish First-Year Advisory
Mentorship (JFAM) program connects first-year students with upperclass students who offer guidance and support, while welcoming them into our vibrant Jewish community here at Duke. Throughout the year, students can get involved in any of the seven student groups, attend holiday and weekly Shabbat celebrations, take advantage of travel opportunities, or simply stop by to enjoy a delicious home-cooked kosher meal among friends.

Mary Lou Williams Center for Black Culture
studentaffairs.duke.edu/mlw
The Mary Lou Williams Center for Black Culture strives to promote racial understanding, build community, and foster an appreciation for and increase knowledge of Black people, Black history, Black culture, and the vast contributions of people of the African Diaspora. All are welcomed to be engaged.

Muslim Life at Duke
studentaffairs.duke.edu/muslimlife
Muslim Life at Duke is committed to enriching the lives of Muslim students and the campus as a whole. The Center provides a welcoming home to a diverse ethnic, racial, and cultural Muslim community as well as activities and programs that address all students’ spiritual, social, and intellectual needs.

Fraternity & Sorority Life (FSL)
studentaffairs.duke.edu/greek
FSL serves as the center of programming and advising for the entire Duke Greek community. Comprised of approximately 35 nationally affiliated chapters, which are governed by four overarching organizations – the Interfraternity Council (IFC), the Multicultural Greek Council (MGC), the National Pan-Hellenic Council (NPHC), and the Panhellenic Association.

Religious Life at Duke
chapel.duke.edu/religiouslife
Duke University currently has about two dozen Religious Life groups on campus representing Protestant, Orthodox, Catholic, non-denominational Christian, Buddhist, Jewish, Muslim, and Hindu faiths. This makes Duke one of the most religiously active and diverse universities in the world. The deans of the Chapel, along with campus ministers, chaplains, and professional staff, offer leadership and spiritual direction to any and all students on campus. Follow the link above for a complete listing of Religious Life groups.
University Center Activities & Events (UCAE)

studentaffairs.duke.edu/ucae

University Center Activities and Events (UCAE) is comprised of eight teams dedicated to creating opportunities for students to expand their knowledge and skills outside of the classroom. The teams include:

- Student Involvement (Duke University Union, Student Government, Student Organizations, Arts Annex, and more!)
- Center for Leadership Development and Social Action
- Fraternity and Sorority Life
- Media and Technical Services
- Conference and Event Services
- Ticketing and Theater Operations
- Business and Finance
- Marketing and Communication

Women’s Center

studentaffairs.duke.edu/wc

The Duke University Women’s Center promotes a campus culture that ensures the full participation and agency of students at Duke. We are dedicated to helping every woman at Duke become self-assured with a streetwise savvy that comes from actively engaging with the world. We welcome students alike who are committed to gender equity and social change.

Living On and Off Campus

Duke’s three-year on-campus housing requirement is truly unique and helps to create an enduring sense of belonging by presenting students with the opportunity to build relationships with each other and the university on a daily basis. The University is divided into three different residential campuses: East, West, and Central. East Campus is reserved for first-year students and gives them the opportunity to get to know each other and create class unity. Wherever your student lives, he or she will always find good food, great friends, and fun places to hang out.
Housing & Residence Life (HRL)

HRL provides students with communities geared towards strong relationships with peers, support for academic pursuits, and comfortable living environments. Student leadership is important and students are invited to get involved with their respective House Council.

East Campus Neighborhoods (First-year students) East Campus consists of 13 co-ed buildings ranging in size from 80 students to 250 students. Most bedrooms are double rooms, and first-year roommates are matched based on similar living habits such as sleep times and preferences for music or silence while studying. All buildings have shared bathrooms, laundry rooms, kitchens, study rooms, and common areas. All first-year residence hall rooms will have air conditioning. Leadership is an important focus of the first-year experience and students enjoy traditional events such as midnight breakfasts, the Bricks-to-Stone celebration, and Devils After Dark weekend events.

Close By: East Campus is also home to many academic buildings, as well as Brodie Recreational Center, Lilly Library, and the East Campus Union. Students on East Campus are just a short walk from the Smith Warehouse, 9th Street’s shopping and restaurants, and the Brightleaf District.

Central Campus Apartments: Central Campus has four furnished apartment styles – efficiency, and one-, two-, and three-bedroom apartments. The apartment buildings on Central Campus have been divided into three independent houses, and twenty-two selective living group houses, including six fraternity houses and all of the sorority houses. The Mill Village complex and the Devil’s Den, both on Central Campus, offer great locations for student events. Central Campus is also home to popular outdoor basketball and sand volleyball courts as well as a grass playing field, swimming pool, and barbecue and picnic shelters.

Close By: The Nasher Museum of Art, the Freeman Center for Jewish Life, the Duke University Police Department, and the Home Depot Smart House.

West Campus The seven quads on West Campus, with predominately double rooms and a few single and triple rooms, have been divided into forty-eight houses including twenty selective living groups. All buildings have shared bathrooms, laundry rooms, kitchens, study rooms, and common areas. Multiple dining locations and student meeting rooms are also easily accessible here.


studentaffairs.duke.edu/hdrl/housing-communities/west-campus
Off-Campus Housing
nearduke.com
Duke provides robust information and resources for students, faculty, and staff looking to live off-campus in the Durham community. Rental options, expectations, and utility and entertainment information can all be found within our comprehensive off-campus website.

Duke Houses on West and Central Campuses
studentaffairs.duke.edu/hdrl/duke-houses
Duke utilizes a House model concept for living arrangements on West and Central Campuses. When students leave East Campus, they will join an upper-class House, in which they can remain through the completion of their senior year if they so choose (unless the student studies abroad for a semester). Similar to East Houses, these upper-class Houses will offer intimate communities and self-governance opportunities.

Selective Living Groups
studentaffairs.duke.edu/hdrl/duke-houses/houses
Selective Living Groups (SLGs) have been granted residential space and the ability to choose which students are able to live in the house. While some SLGs are fraternities and sororities, there are also many non-Greek SLGs with both social and intellectual themes.

Dining
studentaffairs.duke.edu/dining
Duke is home to one of the most innovative, dynamic, and cutting-edge collegiate dining programs in the country. Recently, Duke Dining was recognized as the #1 college dining operation. Duke’s goal is to provide a delicious, nutritious, and affordable community dining experience no matter where you choose to eat on campus. Whatever your dietary needs or tastes, options abound. For Duke Dining hours and locations please visit: dining.duke.edu.
Academic Advising for 1st year students in Trinity College of Arts & Sciences

Strong advising helps students identify their academic and personal goals and develop a plan that integrates classroom and co-curricular experiences to achieve those goals. The Academic Advising Center (AAC) is focused on helping students as they identify and articulate these goals during their first two years at Duke.

Because Duke offers so many academic and co-curricular opportunities, no student can be adequately advised by a single individual. That is why we have a network of advisors to support students and why we encourage students to connect with multiple members of their advising network. The key players for each student are depicted and described below. You can also find a brief video overview of advising at Duke at https://www.youtube.com/watch?v=7YFY88TTk30&t=25s.

College advisors – Every student is assigned a college advisor that they meet with prior to registration each semester. College advisors are faculty and staff who volunteer to advise students in a broad sense. They help students think about their course choices and possible majors, explain curriculum requirements, discuss students’ educational and personal goals, and alert students to opportunities in which they may be especially interested. Because their role is to advise students broadly, and not on a specific academic program, they often have different academic interests than their advisees. When students declare their major in their sophomore year, they are assigned an advisor by their major department but many students choose to maintain a relationship with their college advisor as well. Among students who declared their major most recently, nearly 85% reported receiving strong guidance from their college advisor; we are pleased with this number but working hard to increase it.
Academic Dean – Students are assigned a dean based on their first-year residence hall and have the same dean throughout their Duke career. Deans monitor students’ progress towards graduation, help students understand academic policies, support students during challenging times, and complement the work of college advisors by helping students think about their academic interests and goals. We encourage students to connect with their dean during their first year and get to know him or her.

Directors of Academic Engagement (DAE) – DAEs provide specialized advising related to global and civic engagements, the arts & humanities, the social sciences, and the natural & quantitative sciences. They have broad and deep knowledge of curricular and co-curricular opportunities in their areas of specialization and are an advising resource that is largely unique to Duke. For example, a student interested in becoming involved in social science research could meet with the DAE for the Social Sciences and learn about a range of research opportunities in different departments and how to approach faculty about joining their lab. A student interested in studying how to better serve refugee populations could speak with a Global & Civic DAE and discover opportunities to serve refugees in the local community as well as relevant courses at Duke. Students can schedule a one-hour appointment with any of the DAES whenever they wish; they can meet with multiple DAES and consult with the DAES repeatedly over their Duke career. The DAES are an amazing resource for students and we strongly encourage students to meet with at least one of the DAES in their first year.

Peer Advisors – Each first-year residence hall has an assigned peer advisor. Peer advisors are students trained by the Academic Advising Center to provide advising from a student perspective. They are a diverse group on multiple dimensions, with majors in many departments and experience in a wide range of programs and co-curricular opportunities. They are another terrific advising resource for students.

Pre-Health Advisor – Each first-year residence hall also has an assigned pre-health advisor. They provide expert advice on medical school requirements and the broad range of competencies students must develop – in addition to performing well academically – to become competitive applicants to medical school. Students with pre-health interests can schedule a meeting with their pre-health advisor at any time and should definitely do so in their first year. There are also deans who provide pre-law, pre-business, and pre-graduate school advising.

Faculty are a great advising resource and an important goal for students in the first year is to begin building relationships with professors. Every department has a Director of Undergraduate Study (DUS) who oversees the major. They can help students learn more about the major and opportunities within the major for students. The AAC consistently highlights the importance of building relationships with faculty and getting to know at least one faculty member each semester. One tangible way that Duke
Pratt students are connected with a network of advisers, which consists of an engineering faculty advisor, academic deans, peer advisers, and various other advisers (formal and informal) around Duke who will not only guide them through the process of selecting courses but also assist your student in navigating his/her Duke career.

During the semester, Pratt students should be proactive in setting up a meeting with their faculty adviser at least 1-2 weeks prior to that semester’s registration period to discuss their plans for the next term, to become eligible to enroll, and to discuss any current issues or future aspirations.

Below, you will find frequently asked Pratt parent questions that contain information about the many resources and services available to your student as he or she makes the transition to Duke.

**COMMONLY ASKED QUESTIONS FROM PRATT PARENTS**

1. **What type of computer should my son/daughter have?**

   Neither Duke generally, nor Pratt specifically require that Duke students purchase computers for personal use. All tasks for courses can be completed on the Windows partitions of the computers in the public computing labs, and all students have 24-hour access to most of these labs. Many students, however, will bring their own computers.

   Pratt students will be expected to complete homework and laboratory assignments using software that requires considerable computing power and memory, e.g., SOLIDWORKS, LabVIEW and MATLAB. This software is available in the public computing labs, and much of it is also available for students to download to their individual laptops. Software programs do not always operate properly on Mac computers.
Therefore, for Pratt students who chose to purchase a personal laptop with the intention of downloading and running engineering software on their laptop, it is recommended to purchase a PC that has at least 16GB of memory, 500GB of storage (solid state is preferred), and 802.11ac WiFi. We recommend using Windows 10 as an operating system. Your screen size should be at least 14 inches, or you should anticipate connecting to an external monitor for some assignments. An external mouse with a scroll wheel is sometimes more convenient.

Pratt students who choose to purchase a personal laptop with the intention of downloading and running engineering software on their laptop and for whom the only option is a Macintosh (MAC) computer, can make it work. We recommend using Windows/Mac OS dual boot solution such as Boot Camp (available to Duke students at no charge) or using the virtual computing resources available to all Pratt students. For the dual boot solution, it is recommended to free at least 80GB of hard drive space to make room for the Windows partition.

2. **What if my student didn’t get into the classes in his/her bookbag?**

Some required engineering courses (Math, Chem, EGR 103, EGR 101L, etc.) start out with a fixed enrollment and set times for lecture, recitation, and lab based on previous years’ enrollments. However, it is hard to predict the number of students with AP credits and what course conflicts will arise once students put combinations of courses in their schedules, so patience on everyone’s part is appreciated. Students with questions should contact the Pratt Academic Dean’s Office at pratt-advising@duke.edu or call (919) 660-5996 for assistance.

3. **How does my student apply for scholarships?**

Duke awards the vast majority of scholarships based on financial need as demonstrated to the Duke University Financial Aid Office. Engineering scholarships are awarded only to students who qualify for need-based financial aid. Students may also apply and compete for numerous outside scholarships offered by industry, the federal government, and non-profit organizations.

4. **When can my student begin doing research? How can one get started?**

By the time students become juniors, they have begun to choose some specialization through their coursework, and the Pratt School finds that this is a great time to begin engaging in research. Please refer to pratt.duke.edu/undergrad/students/research-independent-study for a variety of research opportunities for undergraduates in Pratt.
5. **Can an engineering student have a second major, minor, or certificate?**

Yes. Engineering students do have second majors or minors in Trinity College that range from Computer Science, Physics, and Mathematics to Economics, Music, Psychology, or even a foreign language. Certificate programs are also available in both Pratt and Trinity. Students who might transfer to Trinity College cannot have Engineering as a second major or a minor, with the exception of the Electrical and Computer Engineering minor.

6. **Can my son/daughter study abroad as an engineering student?**

Yes. Almost 30% of Pratt undergraduate students have an international experience, including studying abroad. The Pratt School believes it is especially important for engineers – the people who design the world’s technology – to have an understanding and appreciation for other cultures. They encourage students to take advantage of foreign academic opportunities through Duke’s Global Education Office for Undergraduates (globaled.duke.edu). Students can spend a summer or a semester in an international locale taking classes for academic credit. Students take both liberal arts and engineering courses for credit at universities abroad. Many Duke students decide to study abroad during the fall semester of their junior year, and so each major in the Pratt School has developed course plans for engineering students that fit with this timeline. The minimum GPA is 3.0 for Pratt students to study abroad. Read about Pratt’s study away policies at pratt.duke.edu/undergrad/students/policies/3533.

7. **Do you have a co-op program? Can students earn academic credit for a summer internship?**

The Pratt School of Engineering does not have a co-op program, but students are encouraged to seek summer internship opportunities. Students pursue paid and unpaid internships, non-profit work, and other opportunities to gain professional experiences. The Career Center at Duke provides guidance and can assist students with the internship process. Visit studentaffairs.duke.edu/career/online-tools-resources/career-center-skills-guides/internships for Career Center resources.

Academic credit is not given for summer internships. Read more at pratt.duke.edu/undergrad/students/internships for guidance on internships. Additionally, Pratt has an office of Industry and Corporate Relations that actively works with engineering students through various events and programs.
Academic Resource Center (ARC)

arc.duke.edu

The Academic Resource Center, commonly referred to as the ARC, offers a variety of services to help students succeed at Duke.

The services at the ARC are available free to any Duke undergraduate student, in any year, studying in any discipline. Students often face new challenges in their classes at Duke and discover they need new tools and strategies to achieve their academic goals. We work with students to ensure that they receive individualized information and services based on their academic needs.

Learning Disabilities/Attention Deficit Hyperactivity Disorder (LD/ADHD) Support

arc.duke.edu/ld-adhd

The Academic Resource Center offers students with learning and attention challenges individualized academic support to address both course specific challenges and broader compensatory learning strategies. This includes ADHD coaching, resources, and learning strategies tailored to specific challenges. If a student suspects they might have a learning difference or ADHD, the ARC can conduct a thorough initial assessment and screening to determine the best next steps, whether that be further work with a learning consultant or coach in our office, and/or a referral for formal psycho-educational testing.
Learning Consultations @theARC
arc.duke.edu/learning-consultations

The Academic Resource Center provides highly individualized one-on-one learning consultations. Any Duke undergraduate student can meet with an ARC learning consultant to enhance their academic skills and learn strategies tailored to how they learn and to their specific courses. Meetings can address strategies for time management; how to balance study, work and extracurricular activities; how to take effective notes; test preparation; and more.

Peer Tutoring and Study Groups @theARC
arc.duke.edu/tutoring-study-groups

At the Academic Resource Center, peer tutoring and study group options are available for undergraduate students interested in enhancing their understanding in specific courses. One-on-one tutoring provides up to 12 one-hour, weekly sessions with a peer tutor each semester on a first come, first served basis. (Students may receive peer tutoring in a second course if one of the two courses is a foreign language.) Unlimited walk-in tutoring sessions are available on a drop-in basis. Study groups are offered for specific math and science courses. Led by either an ARC learning consultant or a peer facilitator, they provide space to discover answers to questions, work with peers, and stay on top of course challenges. You can check current available tutoring and study group courses on the ARC’s website.
You play an important role in supporting the growth and development of your student. At Duke, we want to partner with you to facilitate your student’s successful journey to adulthood and independence.

During the academic year, it is normal for families to wonder how their student is really doing. Phone calls, video chats, and text messages offer insight, but you may want a more objective viewpoint. Can you contact Duke officials and ask them to share information with you about your student, such as how well he or she is doing in class? Will you receive a copy of his or her grades? Will you be told if your student runs afoul of University expectations? These and other questions may be running through your mind.

It is normal for families to have concerns about their student when they send him or her off to college. Sometimes it may be difficult for you to strike an appropriate balance between letting your student learn to spread his or her wings (and perhaps stumbling every now and then) and providing close oversight. You may have heard about “helicopter parents” – those who hover above their child, ready to swoop in for rescue in case of distress. You definitely do not want to be one of those – there are valuable life lessons in learning from one’s challenges and mistakes.

The Family Educational Rights and Privacy Act of 1974 (FERPA, also commonly referred to as the Buckley Amendment) defines the information that Duke may share with others – including parents – regarding a student’s education records. Education records are generally those records maintained by a college or university that are linked directly to a student. They do not include medical records, which are protected by other privacy laws.
While directory information such as name, address, phone number, major, and dates of enrollment can typically be released to anyone without a student’s explicit permission (unless a student has requested that it not be), most other information considered education records cannot. When your student began his or her first day at Duke, privacy rights transferred to your student, making him or her an “eligible student” in government parlance. Thus, your son or daughter became the legal gatekeeper of the release of his or her education records, unlike in primary and secondary education, where parents play that role.

What this means in practice at Duke is that generally you will not receive a copy of your student’s grades, be informed if he or she violates university expectations, or be notified of other matters that are a part of the student’s education records. To stay informed about these matters, you need to maintain open lines of communication with your student. Your student can also give you “guest” access to MyDuke, the student information/registration system, so that you may view your student’s information, such as grades.

Should you call an office at Duke to ask about your student, do not be surprised if staff ask if you have spoken with your son or daughter directly about your concern. You may also be advised to ask your son or daughter to address the concern directly. While staff and faculty want to be helpful to you, we also recognize the importance of helping our students “learn to fly” by addressing issues for themselves.

There are a number of exceptions to FERPA that permit disclosure of education records without consent. For example, FERPA permits sharing of information in connection with a health or safety emergency. Specifically, parents can be notified when disciplinary action has been taken against their student for alcohol and drug violations until their student turns 21. Duke University policy is that parents will be informed when a student under 21 has overindulged in alcohol and been assessed for medical assistance.

Parents will also be notified if their son or daughter voluntarily withdraws or has been dismissed from Duke, placed on academic probation, or placed on a leave of absence. A parent of a student who has been determined missing will also be contacted if the student has designated the parent as an emergency contact.
Office of Student Conduct (OSC)
studentaffairs.duke.edu/conduct

The Office of Student Conduct strengthens personal responsibility and accountability through investigation and resolution of alleged violations of university policies. OSC encourages honesty, integrity, and respect within the undergraduate community as promoted by our honor code, the Duke Community Standard.

HERE ARE SOME SUGGESTIONS FOR PARENTS AND FAMILIES OF DUKE STUDENTS TO HELP YOUR STUDENT THROUGHOUT THE YEAR:

- Emphasize and communicate your expectations. Be clear with your student about what you will and will not accept. Set clear and realistic expectations.
- Encourage your student to balance social and academic life.
- If your student faces disciplinary action, support him or her, but be mindful of your level of involvement. Allow your student to take the lead in addressing concerns about his or her reported behavior.
- Too much parental involvement can disengage a student from the learning process, undermine a student’s voice in explaining the alleged behavior, and promote reliance on a parent at a time developmentally when students should be taking on more individual responsibility.

DID YOU KNOW?
The Duke Community Standard
As citizens of this community, students are expected to adhere to the Duke Community Standard. 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.

To read the full standard visit the Student Conduct website.
CONVERSATION STARTERS FOR PARENTS AND STUDENTS:

We recommend parents and family members of Duke students have the following conversations:

- What are expectations for my student’s behavior regarding alcohol use?
- What are my expectations for my student’s behavior regarding academic performance?
- What are my expectations for my student’s personal conduct?
- What are my student’s goals for college and what behavior will help my student achieve them?

Student Sexual Misconduct Policy

Duke University is committed to encouraging and sustaining a learning and living community that is free from harassment, violence, and prohibited discrimination. In that regard and consistent with federal law (e.g., Title IX of the Education Amendments of 1972 and the Violence Against Women Act), Duke has developed a comprehensive Student Sexual Misconduct Policy (bit.ly/DukeSSMP), applicable to all students (undergraduate, graduate, and professional, or any student enrolled in any Duke program). Further, Duke provides extensive education and awareness programs with the goal of preventing sexual/gender violence and other forms of sexual misconduct.

The Student Sexual Misconduct Policy prohibits all forms of sex/gender-based harassment, sexual/gender violence, sexual exploitation, relationship violence (domestic violence and dating violence), and stalking. Collectively, these terms are referred to in this policy as “Sexual Misconduct.”

The Office of Student Conduct is primarily responsible for responding to reports of sexual misconduct. Anyone with concerns about a possible violation of the Student Sexual Misconduct Policy by a student is encouraged to contact the Office of Student Conduct at (919) 684-6938, conduct@duke.edu, or through an online reporting system at studentaffairs.duke.edu/conduct/report-incident.

There are a variety of resources available on campus and in the community to assist students who experience sexual misconduct. Such services include, the Office of Gender Violence Prevention and Intervention (GVPI) in the Women’s Center, Counseling and Psychological Services (CAPS), DukeReach, Duke Police (for possible criminal conduct), the Office of Student Conduct, the Office for Institutional Equity.
Personal Finance@Duke
personalfinance.duke.edu

Personal Finance@Duke provides workshops and counseling sessions to help students make informed financial decisions. Workshops stress the importance of financial management skills necessary to navigate life events that affect everyday financial decisions, while facilitators discuss issues surrounding personal finances and planning for the future. Visit the website and discover how to save money while managing your money wisely. Request or attend a workshop, register for the Personal Finance course, or learn financial management from a staff member during an individual counseling session. For more information, please email personalfinance@duke.edu or visit – personalfinance.duke.edu.

Financial Aid
financialaid.duke.edu

Duke University views the undergraduate financial aid program as an investment in students and their futures. The Karsh Office of Undergraduate Financial Support is committed to helping your family determine the best way to pay for a Duke education. The website includes information on undergraduate aid, loans, payment plans, outside scholarships, work-study, and more!

Quick Tip: Bursar’s Office
finance.duke.edu/bursar

Through the Bursar’s Office, parents can access account information and make tuition and fee payments. Questions regarding your student’s account bill can be directed Monday-Friday 8:30 a.m. to 5:00 p.m. to (919) 684-3531.
Student Employment

dukelist.duke.edu

A wide range of campus employment opportunities are available at Duke. Any student can obtain a work study position! All that is required is submission of a FAFSA form. Federal and Duke work-study is available regardless of financial aid eligibility. Positions range from lab assistants to bookshelvers at the Library. Job opportunities can be found and applied for at DukeList.duke.edu.

Figuring Out the Financials

Two of the core components to Duke Financial Aid are summer earnings and work study. Financial Aid is much more complex than this, but the Financial Aid Office wants to be certain that you understand these two items. If at any point you have additional questions about the financial aid process, please review financialaid.duke.edu, give a call to (919) 684-6225, or send an email to finaid@duke.edu.

SUMMER EARNINGS

You might hear “summer earnings” also referred to as “student contributions.” Duke expects students to invest in their education, which can be done in a number of ways: employment, internships, or saving throughout the year (just to name a few options). This summer earnings/student contribution is applied to every student and changes based on a student’s year in school – as students gain more experience, a student’s earning potential increases. The University expects this contribution whether the student works or not. It is not something that is billed to the student; it is money that the student would bring to campus to help purchase textbooks, food, and other supplies, and necessities prior to acquiring an on-campus job or receiving any financial aid refunds. Please keep in mind that Financial Aid provides an estimate of the amount that you may need to get started – for each student the exact amount can vary according to his or her individual needs.

WORK STUDY

Work Study is essentially a part-time job for students, on or off campus, with part of the pay being funded by financial aid. Work study is automatically awarded to students who apply for financial aid.

Duke offers two types of work study – Federal Work Study and Duke Work Study:

- **Federal Work Study** is available for students who are eligible for need-based federal financial aid.
- **Duke Work Study** is available for students who are not eligible for Federal Work Study.

Work study is paid directly to the student (it is an actual paycheck!) as it is earned, with the expectation that students will use these funds to help cover a portion of their personal expenses (food, toiletries, etc.). Students are able to see and apply to available jobs by logging on to DukeList.duke.edu.
Safety and SECURITY

Safety at Duke

Duke University is committed to providing a safe place for students to learn, grow, and flourish. Safety is a shared responsibility of all Duke community members, including: students, staff, and faculty. Together, we partner with the Duke University Police Department to maintain a safe campus community.

Duke Police is an accredited agency with sworn police and uniformed security officers prepared to respond to any situation 24/7. Police officers are Duke employees who have the same authority and responsibilities as local police to protect, serve, and enforce North Carolina law. Duke also hires private contractors to enhance security.

Duke offers a variety of safety resources including the LiveSafe app which allows students to communicate with Duke Police 24/7, more than 140 outdoor emergency phones that dial directly to Duke Police, a variety of crime prevention programs, and more.

Crime/Emergency Notifications: As required by federal law, Duke alerts students and employees in a timely manner to crimes that pose a serious or continuing threat to the Duke community.

QUICK TIP:

Duke University Police Department (DUPD)

The Duke specific LiveSafe app is free and allows students to submit tips to Duke University Police, which monitors messages 24/7. The app has a peer-to-peer “SafeWalk” feature that uses GPS technology allowing students to invite peers to “virtually escort” them in real-time and on a map. The app is available through Apple and Android app stores. Learn more at emergency.duke.edu.
Duke’s approach involves multiple notification methods:

- **Email:** Depending on the nature and location of a crime, Duke may send a “DukeALERT” email message to students, faculty, and staff.
- **Outdoor Warning System:** Outdoor sirens broadcast tone-only alerts.
- **Text Message:** A message may be sent to mobile devices.
- **Web:** Emergency information may be posted on emergency.duke.edu.
- **Phone:** Messages may be posted at (919) 684-INFO (4636), or on Duke’s toll-free number during times of emergency. The toll-free number – (866) 771-DUKE (3853) – provides a recorded message and is updated as new information becomes available.
- **Direct Contact:** Residence Life staff may post emergency notices and safety information in residence halls, if circumstances allow.

### Contacting Us

No campus or community is immune from crime, but the majority of reported Duke campus incidents involve property thefts that can be avoided by simple steps such as locking a residence or vehicle and not leaving personal property and electronic devices unattended or in plain view.

Please contact the Duke police department for emergencies, information, assistance, and to report crimes and concerning behaviors such as:

- Threats
- Assaults
- Stalking
- Aggressive/intimidating acts

Duke Police accepts anonymous reports by the LiveSafe app, through an online reporting form on the website at [duke.edu/police](http://duke.edu/police).

- **From a campus phone, call 9-1-1** (cell phone calls to 9-1-1 will be routed to Durham Police)
- **From a cell phone, call (919) 684-2444**
- **From an off-campus phone, call (919) 684-2444**
- **Reach DUPD directly from campus help phones**

Late-night transportation is available for students. In addition to transit buses, Duke provides rides at no charge daily from 5 p.m. to 6:45 a.m. to and from on-campus locations (where bus service is not available) and off-campus areas within a service boundary. For van service, call **(919) 684-2020**. For more information, visit Duke’s Parking & Transportation website at [parking.duke.edu/buses_vans/duke_vans.php](http://parking.duke.edu/buses_vans/duke_vans.php).
Transportation

CAMPUS BUS ROUTES
Duke Transit buses connect East, Central, and West Campuses and link students to residential, academic, and perimeter lots throughout campus. These buses are free to ride and can be tracked in real time at duke.transloc.com or by downloading the Transloc Rider app.

ROBERTSON SCHOLARS EXPRESS BUS
The purpose of the Robertson Express Bus is to facilitate collaboration between Duke University and UNC-Chapel Hill. Passengers may ride with GoPass and a Duke or UNC ID, or by paying the standard $3 one-way fare.

BIKE SHARING
Bikes are available for quick, low-cost trips across campus and into Durham. You can always end your trip close to your destination – the bikes don’t have stations. Unlock a bike using the Spin or Lime app, and register with your @duke.edu e-mail address and ride for a discounted price of $.50 per thirty minutes. On-campus trips end by placing the bike near a bike rack and locking the back wheel. Read more at https://parking.duke.edu/bikeshare.

CAR SHARING
With a range of vehicles located on West, Central, and East Campuses, the Enterprise CarShare program is a convenient and eco-friendly way for Duke students without a personal car to get around – whether to run errands, travel to meetings, or take a road trip. Cars are available for 18+ year-olds to rent by hour or day. Fuel, maintenance, and insurance are included. Membership costs $35 per year and rental rates start at $9 per hour or $66 per day. For more information, visit enterprisecarshare.com/duke.
DUKE UNIVERSITY VAN SERVICES
Duke University Van Services supplements Duke’s transit service and provides free, on-demand van service from 5 p.m. to 6:45 a.m. within the campus service boundary where bus service is not available. Passengers may be transported off campus but only to private residences within the designated boundaries. Rides can be reserved through Duke Mobile or by calling (919) 684-2020. Go to parking.duke.edu/bus for more information.

GODURHAM AND GOTRIANGLE ROUTES
GoDurham buses can take students around Durham for shopping or visiting restaurants or friends. GoTriangle operates within the Raleigh-Durham-Chapel Hill area, so connecting to one of those towns for a visit is easy. Visit triangle.transloc.com for details. Duke students can ride for free when they acquire a GoPass (parking.duke.edu/gopass).

RDU AIRPORT SHUTTLES
Duke Parking and Transportation Services offers rides to RDU Airport for students during Fall Break, Spring Break, and Thanksgiving. Students should make their online reservations early to guarantee seats. For more details, go to parking.duke.edu/bus.

UBER
Through a pilot program with Uber, Duke will cover the transportation costs of certain Uber rides that Duke students take to and from designated locations including the Lemur Center, Duke Campus Farm, and several local volunteer sites. Learn more about how to use the program at parking.duke.edu/uber.

Parking

BIKE AND SCOOTER PARKING
There is ample parking on campus for bikes and scooters, so riding a bike or scooter is often the fastest way to get around at Duke. Register your bike at parking.duke.edu/bike. Scooters are required to purchase an annual (“MRC”) permit to park on campus. Check out maps.duke.edu to view every bike rack on campus with a photo, the number of spaces, and whether the area is covered for when it rains.

VEHICLE PARKING
Vehicle parking on Duke’s campus is limited and the privilege of parking on campus is not guaranteed. Student parking is based on an individual’s residential location. Students who plan to park at Duke must register their vehicles by purchasing parking permits. A valid parking permit must be displayed at all times, including during academic breaks and holidays. Go to parking.duke.edu/parking for details.
The Duke Student Wellness Center, which includes Student Health, Counseling & Psychological Services (CAPS), DuWell, and DukeReach, embraces a comprehensive picture of individual community wellness. The Center encourages students to learn broadly about their health and well-being through programming, services, and marketing, in addition to caring for oneself when in need of medical care and counseling. This integrated approach to wellness services considers each individual student’s overall care and inspires students to discover and develop an approach to wellness that enables them to flourish here at Duke and throughout their lives.

THE DUKE STUDENT WELLNESS CENTER APPROACH

Duke University advocates through the Student Wellness Center that an individual’s wellness is an integration of many dimensions in one’s life. The wellness model is represented by the image of a tree: the roots depicting core values, choices, and identity; the trunk representative of self-care; and the branches a depiction of the larger dimensions of wellness. All parts of the model are interactive and interdependent. Each dimension of wellness is essential in maintaining harmony and balance in our lives.
IMPORTANT WELLNESS CONVERSATIONS

Research tells us that the messages parents convey, especially prior to their child’s college matriculation, significantly influence their children’s choices, even if children do not acknowledge that influence. These choices can have considerable physical, emotional, legal, and academic consequences. The staff of the Duke Student Wellness Center wish to partner with parents to present consistent messages regarding healthy and safe behaviors which will enhance your student’s wellness.

This summer, your student will complete AlcoholEdu, an online program that discusses many facts about alcohol and how your student can make healthy, value-based decisions. We ask that you would continue this conversation with your student prior to and after their arrival on Duke’s campus. The following are a few suggestions to include in this conversation:

- **Set clear expectations.** What are your expectations of your child’s decisions regarding substance use? Typically, parents have already discussed this with their child over the years, but we ask that you clarify this once more before they leave home for campus. This can be a great topic on the journey to campus. Discuss with your child what they see as the pros and cons to drinking at college – any help you can give them to guide them toward resources on campus would be great. Duke offers numerous resources to address social life, fitting in, meeting people, or getting assistance with decisions.

- **How would you like your child to respond?** Speak to your student about how you would expect them to respond to a friend who may have been drinking and made poor choices. Typically, it is easier to hear a positive message as it relates to a third party than hear a negative message given on the assumption of one’s own poor choices. In this way, you will be able to hear your student’s views on the issue and know where to direct the conversation.

- **Be specific about your planned response.** If your child does have an issue that arises due to a poor choice regarding alcohol or drug use, what can he or she expect from you? We recommend that parents provide a clear message about the consequences of the student’s behavior. Although you love and support your child, this does not mean you will be able to shield your son or daughter from the consequences of his or her decisions. Students can more readily recognize how substance-use decisions may have played a part in a poor choice if they are left to face the consequences of that result.
Discuss sexual assault and relationship violence with your student. According to current research, 1 in 4 women will be sexually assaulted during their lifetime. It is important that men and women be clear about consent for sexual intimacy. A good simple rule to share is that if one is too embarrassed to talk about it coherently, that person is not ready for sexual intimacy. Your student is required to complete Sexual Assault Prevention, an online program that addresses sexual choices and safety.

Committing to having those clear and earnest conversations about intimate relationships is a solid choice for a student to make. Talk with your student to ensure that he or she knows how to send a clear message in relationships and how to find assistance on campus. The Student Wellness Center will assist students exploring all aspects of sexual health, in case your student is too embarrassed to discuss it with you.

In addition to talking about alcohol/substance use and sexual relationships, the Duke Student Wellness Center also encourages parents to discuss with their students topics that affect overall health and well-being such as:

- **Sleep.** Benefits of adequate nightly sleep are linked to a more positive mood, better overall health, and increased retention of things learned during the day. Nevertheless, approximately 20% of Duke students report that a lack of sleep affected their individual academic performance such as receiving a lower grade on an exam or in a course. To cope with exhaustion and high stress levels, sometimes students turn to consuming caffeinated beverages or “self-medicating” with alcohol and other drugs. Sleep is often the first thing neglected when students are crunched for time. The Duke Student Wellness Center recommends speaking with your son or daughter about the importance of sleep in combination with time management in order to prevent the cycle of always playing “catch up” with academic work.

- **Stress.** Stress is a fact of life, however, the transition to a new living environment, social community, and academic institution can create too much or continued stress. When stress is too much or lasts too long, it can take a physical and psychological toll on one’s health and well-being. Stress can aggravate existing medical conditions or create new ones. Stress is often a byproduct of lack of sleep, poor study habits, and unhealthy eating behaviors. Talk with your student about the potential for stress in the new environment and the resources available to help cope.

Parents are a powerful influence on their children. Your son or daughter trusts you and relies on you for a great deal of guidance. Having those conversations can help your student have a successful, fulfilling, and safe college career.
Student Wellness Center Resources

STUDENT HEALTH

2nd Floor of the Student Wellness Center
(919) 681-9355
Monday: 8:00am – 5:00pm; Tuesday: 8:00am – 7:00pm;
Wednesday: 9:00am – 5:00pm; Thursday: 8:00am – 5:00pm;
Friday: 8:00am – 5:00pm
studentaffairs.duke.edu/studenthealth

Student Health (SH) is the primary location for healthcare services including
genral medical care, basic nutrition counseling, laboratory, pharmacy,
travel/immunization clinics, and allergy/immunotherapy clinics. Most provider
services at SH are covered by the Health Fee (see below). Radiology studies,
prescription drugs, most laboratory tests, specialty services received at
SH, and other expanded services are not covered by the Fee. Medical
services are provided by board-certified faculty physicians and by physician
assistants, nurse practitioners, and resident physicians under faculty
supervision. Healthcare services and patient education are also provided
by nurses and registered dietitians. Student appointments can be made
during business hours by calling (919) 681-9355 or via Duke MyChart.
dukemychart.org/home/.

Limited walk-in services are also available on a daily basis. Nurse advice is
available at all hours when the SH is closed by calling (919) 966-3820. See
studentaffairs.duke.edu/studenthealth for more information.

Students are encouraged to use Student Health as their portal of entry to other
health resources, including the specialty clinics within the general community
and Duke University Health System. This helps with the coordination of care.

In the event of an obviously life-threatening emergency, students should
go directly to an Emergency Department. If necessary, Duke Police
(911) or (919) 684-2444) provides on-campus transportation to the Duke
Hospital Emergency Department. Duke Urgent Care on Hillandale Road
offers services from 8 a.m. to 8 p.m. for non-emergency problems that cannot
wait until the Student Health clinic is open.

Nutrition Services. Student Health offers comprehensive nutrition services
that are covered by the Health Fee. Services range from dietary intervention
for high cholesterol, high triglycerides, diabetes, or hypertension to weight
management, disordered eating concerns, sports performance issues, or
simply a consultation on how to improve diet for long-term health.

Confidentiality. Information regarding the physical or mental health of
students is confidential and is released only with the student’s permission
except in life-threatening circumstances. As a member of the Duke University
Health System, Student Health and CAPS staff are fully compliant with Health
Insurance Portability and Accountability Act (HIPAA) federal regulations.
DuWell fosters a living-learning environment that helps students focus on their individual wellness by looking at the integration of many areas of their life through wellness promotion and risk mitigation.

**Wellness Promotion.** DuWell directly engages students through a variety of wellness experiences across campus in an effort to reduce stress and anxiety and emphasize self-care. DuWell delivers programming and events that are holistically inclusive and serve the diverse Duke community. Some examples include Koru Mindfulness, health coaching, knitting groups, and tea ceremonies all of which strategically help students develop the skills needed to reduce stress and anxiety.

**Risk Mitigation.** DuWell is dedicated to providing a comprehensive education framework that addresses topics such as sexual health, alcohol, tobacco and other drugs, and how they impact student life. At DuWell, students have access to free resources and information to assist in identifying risky behaviors while working together to brainstorm ideas on how to reduce their risk and implement a harm reduction strategy. DuWell is committed to supporting those in our community who are in recovery or allies to recovery through a variety of engagement opportunities that supports students’ needs.

**COUNSELING & PSYCHOLOGICAL SERVICES (CAPS)**

No appointment is necessary to initially access care. Please come to CAPS between the hours of 9 a.m. – 4 p.m. Monday through Friday and ask to speak with a counselor. It is best to come early in the day as afternoons can get busy. Someone will meet with you to assess your concerns and to help you determine the services that are most appropriate for your needs.

The CAPS staff is available to help support all Duke students with mental health concerns that may impact their ability to thrive. We recognize that students who experience marginalization and discrimination may be differentially effected by mental health concerns and we are committed to providing culturally-sensitive care. The following services are available: individual, couples, and group counseling, psychiatric services, health coaching, and campus community engagement programming.
DukeReach directs students, faculty, staff, parents, and others to the resources available to help a student in need. DukeReach provides comprehensive outreach services to identify and support students in managing all aspects of their well-being. Our staff connects students in distress and students in crisis with the resources to help the student both on campus and within the Durham community.

Members of the DukeReach team can be reached during normal business hours at (919) 681-2455. They will be happy to answer questions and connect you with appropriate resources. In case of an after-hours emergency, please page the Dean On-Call at (919) 970-4169.

Student Health Fee

All currently enrolled full-time students and part-time degree candidates are assessed a mandatory Student Health Fee each semester. This covers most services delivered within Student Health. Students not enrolled in the University for medical, disciplinary, or personal reasons are not eligible to pay the Health Fee or receive services normally covered by the Fee. The Health Fee may be waived under certain conditions. A waiver can be granted if the student resides more than 50 miles away from campus and does not come to campus for research or other academic activity for the entire semester. Students studying at the Duke Marine Lab are not eligible for a waiver. Duke employees and spouses of employees who are also students may request a waiver. An optional summer health fee for students not enrolled in summer sessions is also available.

SERVICES COVERED BY THE STUDENT HEALTH FEE

The Health Fee covers most of the services at the Student Health Center if medically indicated and ordered by a Student Health provider. These include:

- Medical care for acute and chronic illness and minor injuries
- Physical exams
- Gynecological exams
- Laboratory services performed at Student Health: CBC, urinalysis, rapid tests for strep throat, mononucleosis, flu, vaginitis, and pregnancy
- Administration of allergy/immunotherapy shots
- Nutrition consultation
- DuWell services
- Counseling Services at CAPS
- Travel consultation
SERVICES NOT COVERED BY THE HEALTH FEE

If unsure whether a service is covered, students should ask the Student Health reception staff in the clinic prior to receiving the service. Students are financially responsible for the following:

- Prescription drugs
- Laboratory studies not listed above
- X-rays and other radiology studies
- Medical care provided in the Emergency Department, hospital, or other non-student health facility
- Care provided by specialist consultants, including those working within the Student Health facilities
- Dental care
- Routine eye exams
- Pregnancy care or deliveries
- Tests, procedures, and prescriptions not medically indicated, not on the approved list, or not ordered by Student Health providers

Student Medical Insurance Plan (SMIP)

Health insurance is essential to protect against the high cost of unexpected illnesses or injuries which require hospitalization, surgery, or the services of specialists outside of Student Health. Therefore, all full-time and part-time degree-seeking candidates who are in programs that require payment of the Health Fee are required to have insurance that provides coverage for routine, urgent, and emergency care in Durham, NC. For those who do not have insurance or whose insurance is inadequate, Duke University sponsors a plan (SMIP) designed with students’ needs in mind. The SMIP provides protection 24 hours per day during the 12-month term of the policy and is specifically designed to complement the coverage provided by the Health Fee. Students are covered on and off campus, at home, while traveling between home and school, and during interim vacation periods. The charge for the SMIP will appear on the tuition bill and may be waived only by providing proof of adequate insurance coverage. Certain restrictions apply; for more information, see studentaffairs.duke.edu/studenthealth. Enrollment in the Duke SMIP is mandatory for J1/F1 visa holders.
Frequently Asked Questions

Will my insurance work for care NOT received at Duke Student Health? You need to check with your insurance company to find out if they will cover all levels of care within the Duke University Health System and this area in general. Most companies will cover emergencies anywhere. However, it will be important to discuss various questions with your company prior to your student attending Duke. If you need help determining the appropriate questions to ask, please feel free to contact Student Health at insurance@studentaffairs.duke.edu.

My insurance has changed – what do I do? Submit a front and back copy of your new insurance cards to insurance@studentaffairs.duke.edu. Be sure to included the policy holder’s full name, date of birth, and the student’s student ID number or DUID. Also, make sure your student has a new insurance card.

My student needs an air conditioner/single room/special housing request for medical reasons. How do I get this processed? Please visit access.duke.edu/students/requesting and follow the steps to submit documentation.

Why won’t you tell me what’s wrong with my student? Confidentiality laws and HIPAA regulations prohibit us from sharing information with you without the student’s written consent. If your son or daughter gives us permission to discuss care given, we will gladly speak with you. You will be notified if your student is severely ill or injured.

How do I get my student’s laboratory results? Your student must come into the Student Health Center and sign a release of medical information form. We will fax, mail, or email the results within three business days. If you have questions about immunizations, or need to obtain copies or submit forms, please call (919) 681-9355, email immunizations@duke.edu, or visit us at: https://studentaffairs.duke.edu/studenthealth/immunization-compliance.

What are options for student healthcare needs on the weekend? Health care or advice is available 24/7 by calling (919) 681-9355. Check studentaffairs.duke.edu/studenthealth for hours. When closed, our students may call UNC Healthlink for nurse advice at (919) 966-3820. Urgent Care is also available at Duke Urgent Care on Hillandale Road. In the event of a true emergency, your son or daughter should go to the Duke Emergency Department. Charges incurred at the Duke Emergency Department or Duke Urgent Care are NOT covered by the Health Fee. Be sure your student takes his/her insurance card with him/her.

Health insurance is challenging to understand; where can I learn more and have my questions answered? Visit our website at: https://studentaffairs.duke.edu/studenthealth/health-insurance for additional FAQs, plan benefits, coverage, and other helpful information. Members of the Student Health team can be reached at (919) 684-1481.
Sophomore Year Transition

During the second year of college, students begin to take on added responsibilities and make decisions that will affect the rest of their lives. This begins with the transition from living on an all-First-Year East Campus to joining their upper-class peers on West and Central Campuses in Selective Living Groups and Independent Houses. Many sophomores begin to take on more responsibility in the organizations and co-curricular activities in which they participate, opting for positional leadership roles, stronger member involvement, and increased civic engagement.

Sophomore year is also an important time academically. In the spring semester, sophomores declare their major. Many sophomores also begin thinking about opportunities to study away in their junior year.

With many sophomores grappling with issues concerning major declaration, career indecision, and social acclimation, Duke University strives to ease the transition through the programming of Housing & Residence Life’s Sophomore Year Experience (SYE). The goal of SYE is to serve as a roadmap throughout the sophomore year, partnering with the Sophomore Class Council, Career Center, Global Education Office, Academic Advising Center, faculty, and more, to bring programming to sophomore students that is relevant and useful in this important year of college.

More information about the Sophomore Year Experience can be found at the SYE website:

studentaffairs.duke.edu/hdrl/sophomores-juniors-seniors/sophomore-year-experience-sye
twitter.com/dukesye
Duke Student Competencies for Post-Graduation Success

Duke Career Center defines career readiness with insight from the National Association of Colleges and Employers (NACE) Career Readiness research.

NACE, through a task force of college career services and HR/staffing professionals, has developed a definition of career readiness, based on extensive research among employers and identified seven competencies associated with career readiness.*

NACE Career Readiness Competencies

- Critical Thinking/Problem Solving
- Oral/Written Communications
- Teamwork/Collaboration
- Digital Technology
- Leadership, Professionalism/Work Ethic
- Career Management
- Global/Intercultural Fluency

The Duke Student Affairs’ Student Professional Development Taskforce determined that while Duke students are developing the NACE competencies through their core Duke curricula, co-curricular engagements, and experiential learning, there are additional competencies that Duke students need to intentionally develop for effective Career Management.

Through students’ academic progression at Duke, it is imperative for them to take an active role in their professional development by engaging in and developing the competencies below, in combination with the NACE competencies, to prepare for lifelong post-graduation success. This is what the Career Center at Duke defines as intentional professional development.

* http://www.naceweb.org/career-readiness/competencies/career-readiness-defined
COMPETENCIES FOR CAREER MANAGEMENT

Foundational Competencies

**REFLECT** – Engage in reflection before, during, and after experiences to understand motivations and learning. Use reflections to make intentional decisions regarding strategic career goals and next steps.

**CONNECT** – Engage with faculty, alumni, and other professionals to develop relationships and learn from their experiences. Seek advice as needed. Sustain relationships with those who provide ongoing support for personal and professional development.

Developmental Competencies

**SELF AWARENESS** – Develop awareness of skills, interests, values, and learning styles through academic and non-academic experiences and advising. Use this awareness to navigate opportunities and constraints while clarifying purpose and motivation.

**RESEARCH** – Apply research skills to acquire information and knowledge for short-and-long term professional goal setting and implementation.

**ADAPT** – Anticipate and accept change and disruption as a part of the professional development process. Adapt short and long term career plans based on opportunities, challenges, successes, and failures.

**COMMUNICATE** – Compose and deliver an individual professional story based on reflection of key experiences. Present that story in a clear and effective manner, both verbally and through written materials, with consideration to audience and context.

**IMPLEMENT** – Use learning to evaluate opportunities and prioritize key factors for alignment with career goals. Goals work toward intentional professional development and implementing next steps that are aligned with life stage, purpose, and individual definition of success.
The Career Center’s Role

The Career Center is dedicated to stewarding an active, engaged career community that nurtures and challenges each student’s career imagination. The team works with students across the full range of academic progress – from the first year through the senior transition. The Career Center engages in conversation, training, and programming around each to teach students skills to use throughout their lives.

This often includes assessing the relationship of academic major to career goals, developing a Board of Directors, understanding and articulating a student’s unique story, and identifying and acquiring pre-professional experience of the competencies within the University and across the global marketplace.

In this work, the Career Center partners with the faculty, colleagues across Student Affairs, student organizations, parents, employers, and an extraordinary alumni community. The Career Center collaborates to identify mentors and role models, to create internships, to deliver exceptional learning opportunities, and with students to professionals across the diversity of career fields – all in support of our students’ professional development.

Board of Directors

The Board of Directors is a concept discussed which encourages students to select their own board of advisors.

Students are the chair of their board. As students build their career path, meeting new people and enlisting them to be on their personal Board of Directors is a key strategy for success. Students should identify the many people who are a positive influence in their life.
We ask students to look into the future and consider who they might strategically seek out to add to their board, while staying in touch with those individuals they already know. Every person a student encounters over time gets to see a different part of their best (and possibly worst) self and can be called upon for insights into significant aspects of who they have been and who they are becoming.

Students can build and use the Board of Directors concept to learn about themselves and to imagine and discover THEIR possibilities. The benefits could include:

- Feedback on habits, patterns, and strengths
- Advice on steps to take, people to meet, and resources or strategies to consider
- Insight into how others have made decisions in the past and what options they considered
- Inside information about what a typical day is like
- Suggestions for opportunities that might be exciting

**ENLIST A SUPERVISOR**

Supervisors are a great resource and can advise you even when they no longer work with you. Many will suggest you stay in touch, or you could ask if they are open to the possibility.

Staying in touch does not mean having to request something every time you talk. If you come across information or do something that might be interesting to the person, share it! The sentiment, “thinking of you,” goes a long way and can be a great reason to send an email or pick up the phone.

Here are some great updates you may share.

I thought of you when:

- I learned something in class.
- I saw something in the news.
- I used something I learned when working with you.
- I followed your advice.
- I mentioned you (or your organization) to someone.
ENLIST A PROFESSOR

When you find something about which you are genuinely curious, see it as an opportunity to begin a conversation. People, even professors, tend to be flattered when others express interest in something that is important to them. You can use the words, “I’m trying to understand…” as a way to start these conversations.

Some other examples might include:

- You mentioned… in your lecture. I’m trying to better understand how this connects to…
- We worked on… in the problem set. I’m trying to understand why this technique is preferred over…
- Being a professor seems interesting to me. I’m trying to better understand what it is like.
- Can you tell me about what you do? How you decided to do this? What else you have considered? Who do you work with?
- This topic is very interesting to me. I’m trying to better understand the ways that it connects to opportunities outside of academic work. Do you know about this or know anyone who might?
- I learned a bit about your research and am intrigued by… Can you tell me more about…

Some suggestions for Board of Directors members:

- **Family** – know you deeply and over time
- **Friends** – see where you thrive and struggle
- **Professors** – have insight into your academic mind
- **Coaches** – challenge you to overcome obstacles
- **Advisers** – contribute to your decision-making process
- **Community Leaders** – see your passions engaged
- **Peers** – have worked alongside you
- **Supervisors** – have had to give you constructive feedback
- **Duke Alums** – have a common experience
Duke Story

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

John F. Crowell, Trinity College’s president (1887-1894), suggested that moving the college to an urban setting would attract more students, faculty, and financial support. With Crowell’s encouragement, the trustees agreed to move the college, and after a spirited competition among regional cities, Trinity opened in Durham in 1892. Local tobacco magnates Washington Duke and Julian S. Carr assisted in providing land and money to Trinity. In 1897, at Washington Duke’s request, the school began admitting women as regular students, making it an early co-educational institution.

Trinity prospered in its new location, and in 1924 the school was again transformed after Washington Duke’s son James Buchanan Duke established the Duke Endowment. The charitable foundation infused the college with funds, and the trustees changed Trinity

DID YOU KNOW?

Duke’s famous Blue Devil mascot made its first appearance at the October 5, 1929 football game against the University of Pittsburgh. The new mascot was introduced in conjunction with the debut of the new Duke Stadium, now known as Wallace Wade, the first facility to open on West Campus.
College’s and the name to Duke University as a memorial to the Duke family. President William P. Few (1910-1940) oversaw this metamorphosis of a small college into a complex university with the openings of several schools: the School of Religion and the Graduate School in 1926, the School of Medicine and the hospital in 1930, and the School of Nursing in 1931. Originally founded in 1904, the Law School reorganized in 1930. In 1938, the School of Forestry (today’s Nicholas School of the Environment) opened, and in 1939, the University formed a separate school for engineering, now known as the Pratt School of Engineering.

In 1930, the Trinity College site (today’s East Campus) became the Woman’s College, while the West Campus served as the grounds for the men’s Trinity College. In the early 1960s, Duke desegregated first its graduate and professional schools, and then its undergraduate classes, with the first African-American undergraduates graduating in 1967. In 1972, Trinity College merged both colleges of men and women into what is now known as Trinity College of Arts and Sciences. Since 1995, all freshmen have lived together on East Campus.

The last of the Duke family’s desires for the University was fulfilled when the School of Business Administration, now the Fuqua School of Business, opened in 1969. The Sanford School of Public Policy opened as an institute in 1971 and became Duke’s tenth school in 2005. Today, Duke University continues to expand and offer new interdisciplinary avenues for research and teaching.

For more information about Duke history, visit the University Archives in the David M. Rubenstein Library: https://library.duke.edu/rubenstein/uarchives.

Special thanks to the Duke University Archives (library.duke.edu/uarchives/) for providing portions of this material.
Durham History

In 1853, the North Carolina Railroad Company searched for a suitable depot between Raleigh and Hillsborough, settling on Durham. Thanks to the generosity of Bartlett S. Durham, who sold four acres of land to the North Carolina Railroad Company to build the new station, the small settlement around the train depot grew to become the city of Durham.

The town grew rapidly following the Civil War, largely on account of the establishment of a thriving tobacco industry, led by the Bull Durham Tobacco Company.

Durham quickly developed a vibrant African-American community, the center of which was an area known as ‘Hayti,’ just south of the center of town, where some of the most prominent and successful Black-owned businesses in the country were established.

In the 1950s and 60s, the world’s largest university-related research park was created, bringing new opportunities and growth to the area. In the past twenty years, development projects including the reopening of the Carolina Theatre, the conversion of many former tobacco buildings (factories, warehouses, and mills) into commercial spaces (condominiums, restaurants, and shopping centers), and the building of the new Durham Bulls Athletic Park have revitalized some of Durham’s oldest neighborhoods. This revitalization has brought new opportunities and excitement to the Durham community.

For more information about Durham, including things to do and see in the area, and local places to eat and shop, in addition to printable guides and tours, visit the Durham Convention & Visitors Bureau’s website: durham-nc.com
Accommodations
We hope you enjoy your time in Durham!
For your convenience, we have compiled a list of the many major hotel and motel chains represented in the Durham area. Please go to studentaffairs.duke.edu/parents/visiting for more information.

Sites & Attractions
While in town, we invite you to check out a few of the wonderful dining, retail, and historical attractions in Durham and throughout the Research Triangle. Below is a list of some popular sites near campus. Please visit durham-nc.com for details about more local Durham attractions.

9TH STREET (OFF OF EAST CAMPUS)
9th Street is known for its variety of restaurant offerings at reasonable prices that Duke students and Durham locals frequent and enjoy. From upscale bar food to the best brunch in the city, 9th Street is the place for anyone seeking to find great local food and shops.

AMERICAN TOBACCO CAMPUS
americantobaccocampus.com • 324 Blackwell St.
The American Tobacco Campus features Durham Bulls Baseball, the Durham Performing Arts Center, outdoor entertainment, art exhibits, restaurants, and so much more. It is also a registered historic site with roots in the American Tobacco Factory established in the 1800s.

BRIGHTLEAF SQUARE (OFF OF EAST CAMPUS)
historicbrightleaf.com • 905 West Main St.
Brightleaf Square is home to an eclectic mix of restaurants and shops in the historic warehouse district of downtown Durham.

DURHAM PERFORMING ARTS CENTER
dpacnc.com • (919) 688-3722 • 123 Vivian St.
The Durham Performing Arts Center is the largest performing arts center in both North Carolina and South Carolina. From Broadway to concerts, comedy to family shows...there is something for everyone at Durham Performing Arts Center.

For maps of Duke and Durham, please visit maps.duke.edu and durham-nc.com/visitors/maps/index.php
Contacts

Academic Advising Center (AAC) – Trinity College
advising.duke.edu
(919) 684-6217

Academic Resource Center (ARC)
duke.edu/arc
(919) 684-5917

Bursar’s Office – Student Accounts and Cashiering
finance.duke.edu/bursar
(919) 684-3531

Career Center
studentaffairs.duke.edu/career
(919) 660-1050

Center for Multicultural Affairs (CMA)
studentaffairs.duke.edu/cma
(919) 684-6756

Center for Sexual and Gender Diversity (CSGD)
studentaffairs.duke.edu/csgd
(919) 684-6607

Counseling and Psychological Services (CAPS)
studentaffairs.duke.edu/caps
(919) 660-1000

Dean of Students Office
studentaffairs.duke.edu/dos
(919) 668-3853

Dining Services
studentaffairs.duke.edu/dining
(919) 660-3900

DukeCard Office
dukecard.duke.edu
(919) 684-5800

Duke Graduate School
gradschool.duke.edu
(919) 684-2056

Duke Police
duke.edu/police/index.php
(919) 684-2444

DukeReach
studentaffairs.duke.edu/dukereach
(919) 681-2455

Duke University Computer Store
dukestores.duke.edu/cpustore
(919) 684-8956

Duke University Stores
dukestores.duke.edu
(919) 684-2344

DuWell (Health & Wellness Education)
studentaffairs.duke.edu/duwell
(919) 681-8421

Financial Aid Office
financialaid.duke.edu
(919) 684-6225

Global Education Office (GEO)
globaled.duke.edu
(919) 684-2174

Housing & Residence Life (HRL)
studentaffairs.duke.edu/hdrl
(919) 684-4304

International House (IHOUSE)
studentaffairs.duke.edu/ihouse
(919) 684-3585

Jewish Life at Duke
studentaffairs.duke.edu/jewishlife
(919) 684-6422

Mary Lou Williams Center for Black Culture
studentaffairs.duke.edu/mlw
(919) 684-3814

Muslim Life
studentaffairs.duke.edu/muslimlife
(919) 613-6778

New Student Programs (Orientation)
studentaffairs.duke.edu/new-students
(919) 684-3511

Fraternity & Sorority Life (FSL)
studentaffairs.duke.edu/greek
(919) 684-9401

Office of the University Registrar
registrar.duke.edu
(919) 684-2813
Contacts

OIT (Office of Information Technology)
oit.duke.edu
(919) 684-2200

Parent & Family Programs
studentaffairs.duke.edu/parents
(919) 684-2577

Parking & Transportation Services
parking.duke.edu
(919) 684-7275

Pratt School of Engineering/Dean’s Office
pratt.duke.edu
(919) 660-5386

Religious Life at Duke
chapel.duke.edu/community/religious-life
(919) 681-9488

Student Disability Access Office
access.duke.edu/students
(919) 668-1267

Student Health Center
studentaffairs.duke.edu/studenthealth
(919) 681-9355

Summer Session
summersession.duke.edu
(919) 684-6259

Trinity College of Arts and Sciences/Dean’s Office
trinity.duke.edu
(919) 684-3465

University Center Activities & Events (UCAE)
studentaffairs.duke.edu/ucae
(919) 684-4741

Undergraduate Education
undergraduatedean.duke.edu
(919) 668-3420

Women’s Center
studentaffairs.duke.edu/wc
(919) 684-3897