Welcome to Duke!

Dear parents and families,

Welcome to Duke! From Orientation to Commencement and beyond, parents and families are an integral part of our Duke community. We pledge to keep you informed about what’s happening at Duke, and we encourage you to communicate with your student to learn about his or her life on our campus.

The staff of Parent & Family Programs in the Division of Student Affairs can answer your questions, provide assistance, and offer suggestions to support your student’s success at Duke. Please feel free to call (919) 684-2577 or send a message to familyprograms@duke.edu.

We look forward to the academic and personal growth your student will experience as he or she delves into Duke’s extraordinary educational opportunities, and we’re grateful for your involvement as we create a strong partnership to support that growth. Thank you for sharing your student with us!

Richard H. Brodhead
President
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Connect with us on social media today.

Like us on Facebook at [facebook.com/groups/dukefamilies](facebook.com/groups/dukefamilies)

and follow us on [Twitter@Dukeparents](Twitter@Dukeparents)

See page 6 for more information.
Important DATES TO REMEMBER

Attend Family Weekend

NOVEMBER 4 – 6, 2016
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 son or daughter 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 2016!

studentaffairs.duke.edu/parents/family-weekend

Tickets are required for selected events.
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<td>August 23......................... New undergraduate student orientation begins</td>
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<td>August 29......................... Fall semester classes begin</td>
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<td>October 2 ........................ Founders’ Day</td>
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<td>January 8–10..................... Undergraduate Winter Forum</td>
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<td>January 11........................ Spring semester begins</td>
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<td>January 16........................ Martin Luther King, Jr. Day holiday</td>
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<td>March 10–19...................... Spring Recess</td>
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<td>April 26......................... Undergraduate classes end</td>
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<td>April 27–30...................... Undergraduate reading period</td>
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<td>May 1–6........................... Final examinations</td>
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<td>May 12............................ Commencement begins</td>
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<td>May 14............................ Graduation exercises; 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 One of Duke’s Nationally Recognized Division I Athletic Teams
goduke.com

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 south lobby of Cameron Indoor Stadium. The office is open Monday through Friday, 8:30 a.m. to 4:30 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 in 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.
How to
KEEP IN TOUCH

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 closed DukeParents Facebook Group at facebook.com/groups/dukefamilies. This site serves as a virtual community where all Duke families can come together to share news and comments in a fun, engaging, and informative space. You will have to press the “request to join” button at the top of the page since this site will be restricted only to Duke families.

You can receive updates on Facebook at facebook.com/groups/dukefamilies and on Twitter at twitter.com/dukeparents
The Chronicle
dukechronicle.com

The Chronicle, Duke’s independent daily newspaper, Mon-Wed hard copy and Thursday/Friday electronic only, 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 the best experience 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 on 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 six times per year. Students will receive the magazine in the mail, and the current issue can also be accessed online by visiting the Duke Magazine website.

DukeMobile
m.duke.edu

The DukeMobile application allows users of mobile devices to:

- Search the Events Calendar, which can be sorted by day, week, or month, and then pinpoint the location of the event on an interactive map
- Follow Duke sports with news and schedules from GoDuke.com and receive updated scores delivered as they change
- View the most popular content from Duke sections of iTunes U and YouTube

Duke Today Students
today.duke.edu/students

Duke Today Students is published daily online by the Duke University Office of News & Communications. It provides the University community with a convenient and entertaining daily update of the most significant university news, features, events, and student-focused information.
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 for both the student and the parent.

Even the happiest of students may at times feel homesick or doubt him or herself. 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 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 son or daughter 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 hasn’t 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 son or daughter join a new club or organization. Finally, ask about who your student has met and learn about his/her new relationships.

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, but do not fit in at home. Often the shift from “son” or “daughter” to “visitor” can occur without anyone actually realizing it. This can affect siblings too, so strong communication throughout the family is key.

VISITING CAMPUS

When visiting your student on campus, it’s 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’s important to allow your student to develop relationships, decision-making skills, and techniques for organization and time management. It’s okay to offer suggestions, but it’s 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 and 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 provides education, advocacy, support, mentoring, academic engagement, and space for lesbian, gay, bisexual, pansexual, transgender, transsexual, intersex, questioning, queer, and allied students, staff, faculty, and alumni at Duke.

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

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. We prepare our 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 the 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

The iconic Duke Chapel stands 210 feet high at the center of West Campus. Built in the early 1930s, the Chapel houses 77 stained glass windows, a 50-bell carillon, and a 100-voice choir. It oversees more than two dozen religious life groups from five faith traditions including an interdenominational Christian congregation creating a welcoming, inclusive environment for people of all faiths. Muslim, Jewish, Hindu, and Buddhist communities hold worship and community gatherings on campus weekly, as do myriad Christian groups. The Chapel holds worship at 11 a.m. on Sunday mornings. Visit chapel.duke.edu for more information.

International House

studentaffairs.duke.edu/ihouse

International House provides educational programs, services, and advocacy to Duke global community on campus as well as outreach to the greater Durham area. We offer 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

Jewish Life at Duke is comprised of the Freeman Center and the Rubenstein-Silvers Hillel. The Freeman Center provides a home for Jewish life on campus including kosher dining. The Rubenstein-Silvers Hillel provides exciting and innovative programming throughout the Duke community.
Campus Life

RESOURCES

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.

Muslim Life at Duke
studentaffairs.duke.edu/muslimlife
Muslim Life at Duke is committed to enriching the lives of Muslim students and the whole campus through organizing events and activities that cater to the spiritual, social, and intellectual needs of the Duke University community. Through the combined efforts of the Muslim Chaplain and the Muslim Student Association, Muslim Life at Duke provides a welcoming home to a diverse ethnic, racial, and cultural Muslim community at Duke and beyond.

Office of Fraternity & Sorority Life (OFSL)
studentaffairs.duke.edu/greek
OFSL serves as the center of programming and advising for the entire Duke Greek community. Comprised of 41 nationally affiliated chapters, along with four governing organizations – the Interfraternity Council (IFC), the Multicultural Greek Council (MGC), the National Pan-Hellenic Council (NPHC), and the Panhellenic Association – this community is focused on providing an enriching college experience.

Religious Life at Duke
chapel.duke.edu/community/religious-life
Duke University currently has more than 25 Religious Life groups on campus representing Protestant, Orthodox, Catholic, non-denominational Christian, Buddhist, Jewish, Muslim, and Hindu faiths, making it one of the most religiously active and diverse universities in the world. The deans of the Chapel, along with over 35 campus ministers, chaplains, and professional staff, provide leadership to more than 1,500 students involved in religious life 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 women 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 men and women 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 exclusively 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, Dining & Residence Life (HDRL)

studentaffairs.duke.edu/hdrl

HDRL 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 consists of 14 co-ed buildings ranging in size from 50 students to 200 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. Students can also submit mutual requests to be roommates. All buildings have shared bathrooms, laundry rooms, kitchens, study rooms, and common areas. Starting this academic year, 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 are just a short walk from the Smith Warehouse, 9th Street’s shopping and restaurants, and the Brightleaf District.

studentaffairs.duke.edu/hdrl/housing-communities/east-campus

**Central Campus Apartments** Central has four furnished apartment styles – efficiency, and one-, two-, and three-bedroom apartments. The apartment buildings on Central 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, 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.

studentaffairs.duke.edu/hdrl/housing-communities/central-campus

**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.

**Close By:** Academic Buildings, Professional Schools, Wilson Recreational Center, Cameron Indoor Stadium, Wallace Wade Stadium, Bryan Center, Duke Chapel, K-Ville, and Duke Hospital.

studentaffairs.duke.edu/hdrl/housing-communities/west-campus
Off-Campus Housing
offcampushousing.duke.edu
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 the West and Central Campuses
studentaffairs.duke.edu/hdrl/housing-communities
Duke utilizes a House model concept for living arrangements on West and Central Campuses. When students leave East 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 fall semester). Similar to East Houses, these upper-class Houses will offer intimate communities and self-governance opportunities. Though young, the Houses have already begun taking on unique characteristics and traditions.

Selective Living Groups
studentaffairs.duke.edu/hdrl/housing-communities/selective-living-groups
Selective Living Groups have been granted residential space and the ability to choose which students are 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. Of the 81 Houses that will comprise West and Central Campus, 43 will be Selective Living Groups.

Dining
studentaffairs.duke.edu/dining
Duke is home to one of the most innovative, dynamic, and cutting-edge collegiate dining programs in the country. Duke’s goal is to provide a delicious, nutritious, affordable community dining experience, no matter where you choose to eat on campus. Whatever your dietary needs or tastes, options abound.
Trinity College of Arts & Sciences

The Academic Advising Center on East Campus coordinates academic advising for new students in Trinity College from before they arrive at Duke, until the time they declare their major as sophomores and receive an advisor in their major.

We encourage students to think about having a network of advisors rather than a single advisor. Their advising network includes their assigned college advisor, academic dean, directors of academic engagement, peer advisors, pre-professional advisors, and faculty.

College advisors are faculty or staff who help students think about many aspects of their college career including class options each semester, possible majors and career paths, and their educational and personal goals. They can also alert students to resources and co-curricular opportunities that may interest them. Because their role is to advise students broadly, and not on a particular academic pathway, they may not have similar academic interests as the student. Students must meet with their college advisor during orientation week and again each semester prior to registering; many students elect to meet with their advisor at other times as well and forge relationships that extend across 4 years.

Academic deans monitor students’ progress towards graduation, help students understand academic policies, support students during challenging times, and help students think about their academic interests and goals. Students should have the same academic dean throughout their time at Duke. Deans can help their students with a wide variety of issues and we encourage students to get to know their dean during their first year.
Directors of Academic Engagement provide specialized advising related to global and civic opportunities, arts & humanities, and the natural & quantitative sciences. They have strong knowledge in these areas and can help students think about how their curricular and co-curricular interests fit together. Students can make an appointment to meet with a DAE at any time.

Each dorm also has a peer advisor assigned to assist students in that dorm. Peer advisors are students trained by the Academic Advising Center to provide advising from a student perspective. They are a great resource for first-year students. Each first-year dorm also has an assigned prehealth advisor and students considering a health career should connect with their prehealth advisor during their first year. There are also deans who provide prelaw and prebusiness advising.

Faculty are another great advising resource and an important goal for students in their first year is to begin building relationships with your professors. Every department also has a Director of Undergraduate Study who oversees the major. They can help students learn more about the major and opportunities within the major and students should reach out to them with questions.

Because Duke has so many wonderful resources and opportunities, no single individual can be well-versed in all that students can benefit from. That is why in addition to establishing a strong relationship with their college advisor, who is the only advisor that students are required to meet with, students should connect with others in their advising network who can help them. Students who take this initiative will almost certainly find that their experience with advising is positive and productive and contributes significantly to their time at Duke.

You can learn more about the advising resources available to students by visiting the AAC website at advising.duke.edu.
Pratt School of Engineering

Pratt students are connected with a network of advisors that includes an engineering faculty advisor, academic deans, peer advisors, and various other advisors (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 advisor at least one week 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.

Here, 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 requires that Duke students purchase computers for personal use. All tasks for courses can be completed in the public computer labs, and all students have 24-hour access to most of these labs. Many students, however, will bring their own computers; pundit.pratt.duke.edu/wiki/Recommended_Hardware has recommendations for what to bring.

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

Some required engineering courses (Physics, Math, Chem, EGR 103, 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.
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 study 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](http://globaled.duke.edu). Students can spend a few weeks, a summer, or a semester in an international locale taking classes for academic credit. Depending on your student’s foreign language skills, they could take both liberal arts and engineering courses for credit at universities abroad. Many Duke students decide to study abroad fall semester of the junior year. Because of this the Pratt School has developed course plans for engineering students that fit with this timeline. Nonetheless, students can participate in programs at any time while they are at Duke with the proper planning.

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](http://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](http://pratt.duke.edu/undergrad/students/internships) for more guidance on internships. In addition, Pratt has an office of Industry and Corporate Relations that actively works with engineering students through various events and programs. Read more at [pratt.duke.edu/about/corporate-relations](http://pratt.duke.edu/about/corporate-relations).
The Academic Resource Center, commonly referred to as ARC, offers a variety of services to help students succeed at Duke.

The students who come to Duke were at the top of their class in high school and are accustomed to good grades. However, many students find themselves really challenged by their classes for the first time and discover they need to learn how to study. This is very common, and Duke offers a range of supportive services in the ARC to help students through this transition.

Academic Skills and Instruction Program

The Academic Skills Instructional Program (ASIP) offers individual appointments and group workshops to help develop effective and efficient academic skills and strategies. Among its many services, the ASIP provides learning and information processing training, residence hall review sessions, and special workshops on time and task management, stress management, and more. ASIP’s staff includes specialists in math, natural sciences, social sciences, and humanities.
Peer Tutoring
duke.edu/arc/peer_tutoring

The Peer Tutoring Program (PTP) offers up to twelve hours of free tutoring each semester to Duke undergraduates who are enrolled in select introductory-level courses. PTP tutors are also Duke students; they understand your student’s challenges, and they are eager to help your student learn what they need to know. All tutors receive ongoing training both in current tutoring best practices and in tutoring strategies relevant to their tutoring discipline. See available courses on PTP’s website for specific offerings.

Student Disability Access Office (SDAO)
access.duke.edu

The SDAO is the office on campus that provides support services and coordinates accommodations to meet the needs of students who may have a variety of disabilities such as, but not limited to:

- Attention Deficit/Hyperactivity Disorders (ADHD)
- Learning Disabilities (a.k.a. Learning Disorders)
- Psychological Disorders
- Visual Impairments
- Hearing Impairments
- Mobility Impairments
- Chronic Health Disorders

Writing Studio
wtp.duke.edu/writing-studio

The Writing Studio offers Duke University undergraduate and graduate students the opportunity to meet with trained writing tutors to discuss individual writing concerns. The Writing Studio has several graduate and postgraduate student tutors from a variety of disciplines. It also has several specially trained tutors who work with non-native English speakers. All tutors go through extensive ongoing training.

DID YOU KNOW?

Duke University Libraries
library.duke.edu

The Duke University Libraries are the shared center of the university’s intellectual life, connecting people and ideas. The William R. Perkins Library and its seven branches, together with the University Archives and the separately administered libraries serving the schools of Business, Divinity, Law, and Medicine, comprise one of the nation’s top ten private university library systems.
A Primer for Families on Student Privacy

As a parent 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 ACES, 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 reported missing will also be contacted if the student has designated the parent as an emergency contact.

The best way to know how your son or daughter is doing? Ask directly! Instead of the usual, ‘How is everything?’ ask more pointed questions: ‘What do you like most so far at Duke?’ ‘What is most challenging for you?’
Office of Student Conduct

The Office of Student Conduct strengthens personal responsibility and accountability through investigation and resolution of alleged violations of university policies. We encourage 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 in the student conduct process disengages a student from the learning process, disables his or her voice in explaining the alleged behavior, and promotes reliance on a parent at a time developmentally when students should be "testing their wings" themselves.

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 the expectations for my son or daughter’s behavior regarding alcohol use?
- What are my expectations for my son or daughter’s behavior regarding academic performance?
- What are my expectations for my son or daughter’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 conducts extensive education and awareness programs with the goal of preventing and discouraging 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 handling 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 in dealing with the impact of Sexual Misconduct, whether it happened recently or in the past. Such services include, for example, 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), and interim measures arranged or issued by the Office of Student Conduct, GVPI, the Office for Institutional Equity (OIE), and/or the Vice President for Student Affairs (or designee). In addition, resources are available to respondents during and, in some cases, after the complaint process.
Personal Finance@Duke
personalfinance.duke.edu

Personal Finance@Duke provides students with the knowledge to make informed financial decisions by providing them with financial management skills necessary to navigate life events that affect everyday financial decisions, discuss issues surrounding personal finances, and plan for the future. Visit their website and discover how to save money while at Duke and manage your money wisely. Looking for something more engaging? Request or attend one of their workshops, register for the Personal Finance house course, or learn financial management from one of their staff members or one of your peers during an individual counseling session. For more information, or to sign up for their monthly newsletter, full of helpful tips and resources, please email personalfinance@duke.edu or visit their website provided above.

Financial Aid
finaid.duke.edu

Duke University views its financial aid program as an investment in students and their futures. The Financial Aid Office (FinAid) is committed to helping your family determine the best way to pay for your student’s education. The website includes information on undergraduate aid and loans in addition to information on personal finance, money management, savings, and tax information.

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 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 is available at Duke. Positions range from those subsidized through Work Study to those open to all students, regardless of Work Study eligibility. Job opportunities can be found on DukeList.

Figuring Out the Financials

Here are two of the core components of Duke Financial Aid: Summer Earnings and Work Study. Of course, there is more to financial aid than this, but the Financial Aid Office wants to be certain that you understand these two items. And, if at any point you have additional questions about the financial aid process, please review finaid.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, FinAid believes their 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 their 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 funding. 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’s an actual paycheck!), 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.
Safety and SECURITY

Safety: A Shared Responsibility

Duke University is committed to providing a safe place for students to learn, grow, and flourish. However, security is a shared responsibility, and students, faculty, and staff are valuable partners in helping the Duke University Police Department maintain a safe campus community.

The Duke police department is an accredited agency with sworn police and uniformed security officers prepared 24/7 to respond to any situation. 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 hired private security to supplement and support their mission. In addition, Duke has an agreement with the city of Durham that provides its police officers jurisdiction in the city of Durham.

Duke offers a variety of safety resources including the LiveSafe app which allows students to submit tips to 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.

Duke’s 24/7 emergency phone number is (919) 684-2444. The Duke University Police Department provides 24-hour law enforcement and security services to Duke’s academic campus and health system, as well as off-campus areas. The DUPD’s goal is to provide a safe and secure environment for students, employees, visitors, and patients.
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.

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### Reporting A Crime

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, and assistance and to report crimes and concerning behaviors such as:

- Threats
- Assaults
- Stalking
- Aggressive/intimidating acts

Duke Police accepts anonymous reports by phone or through an online reporting form on the website at 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**

Is late-night transportation available for students? In addition to transit buses, Duke provides rides at no charge daily from 5 p.m. to 7 a.m. to and from on-campus locations (where bus service is not available) and to 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.
Transportation

CAMPUS BUS ROUTES
Duke 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.

BULL CITY CONNECTOR
This fare-free route connects Duke’s campus to downtown Durham and destinations like 9th Street, Brightleaf Square, Durham Performing Arts Center, Durham Bulls Athletic Park, and the Farmers Market. Visit bullcityconnector.org for more details.

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 enterprise.carshare.com/duke.

Nearly 80% of first-year students don’t bring a car to campus. Taking part in our car-sharing program costs much less than bringing your own car. If you add up monthly car payments, insurance payments, parking permit fees, oil changes, and fuel, that cost compares to about 50 one-hour trips per month with car sharing.
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. Go to parking.duke.edu/buses_vans 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/buses_vans.

TAXIS
For information on Durham’s taxis, see parking.duke.edu/buses_vans/shuttle_taxi.php.

ZAGSTER
Don’t have a bike? Check out zagster.com/duke to join the campus bikeshare and access 50 bikes on East, West, or Central campus. Membership is $20/year and includes the first 3 hours of any rental for free!

Parking
BIKE AND SCOOTER PARKING
There is ample parking on campus for bikes or 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. Check out maps.duke.edu to view every rack on campus with a photo, the number of spaces, and whether the rack 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.
Health and WELLNESS

Duke’s Health and Wellness Units, which include Student Health, Counseling & Psychological Services (CAPS), Student Wellness Center, and DukeReach, embrace a comprehensive picture of individual community health. In addition to providing medical care and counseling, the offices encourage students to learn broadly about their health and well-being through programming, services, and marketing. This integrated approach to health services considers each individual student’s overall care and inspires students to discover and develop an approach to health that enables them to flourish here at Duke and throughout their lives.

The Duke Health and Wellness Approach

The Health and Wellness Units focus on an individual wellness perspective that integrates many areas of life including financial, social, spiritual, intellectual, mind-body, and environmental. Each of these dimensions of wellness is essential to maintaining harmony and balance.

This wellness approach is represented by the image of a tree, which includes the roots of values and choices, the trunk of self-care, and the branches representing the dimensions of wellness. All parts of the model are interactive and interdependent.
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 Duke’s Health and Wellness Units wish to partner with parents to present consistent messages regarding healthy and safe behaviors.

This summer your student will complete AlcoholEdu, an online program that discusses many facts about alcohol and how your student can make healthy decisions. We ask that you would continue this conversation with your student prior to and after 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 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 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 gaining consent to 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.

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 in 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, Duke’s Health and Wellness Units also encourage 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 reported 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 “to go” when students are crunched for time. Duke Health and Wellness Units recommend 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, for incoming college students, the transition to a new living environment, social community, and academic institution can create too much or continued stress. However, when it is too much or lasts too long, stress can take a physical and psychological toll on one’s health and well-being. It 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 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.
The **Student Health Center (SHC)** is the primary location for healthcare services including general medical care, basic nutrition counseling, laboratory, pharmacy, travel/immunization clinics, and allergy/immunotherapy clinics. Most provider services at the SHC are covered by the Health Fee (see below). Radiology studies, prescription drugs, most laboratory tests, specialty services received at SHC, and other expanded services are not covered by the Fee. The SHC is located on Flowers Drive in the Duke Clinic complex (Duke South, sub-basement, Orange Zone). 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.

Limited walk-in services are also available on a daily basis. An urgent care clinic is held on Saturdays during Fall and Spring semesters. Visit the SHC website for specific hours. Nurse advice is available at all hours when the SHC is closed by calling *(919) 966-3820*. See studentaffairs.duke.edu/studenthealth for more information.

Students are encouraged to use the Student Health Center 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 University 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.

DUKE STUDENT WELLNESS CENTER

Bell Tower Residence Hall, Oasis, East Campus
(919) 681-8421 • Mon–Fri: 8 a.m. – 5 p.m.
duwell@studentaffairs.duke.edu • studentaffairs.duke.edu/duwell

NOTE: Location will change Spring 2017. See pg. 34 for details.

The Duke Student Wellness Center (DUWELL) fosters a living-learning environment that promotes and encourages the full development of the individual as an engaged member of the community. Wellness is affected by many factors. DUWELL helps students navigate personal choices and outside influences that may be affecting individual well-being. Services offered by DUWELL include individual sessions for health coaching, screenings for substance use, educational workshops, risk management plans, and sexual health education.

COUNSELING & PSYCHOLOGICAL SERVICES (CAPS)

Page Building, West Campus
(919) 660-1000 • Mon–Fri: 8 a.m. – 5 p.m.
studentaffairs.duke.edu/caps

NOTE: Location will change Spring 2017. See pg. 34 for details.

The CAPS staff is available to help support Duke students as students develop personally and academically. Services available range from individual counseling and group therapy to psychiatric assessment and a personal growth series.
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 that 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, pregnancy

NOTE: Location will change Spring 2017. See pg. 34 for details.
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? Call the Student Health business office – (919) 684-1481 – and give them the new information. 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) 681-2874, 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. The Student Health Center on West Campus does have weekend hours for urgent care. 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, Dining & 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
Overview of the Career Development Process

Students can expect to cycle through a process of learning about themselves again and again while at Duke, as well as the entirety of their career and life. The endless discovery is what is fun! They will continually use their past experiences to identify new insights, new options, and new steps.

This is the desired first step in a process in which students will uncover what drives them, explore opportunities, test their strengths and interests in the world, and learn to articulate their unique story for successful searching. Being fully engaged in ALL aspects of the cycle gives students ownership and control over the decisions and the future they are building.

It is certain – students will enter the process when and where they are ready, so we are prepared to partner with them when they engage.

Uncover What Drives Them

Values, interests, skills, personality, and examination of unique experiences are the critical data that will drive career planning and development.

Self-inquiry is not a one-time event. It is the best way to start thinking about post-graduation planning and a place to return when contemplating transitions and significant decisions about career choices. An individual grows and changes with new experiences and exposure to new ideas, and so will return to this process many times. The more aligned career decisions are with this knowledge of self, the more likely one will feel fulfilled and successful.

There are opportunities for students to do this work on their own, with a career advisor, and using resources and assessments available through the Career Center.
EXPLORE OPPORTUNITIES

It is important for students to be savvy information consumers and to research careers while approaching information critically. We partner with students to be sure they embrace a variety of sources and exploration methods to gain deeper insight into new possibilities. As their perspective widens, so do their choices.

The Career Center’s work involves suggesting strategies and resources to explore by employing reading through a professional lens; talking, to learn through others’ experiences; and doing, through experience as they define it.

TEST STRENGTHS AND INTERESTS IN THE WORLD

Duke students are renowned for being super-involved on and off campus, filling their schedules with research, volunteer work, student organizations, creative endeavors, entrepreneurial ventures, studying abroad, and internships. You name it; Duke students are doing it!

With each experience, they choose to develop and utilize particular skills, work with or for certain people, function within a specific structure and environment, acquire particular kinds of knowledge, and grapple with particular problems.

We help students look at their array of choices with a critical eye, to help them develop their next steps. This may be to enhance current knowledge and skills or set forth in a newly discovered direction.

ARTICULATE THEIR UNIQUE STORY

Knowing one’s story is an important part of successful decision making, and articulating that story is critical to implementing choices. Students’ reflection on their skills, experiences, personality, and goals is key to choosing wisely and making a good impression. The road to employment or graduate and professional school involves knowing and telling their unique stories.

When decisions come after self-inquiry, explaining motivations and goals is much easier. Career advisors and online tools will help students develop this story and practice telling it in the many forms required for successful searches and applications.
The Career Center’s Role

We are dedicated to stewarding an active, engaged career community that nurtures and challenges each student’s career imagination. Our team works with students across the full range of academic progress – from the first year through the senior transition – on a complete complement of professional development issues. We engage in conversation, training, and programming around each stage of the career development process 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 their unique story, and identifying and acquiring pre-professional experience within the university and across the global marketplace.

In this work, we partner with the faculty, with our colleagues across Student Affairs, with student organizations, and with parents, employers, and an extraordinary alumni community. We collaborate to identify mentors and role models, to create internships, to deliver exceptional learning opportunities, and to introduce 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 we discuss with students when we encourage them to select and engage with their own board of advisors.

You are the chair of your board. As you learn and build your career path, meeting new people and enlisting them to be on your personal Board of Directors is a key strategy for success. Think about the many people who have had (or could have!) a positive influence in your life.
Look into the future and consider whom you might strategically seek out to add to your board, in addition to staying in touch with those you already know. Every person you encounter over time gets to see a different part of you at your best (and possibly worst) and can be called upon for insights into significant aspects of who you have been and who you are becoming.

Build and use your Board of Directors to learn about yourself and to imagine and discover YOUR possibilities. The benefits could include:

- Feedback on habits, patterns, and strengths that you haven’t noticed about yourself
- 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 excite you

**ENLIST A SUPERVISOR**

Your supervisors are great advisors, even when you no longer work at the organization. Many will suggest you stay in touch, or you could ask if they are open to the possibility.

Staying in touch doesn’t 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 to 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

Find something you’re genuinely curious about as a reason to talk. 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 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 anyone who might?
- I learned a bit about your research and am intrigued by… Can you tell me more about…

Some suggestions for insight you could gain:

- **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
- **Advisors** – 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. Through the dedication of several teachers, this small school, called the Union Institute, grew to become Normal College by 1851. The Normal College underwent another transformation in 1859 when the school’s trustees turned to the Methodist Church for financial support. In exchange for financial support, the school agreed to provide free education for Methodist preachers. With this transformation, the school’s name changed to Trinity College.

John F. Crowell, Trinity College’s president (1887-1894), had the prudence to suggest 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 to an urban area. After a spirited competition among regional cities, Trinity opened in Durham in 1892 with the generous support of Washington Duke and Julian S. Carr. Duke and Carr, influential Methodists and lucrative businessmen, donated money and land to facilitate Trinity’s move to Durham. A $40 million donation by Duke’s son James Buchanan Duke served to establish the Duke Endowment in 1924. In that same year, the trustees changed Trinity College’s name to Duke University as a memorial to the Duke family.

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.
President William P. Few (1910-1940) oversaw the metamorphosis of a small college into a complex university with the openings of several schools: the School of Religion and Graduate School in 1926, the School of Medicine and hospital in 1930, and the School of Nursing in 1931. Originally founded in 1904, the Law School reorganized in 1930. In 1939, the University formed a separate school for engineering.

In 1930, the original site became the Women’s College, while the West Campus served as the grounds for Trinity College (then for men) as well as the grounds for the hospital and the graduate and professional schools. In 1972, Trinity College merged both colleges of men and women into the liberal arts college that it is today.

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. Today, Duke University is home to over 14,000 undergraduate and graduate students. Since 1995, East Campus has served as the home to all first-year students.

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

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’s 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 – Trinity College
advising.duke.edu
(919) 684-6217

Academic Resource Center
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
studentaffairs.duke.edu/cma
(919) 684-6756

Center for Sexual and Gender Diversity
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
dukekard.duke.edu
(919) 684-5800

Duke Forward
dukeforward.duke.edu
(919) 681-2580

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

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

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

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

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

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

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

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

International House
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

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

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

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

Student Wellness Center
studentaffairs.duke.edu/duwell
(919) 681-8421

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