MASTER OF ENGINEERING MANAGEMENT PROGRAM

LOW-RESIDENCY
DISTANCE OPTION
FOR WORKING PROFESSIONALS
You’re ready to take the next step.

But, you want to choose your own path.
So, let’s engineer an education

Through our distance option, you can earn Duke’s Master of Engineering Management degree in two years while working full-time and

- Study the core curriculum of marketing, finance, intellectual property and business law, and management by viewing online recordings of our campus classes and interacting with fellow students, faculty, and staff through on-campus residencies, virtual meetings, conference calls, and social media.

- Focus on building expertise in commercialization, financial engineering, or operations management, with additional technical electives in innovation management, decision models, supply chain management, and product development.

- Attend three week-long residencies on Duke’s North Carolina campus to connect with fellow distance students, campus peers, program faculty, and the larger Duke network while taking part in challenging leadership workshops emphasizing communication, creativity, and collaboration.

- Engage with a supportive cohort of like-minded professionals focused on enhancing their professional development while managing responsibilities at work and home.

... just for you.

Whether you complete the campus or distance version of Duke’s Master of Engineering Management Program, you take the same classes and earn the same degree.
The program was an incredibly enriching experience. The small cohort size allows you to interact on a personal level with individuals in many different career paths and fields. Despite being distributed in various locations, the cohort contributes to your learning and augments classroom instruction. Further, the course work was immediately applicable; often, I was able to apply lessons learned during a lecture to a situation at work the very next day. I would recommend this program to any self-starter looking to get ahead in their industry, gain a solid footing in business, and continue to learn technical skills.

Gus Boschert  
Defense Contractor  
Class of 2013

### WHERE DO STUDENTS COME FROM?  
**IN THE UNITED STATES**  
- ALABAMA  
- ARIZONA  
- CALIFORNIA  
- COLORADO  
- CONNECTICUT  
- FLORIDA  
- GEORGIA  
- ILLINOIS  
- KENTUCKY  
- LOUISIANA  
- MARYLAND  
- MASSACHUSETTS  
- MICHIGAN  
- MINNESOTA  
- NEVADA  
- NEW HAMPSHIRE  
- NEW JERSEY  
- NEW YORK  
- NORTH CAROLINA  
- OHIO  
- OKLAHOMA  
- PENNSYLVANIA  
- SOUTH CAROLINA  
- TEXAS  
- UTAH  
- VIRGINIA  
- WASHINGTON  
- WISCONSIN

**ABROAD**  
- TAIWAN  
- CHILE  
- GERMANY

### PROGRAM REQUIREMENTS

To receive the Master of Engineering Management degree, distance students must complete:

- **Three Residencies**  
  - Orientation  
  - Mid-Program  
  - Capstone

- **Four Core Management courses**
- **Two Focus Area Elective courses** in one area  
  - Innovation and Commercialization  
  - Financial Engineering  
  - Operations and Supply Chain Management

- **Two Technical Elective courses**

Details follow on the next page.

Core courses are taught by faculty in Duke’s business and law schools, while most electives are taught by professionals who understand industry and are eager to share their knowledge.

Gus Boschert’s cohort reconnects in Durham, the Bull City, for Residency 3.
### COURSES

**SAMPLE CURRICULUM (OPERATIONS FOCUS SHOWN)**

<table>
<thead>
<tr>
<th></th>
<th>Fall Year 1</th>
<th>Spring Year 1</th>
<th>Summer Year 1</th>
<th>Fall Year 2</th>
<th>Spring Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Residencies</strong></td>
<td>Orientation Residency at Duke (one week)</td>
<td>Mid-Program Residency at Duke (one week)</td>
<td>Capstone Residency at Duke (one week) Includes EGRMGT 550/551</td>
<td></td>
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</tr>
<tr>
<td><strong>Core Management Courses</strong></td>
<td>EGRMGT 510: Marketing</td>
<td>EGRMGT 520: Intellectual Property, Business Law, and Entrepreneurship</td>
<td>EGRMGT 530: Finance</td>
<td>EGRMGT 540: Management</td>
<td></td>
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<tr>
<td><strong>Focus Area Electives</strong></td>
<td>EGRMGT 562: Operations Management</td>
<td></td>
<td></td>
<td>EGRMGT 563: Supply Chain Management</td>
<td></td>
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<tr>
<td><strong>Technical Electives</strong></td>
<td>EGRMGT 590: Innovation Management</td>
<td></td>
<td></td>
<td>EGRMGT 560: Project Management</td>
<td></td>
</tr>
</tbody>
</table>

**Core Management Courses**

- EGRMGT 510: Marketing
- EGRMGT 520: Intellectual Property, Business Law, and Entrepreneurship
- EGRMGT 530: Finance in High-Tech Industries
- EGRMGT 540: Management in High-Tech Industries

**Focus Area Electives**

- EGRMGT 562: Operations Management
- EGRMGT 563: Supply Chain Management
- EGRMGT 560: Project Management

**Technical Electives**

- EGRMGT 560: Project Management
- EGRMGT 562: Operations Management
- EGRMGT 580: Decision Models
- EGRMGT 590.XX: Innovation Management
- EGRMGT 590.XX: Managing Product Development

If none of the focus areas are appropriate, a **customized program of 12 credits chosen from elective courses** may be designed with permission of the student’s advisor.

**CAPSTONE COURSE**

- EGRMGT 550/551 | 6 credits
  EGRMGT 550/551 takes place during the Capstone Residency.

**FOCUS AREAS**

CHOOSE TWO COURSES FROM ONE AREA

- **Operations and Supply Chain Management**
  - EGRMGT 562: Operations Management
  - EGRMGT 563: Supply Chain Management

- **Financial Engineering**
  - EGRMGT 532: Advanced Finance for Technology-Based Companies
  - EGRMGT 590.XX: Computational Finance
  - EGRMGT 590.XX: Advanced Topics in Financial Engineering

- **Innovation and Commercialization**
  - EGRMGT 574: Commercializing Technology Innovations
  - EGRMGT 590.XX: Designing Customer Experiences

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Students may take courses in any order. See scenarios that allow a student to take more than two years to complete the program at [http://memp.pratt.duke.edu/distance/program-options](http://memp.pratt.duke.edu/distance/program-options).
RESIDENCY

Duke does distance differently. A cornerstone of our cohort-centric model is Residency, a week-long experience that allows you to build community with your fellow cohort members, residential students, and faculty. Being on campus enhances communication and builds connections that last even after a student leaves Duke University. Residencies also allow content delivery not suited to an online format; through our residency programs and workshops, students build career development skills to bring back to their current position.

All three residencies are required.

ORIENTATION RESIDENCY:
FOUNDATIONS
ONE WEEK IN AUGUST PRIOR TO THE START OF CLASSES IN FALL YEAR 1

This residency kicks off the d-MEMP program and gives you a solid base to be a successful distance student. Program introductions and updates are delivered, expectations are outlined, and students have the opportunity to experience the Duke community. Highlights include distance technology/tooling overviews, business simulation workshops, alumni engagement opportunities, and activities for the d-MEMP cohort to truly get to know one another.

MID-PROGRAM RESIDENCY:
EXPLORATIONS
ONE WEEK IN JULY BETWEEN YEARS 1 AND 2

This residency allows students to reconnect with their cohort and other members of the Duke community. Students can reflect on the past year and explore ways to continue to grow both personally and professionally. Seminars, workshops, and a ropes course focusing on professional development, teamwork, and leadership help to supplement the remote classroom experience. Social activities further enhance relationship building within the cohort.

CAPSTONE RESIDENCY:
REFLECTIONS
ONE WEEK PRIOR TO MAY GRADUATION IN SPRING YEAR 2

The final residency gives students the opportunity to look back at their experience and learn how their education, professional life, and personal life all come together. The culmination of the d-MEMP program, this residency includes a 7 Habits® workshop and provides students with a forum for class presentations and assessments, discussions, and time to give feedback on the program. Students participate in Duke’s graduation ceremonies as a cohort for a final shared experience.

Tiffany Cremer participates in a team-building exercise during Residency 1.

I could not have anticipated how much Duke’s d-MEMP would shape my life. As a working professional, the courses were applicable to my daily career endeavors, and the relationship I formed with faculty definitely enhanced my experience. However, the most beneficial part of the d-MEMP experience was the relationship formed with members of my cohort. We related our personal and professional challenges between fields, building our combined knowledge base. Several years after graduation, we have kept in touch, and are continuing to leverage each other’s skills, knowledge, and network. Even at a distance, you are part of the d-MEMP (and Duke) community!

Tiffany Cremer
Value Stream/Building Production Manager
Raytheon
Class of 2011
**COHORT PROFILE**

d-MEMP cohorts are small, and students connect to each other and the university through our innovative model of online and campus learning. The information below is gathered from several cohorts to give prospective students an idea of a typical class.

<table>
<thead>
<tr>
<th>Student Distribution by Undergraduate Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerospace Engineering</td>
</tr>
<tr>
<td>Biomedical Engineering</td>
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<tr>
<td>Chemical Engineering</td>
</tr>
<tr>
<td>Civil Engineering</td>
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<tr>
<td>Computer Science</td>
</tr>
<tr>
<td>Electrical &amp; Computer Engineering</td>
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<tr>
<td>Industrial Engineering</td>
</tr>
<tr>
<td>Materials Science &amp; Engineering</td>
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<tr>
<td>Mechanical Engineering</td>
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<tr>
<td>Other Disciplines</td>
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<tr>
<td>Other Engineering Disciplines</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Cohort Size</th>
<th>20 to 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>26%</td>
</tr>
<tr>
<td>Age at Entry</td>
<td>(middle 50%) 24 to 28</td>
</tr>
<tr>
<td>Work Experience</td>
<td>(middle 50%) 2 to 5 years</td>
</tr>
<tr>
<td>GRE Verbal</td>
<td>(middle 50%) 153 – 160</td>
</tr>
<tr>
<td>GRE Quantitative</td>
<td>(middle 50%) 156 – 164</td>
</tr>
<tr>
<td>GRE Analytical Writing</td>
<td>(middle 50%) 4.0 – 4.5</td>
</tr>
<tr>
<td>Grade Point Average</td>
<td>(middle 50%) 3.1 – 3.6</td>
</tr>
</tbody>
</table>
Brandon Sights flies high on a ropes course during Residency 2.

My engineering management degree from Duke sets me apart from other engineers. I understand that the most important aspect of my job is making the customer’s experience with our product the best it can be, not just checking boxes next to a list of tasks every week.

Brandon Sights
Systems Engineer
Trimble Navigation
Class of 2012

ORGANIZATIONS REPRESENTED
BY D-MEMP STUDENTS AND ALUMNI

AT&T • BAE Systems • Bayer Technology Services • Black & Veatch • Bosch • Carrier • Caterpillar Logistics • Chevron • Danfoss • Deere & Company • Eaton • ExxonMobil • Fluor Enterprises • General Electric • Gulfstream Aerospace • IBM • Ingersoll Rand • Lockheed Martin • Medtronic • Merck • Microsoft • Northrop Grumman • Raytheon • Southern Power • The Boeing Company • United Armed Forces • United Technologies

Early-career engineering professionals are encouraged to explore Duke’s Master of Engineering Management Program and d-MEMP, our low-residency distance option.

Application requirements include:

• Bachelor’s degree in engineering or science
• Graduate Record Exam results
• Test of English as a Foreign Language results (international applicants only)
• Resume
• Statement of Purpose
• Three recommendations from professional or academic sources

APPLICATIONS ARE ACCEPTED FOR FALL ENTRANCE ONLY. For more information, including deadlines and a link to our online application, visit our applicant website at http://memp.pratt.duke.edu/apply or contact us.

PHONE: 919.660.5455
WEB: http://memp.pratt.duke.edu/distance
E-MAIL: memp@pratt.duke.edu