

**Policy Manual and Student Handbook
Advanced Studies in Public Administration**

**Certificate in Advanced Public Administration (CAPA)
Doctorate in Public Administration (DPA)**

Hamline University

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Hamline University
School of Business
570 Asbury Street
Suite 303
Saint Paul, Minnesota 55104

Julian Schuster, Dean
651-523-2335
Jschuster01@hamline.edu

Kristen Norman-Major, Chair, Department of Public Administration
651-523-2814
kmajor@hamline.edu

David Schultz, DPA Comprehensive Exam Coordinator
651.523.2858
dschultz@hamline.edu

Hamline School of Business
651.523.2284
Fax number 651.523.3098

Table of Contents

Section I	
Scope and Application of These Rules.....	1
Section II	
Overview of the DPA Program.....	2
Section III	
Admission to the DPA Program.....	5
Section IV	
Requirements for the DPA Degree and Public Administration Certificate.....	7
Section V	
Grading Policy and Academic Honesty.....	12
Section VI	
Examinations.....	14
Section VII	
The Dissertation.....	15
Section VIII	
DPA Program Time Limits.....	23
Section IX	
DPA Program Governance.....	25
Section X	
DPA Faculty.....	27

Section I

Scope and Application of These Rules

The *Advanced Studies Policy Manual and Student Handbook* outlines the rules and procedures governing the degree of Doctorate in Public Administration (DPA) and the Certificate in Advanced Public Administration (CAPA) at Hamline University for all students in the Advanced Studies program who matriculated in the cohort entering after September 1, 2007. The rules here supplement all-university and graduate school-wide rules found in Hamline University's *Guide to Graduate Programs*. This policy manual also provides information regarding requirements for the degree of DPA, including procedures and expectations for the dissertation.

Interested parties should review all of the policies and procedures presented here. They establish expectations for advanced studies education that exceed expectations for master's-level education.

Except as noted below the rules in this *Policy Manual* apply to all students in the Advanced Studies program who matriculated in the cohort entering after September 1, 2007. Students enrolled before this date are governed by the *Policy Manual* for their class and year of matriculation.

Section II Overview of the Advanced Studies Program

A. Goals

Advanced Studies in Public Administration is a part-time program directed toward practicing public and nonprofit administrators and those working in closely related areas. It offers an educational opportunity for professionals who wish to build on their experience and knowledge and who anticipate much greater future responsibilities. The Advanced Studies program empowers students to undertake significant research in public administration and apply this knowledge as a practitioner. Holders of the CAPA or DPA will add to the ranks of those able to generate, evaluate, interpret and share knowledge of public administration and its related fields, thus expanding their skills for effective public leadership.

The Hamline University School of Business (HSB) is committed to an adult model of learning. The Advanced Studies program has been structured around learning communities that provide mutual support for students in both their coursework and dissertation preparation. Entering students become members of a learning community (known as a cohort) that moves through the program's core courses together.

The program is interdisciplinary, intersectoral, and intercultural in scope, recognizing that the field of public administration, as well as the larger field of governance, increasingly demand these perspectives.

The Advanced Studies program embodies Hamline University's commitment to life-long learning and public service through the following objectives:

- To explore a wide range of contemporary ideas and practices related to the administration and leadership of public and nonprofit organizations.

- To examine the critical issues and challenges facing senior managers in the complex and changing environment of governance and politics.

- To create the opportunity for experienced, reflective practitioners to contribute new knowledge to the field of public administration through applied research.

To develop an expanded community of reflective public administration practitioners, thereby improving the quality of public service.

Students completing the program should expect to obtain:

- Advanced public leadership skills and knowledge
- Mastery and knowledge of the field of public administration
- Substantial ability to manipulate, synthesize and integrate public administration concepts
- Enhanced skills as producers and consumers of public administration research
- Improved ability to communicate public administration concepts to diverse audiences
- Enrichment of their own experiences through interaction with other practitioners

B. Degree/Certificate Offered

Hamline University offers the degree of a Doctorate in Public Administration (DPA) as well as a Certificate in Advanced Public Administration (CAPA).

C. Program Requirements

The CAPA program requires 36 semester credits beyond the master's degree—9 courses of doctoral level coursework and the successful completion of a take-home final comprehensive exam.

The DPA degree requires 48 semester credits beyond the master's degree-- ten courses (40 semester credits) of doctoral-level course work; the successful completion of a take-home final comprehensive exam; and the completion and defense of a dissertation involving 8 semester credits (the equivalent of two courses).

CAPA and DPA are designed as part-time programs where students generally take one class per semester. Neither CAPA nor the DPA programs are intended to be full-time programs.

D. Joint DPA/JD

Hamline University offers the option of pursuing a DPA while simultaneously obtaining a law degree from the Hamline University School of Law. The joint DPA/JD Program is tailored to meet the specific needs of individual students. If interested in this dual degree program, please consult with the DPA Program Director regarding requirements.

E. The Learning Community Model

The Advanced Studies program is structured according to a learning community model. This reflects an educational philosophy that encourages and promotes cooperative, adult learning at the doctoral level. New Advanced Studies students entering in the fall semester will complete many of their required core courses together.

F. Academic Advisor

Upon admission to the program, each new student will be assigned an academic advisor. Students should confer with their advisors at least twice per academic year to review their progress, discuss course selection, and address any other issues. Requests to change advisors should be directed to the Advanced Studies Program Director or Chair of the Department of Public Administration.

G. Program Diversity

The Advanced Studies program welcomes professionals with diverse professional and career backgrounds, including (but not limited to) such areas as health care, education, social services, environmental management, and public safety. The program also welcomes students from diverse social backgrounds.

Hamline University does not discriminate on the basis of race, color, national origin, ancestry, sex, disability, religion, age, affectional preference, or veteran status. We have created a program with students from a wide range of backgrounds and believe that education is enhanced by a diversity of views, backgrounds, and interests.

The Advanced Studies program works with a broad range of learners to strengthen their academic knowledge of public administration before entering the program, during the program (especially in the first course, “Historical Foundations and Professional Development”), or both if necessary. This diversity of students’ academic backgrounds and work experiences is one of the strengths of the program, which dovetails with its interdisciplinary foundation and Hamline University’s rich liberal arts tradition.

Section III

Admission to the Advanced Studies Program

Admission to the program is selective. In evaluating candidates, the major considerations are academic and career potential. The goal is to attract a diversified mix of participants and to create and sustain an active learning community.

The CAPA and DPA degree are specifically directed toward practitioners. Thus, candidates for admission to the program must have significant work experience in an appropriate field, plus a master's degree (or at least 36 graduate-level semester credit hours) in a relevant subject. If the Admissions Committee determines that a prospective student meets all of the standards for admission but needs to do further academic preparation prior to admission, this will be stated in the admission letter, and the student will have up to a year to complete this preparatory work before formally entering the program.

A. Admission Criteria

A master's degree, or 36 semester credit hours of graduate level course work, from an accredited college or university in political science, public administration, or some other relevant field. A grade point average of 3.5 or higher in graduate level work is expected.

Three or more years of relevant work experience, as indicated on a professional resume.

Three letters of recommendation from people who have knowledge of the applicant's abilities.

A written personal statement or essay outlining the applicant's career objectives.

- A sample of recent professional or academic writing.
- Evidence of an Elementary Statistics course or work that requires knowledge of elementary statistics, in the last 5 years. (If other criteria are met, statistics course can be taken after admission to the program as long as it is completed by the end of the Winter term after admission.)
- Students admitted without sufficient background in public administration will have 1 year to complete the appropriate coursework in the MAPA program before admission to the Advanced Studies program.

B. The Admission Process

Admission to the program is granted for the fall semester only. Applications should be received no later than April 1. Applicants may be interviewed and final decisions on admissions made in

May.

On a case-by-case basis, prospective students may be permitted to take one or more elective courses prior to their formal admission into the program.

C. International Students

Students who are citizens of countries other than the United States must submit documentation regarding proficiency in English and financial support for tuition costs and personal expenses. The Test of English as a Foreign Language (TOEFL) is required of all applicants whose native language is not English. The Certificate of Eligibility (I-20) required to obtain a visa cannot be issued until Hamline has received TOEFL results (with a score of 550 or better) and valid documentation of financial support. International students are required to obtain health insurance before classes begin.

CAPA and DPA are designed as part-time programs where students generally take one class per semester. Neither CAPA nor the DPA programs are intended to be full-time programs. Hamline University makes no promise or representation that matriculation into either the CAPA or DPA programs meets the requirements necessary to obtain a student visa. International students who wish to apply or enroll in either should take that into consideration.

Section IV Requirements for the DPA Degree and Public Administration Certificate

A. Graduation Requirements

The requirements for completion of the Certificate in Advanced Public Administration (CAPA) are:

- _ Admission to the program and completion of any required preparatory coursework.
- _ Completion of all required courses including:
 - 5 core semester courses (20 credits)
 - 4 elective semester courses (16 credits)
- _ Maintenance of a 3.5 grade point average throughout all coursework.
- _ A passing score on a final comprehensive written exam.

The requirements for completion of the DPA degree are:

Admission to the program and the completion of any required preparatory coursework.

Completion of all required courses, including:

6 core semester courses (24 credits);

4 elective semester courses (16 credits);

2 semester course equivalents in dissertation research and writing (GPA 8992 and GPA 8993) in addition to GPA 8507, Dissertation I: Advanced Research Methods.

Maintenance of a 3.5 grade point average throughout all coursework.

A passing score on a final comprehensive written exam.

Preparation and defense of an acceptable dissertation proposal.

- _ Advancement to candidacy after core and elective courses, final comprehensive exam and dissertation proposal defense are successfully completed.

Completion and a successful defense of a dissertation.

Final submission of the dissertation to University Microfilms for publication.

B. Core Course Requirements

Required core courses for both CAPA and DPA: 20 credits

GPA 8501	Historical Foundations and Professional Development	4 credits
GPA 8502	Research Methods	4 credits
GPA 8503	Critical Issues for Public Administrators	4 credits
GPA 8504	Advanced Organizational Theory	4 credits
GPA 8506	Advanced Seminar in Public Policy	4 credits

Additional required core course for DPA only:

4credits

GPA 8507	Dissertation I: Advanced Research Methods	4 credits
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Elective courses: 16 credits

Each year, at least one elective course will be offered to doctoral students, who *may* take it at their discretion. A total of four electives is required for both the CAPA and the DPA degree. A student may also be required to take one or more specific electives if their work in Historical Foundations and Professional Development suggests that their academic preparation is inadequate in one or more particular subject areas. These courses may be in addition to the four required elective courses.

Besides the Advanced Studies electives, CAPA/DPA students have these options for completing the four required elective courses:

Independent study under the supervision of a faculty member and approved by the student's advisor. Students may register at any time for independent study, but are limited to using independent studies for two elective courses unless an exception has been approved by the Advanced Studies Program Director or Department Chair.

Master's level courses in the Hamline University Graduate School of Public Administration and Management. Any such course must be approved for doctoral credit by both the instructor and the student's advisor, and it may not substantially repeat content that the student has learned in any graduate program. This option requires the completion of additional assignments, to be arranged between the student, the instructor, and the student's advisor.

Transfer of up to two courses, or eight semester credits, from another accredited university. These must be post-master's level credits in fields directly related to public administration

and/or nonprofit management, and the student must have earned grades of “B” or better. Any transfer credit must be approved by the Dean, with appropriate faculty consultation.

Dissertation: 8 credits

In addition to GPA 8507, Dissertation I, DPA students must complete two semester course equivalents in dissertation research and writing (GPA 8992 and GPA 8993).

The completion and successful defense of a dissertation is the final requirement for the Doctor of Public Administration degree.

The first dissertation course, GPA 8507, Dissertation I: Advanced Research Methods, prepares students to design, develop, and complete applied dissertation research projects. Using a semi-structured environment, the course helps each student to complete a proposal that can be presented to his or her dissertation committee.

Under normal circumstances, a DPA candidate is expected to register for dissertation work (GPA 8507, 8992, and 8993) for three consecutive semesters after the successful completion of all coursework and comprehensive examination. However, a student who is able to rearrange her or his work schedule to permit more intensive concentration on the dissertation may register for two of the three dissertation courses in the same semester. This requires the prior approval from both the student’s advisor and his or her dissertation committee chair. Students will normally not be allowed to register for Dissertation II and III until they have successfully defended their Dissertation Proposals. Exceptions for international students or financial aid purposes may be approved by the Advanced Studies Program Director or Department Chair.

C. Core Course Descriptions

GPA 8501 Historical Foundations and Professional Development

Examines how public administration and nonprofit management as fields of study have evolved, and are designed and practiced. Both the academic and career development goals of individual students are addressed, and students are prepared to integrate theory into practice at an advanced level.

GPA 8502 Research Methods

Introduces students to the basic techniques of quantitative and qualitative research required in the field of public administration. Students learn how to define a research project and select appropriate methodologies to investigate political and social phenomena. Emphasis is also placed on interpreting and critically evaluating public administration research.

GPA 8503 Critical Issues for Public Administrators (taken as the last core course)

Identifies and explores contemporary issues facing public administration practitioners, and how those issues relate to major ideas in the history of the field. This course examines leading-edge professional practices related to these issues, and the extent to which these practices have been

successful in local, state, and national contexts. Students integrate their learning from the other core courses and prepare for written exams.

GPA 8504 Advanced Organizational Theory

An advanced, in-depth examination of the concepts, analytical tools, and personal skills underlying behavior in organizations. Explores the relationship between task accomplishment and human fulfillment in the context of planned organizational change.

GPA 8506 Advanced Seminar in Public Policy

Examines the theoretical and philosophical approaches used to systematically examine the public policy process. Because no single theory or model can adequately describe the complexities of this process, the analytical frameworks and assumptions of the major approaches to policy analysis are explored, along with emerging theories. In individual assignments, students are encouraged to examine policy issues and frameworks that relate to potential dissertation topics.

GPA 8507 Dissertation I: Advanced Research Methods

Prepares students to design, develop, and complete applied dissertation research projects. The nature and purpose of dissertation research are explored, and technical issues relevant to research in the field of public administration are examined. By the end of the course, students are expected to develop dissertation proposals of sufficient quality to be submitted to their dissertation committees for review and ultimate approval.

GPA 8992-3 Dissertation

The actual preparation of a doctoral dissertation, in which the student works closely with his or her dissertation committee.

D. Completion of Coursework

1. Core Courses

First priority for CAPA/DPA students is the completion of the required core courses, in the following order:

- GPA 8501 Historical Foundations and Professional Development, Fall, year 1
- GPA 8502 Research Methods, Spring, year 1
- GPA 8504 Advanced Organizational Theory, Fall, year 2
- GPA 8506 Advanced Seminar in Public Policy, Spring, year 2.
- GPA 8503 Critical Issues for Public Administrators, Fall, year 3

DPA Only:

GPA 8507 Dissertation I: Advanced Research Methods, taken after above core courses and at least 3 electives completed.

Students may request permission to vary from this schedule and take one or more courses with a different learning community. Prior approval of a student's academic advisor and the Advanced Studies Program Director or Department Chair is required. The student must demonstrate that adhering to his or her learning community's core course sequence will create a hardship.

2. Elective Courses

Elective courses may be taken during any semester at the student's discretion but must be completed before he or she takes the final comprehensive written examination. Electives may also be taken prior to formal admission to the program. However, credit may not be granted until the student is formally admitted into the program, and only doctoral level work can receive doctoral credit.

See Section VIII regarding Leave of Absence and Continuous Enrollment policies.

Section V

Grading Policy and Academic Honesty

A. Grading Policy

Students will be expected to meet high academic standards throughout the program.

The Advanced Studies program uses the following letter grades:

A =4.00 (outstanding in every respect)

A- =3.70 (outstanding in most respects)

B+ =3.33 (better than satisfactory)

B =3.00 (satisfactory in every respect)

B- =2.70 (meets but does not exceed minimum standards)

No course or independent study with a grade of less than B- will count toward the DPA degree or CAPA.

Each student must maintain a minimum grade point average of 3.5 on a scale of 4.0 to remain in the program. If, at any time after the student's first years in the program, his or her GPA falls below 3.5, he or she will receive a letter stating what action will be required to address the situation.

A student who has been dismissed for failure to meet this standard may petition the GPA Faculty Committee for one of the following:

Unconditional reinstatement to the GPA program.

Future reinstatement contingent upon the student's achievement of a specific set of goals.

B. Academic Honesty

All materials prepared by any student for any HSB class or independent study must be the sole work of that student, unless otherwise stated or required. By enrolling in any HSB class or independent study, a student attests that he or she will not engage in academic dishonesty or plagiarism while completing any activity connected to the class.

“Academic dishonesty” and “plagiarism” are defined to mean a student representing work or materials as his or her own when he or she has not produced such work or materials solely by his or her own efforts. Failure to provide proper citation and attribution to the source of any text, visual material, or conceptual system also constitutes a form of academic dishonesty.

If a class permits group projects, each student in a group shall contribute his or her fair and

proportionate share to the project.

Students normally may not submit work or materials for a class if they have previously (or are simultaneously) submitting the same or substantially similar work or materials to another class. Exceptions are sometimes possible if they obtain permission from the instructors of all the relevant classes.

Students deemed by HSB or its faculty to have engaged in academic dishonesty or plagiarism may be subject to academic penalties up to and including expulsion from Hamline University.

C. First Year Review

Upon the completion of the first year of coursework, all students shall have their work reviewed by their advisors and the Advanced Studies faculty. If, in the judgment of the faculty, a student is not making satisfactory progress, the faculty may terminate him or her from the program, ask the student to withdraw from the program, or successfully complete designated remedial work.

Section VI

Comprehensive Examination

After completing all course work, students are required to demonstrate mastery of the core course material and, more importantly, competency in problem-solving by passing a take-home examination. This exam is offered at least once per year. The exam covers all of the material in the five core courses taken by both the CAPA and DPA students.

Students must maintain a GPA of at least 3.5 and complete any outstanding incompletes in order to take the exam. Students intending to take the exam must notify the HSB Comprehensive Exam Coordinator at least two months before the scheduled exam date.

The exam consists of four questions that require the student to integrate the material he or she has learned in the required classes, and to solve specific problems.

Students are permitted to take the exam home and are given two weeks to work on it. Students may not consult with anyone else while working on the exam, though they may consult any written materials they wish.

Students who fail the exam will be permitted to take it again (with different questions posed) the next time it is offered. However, students who fail to the exam twice will be required to meet with their advisors and the DPA Program Director to determine whether they should continue in the program.

Previous exam questions are available to all students from the Advanced Studies comprehensive Exam Coordinator. Students are strongly encouraged to consult with their learning communities and to organize study groups to prepare for the exam.

Section VII The Dissertation

A. Advancement to Candidacy

Upon a student's completion of all course work, the successful completion of the exam, and the approval of a dissertation proposal by his or her dissertation committee, he or she will be recommended by his/her dissertation committee chair for advancement to candidacy. Upon receipt of this approval, the student may formally begin work on his or her dissertation and register for the dissertation courses (GPA 8992 and 8993).

B. The DPA Dissertation

A dissertation is an original book-length contribution of research that demonstrates that its author is an expert in a particular field or issue, and that he or she has designed, investigated, and gathered original information on a subject and has reached conclusions that advance the field of public administration.

All dissertations must include:

Competent review of the literature that demonstrates a student's familiarity with and knowledge of a field;

Posing of some questions that ultimately lead up to a specific research question, which the dissertation attempts to answer;

Answer to the research question with competent knowledge premised upon a methodologically rigorous study that provides empirical support for that answer;

Conclusions that demonstrates how the dissertation adds an original contribution to the field; and

Competent graduate-level writing.

C. Selection of the Dissertation Topic

The first formal step in the dissertation process commences with enrollment in GPA 8507: Dissertation I: Advanced Seminar in Research Methods. This class prepares students to design, develop, and complete applied dissertation research projects. The nature and purpose of dissertation research are explored, and technical issues relevant to research in the field of public administration are examined. By the end of the course, students are expected to develop dissertation proposals that can be submitted to their dissertation committees for review.

D. The Dissertation Proposal

The dissertation proposal is a 20- to 30-page general plan for the dissertation. While the exact requirements for a proposal will vary, in general a dissertation proposal should include the following:

Statement of the problem the research will deal with, including a general description of the issues involved;

Grounding of the topic in appropriate theoretical literature from the public administration field;
and

Description of the methodology and research design to be used.

Before a student can proceed to the actual writing of a dissertation, the proposal must be accepted by his or her dissertation committee and approved by the Human Subject Research Committee.

E. The Dissertation Committee

The dissertation committee must consist of at least three members but may have up to five. The chair must be a faculty member in the Hamline School of Business who has an earned doctorate that required the completion of a dissertation. The vice-chair, who is subject to the approval of the DPA Director, may be any Hamline University faculty member, including adjuncts, or a faculty member at another university. The committee should include at least one person outside Hamline who is an expert in the content area of the dissertation. Besides the chair, at least one other person on the committee must hold a doctorate that required completion of a dissertation.

A student's selection of his or her dissertation committee chair is crucial, since the chair must be someone whom the student can work with effectively. The chair will, if requested, assist the student in selecting the other committee members.

Primary responsibility for creating the dissertation committee rests with the students. However, students are encouraged to seek faculty participation as soon as they have completed all course work, passed the exam, and selected a dissertation topic. To the extent that students experience difficulty in assembling their committees, they may consult with and work through their academic advisor. The names and signatures of the dissertation committee will be included on the registration forms for Dissertation II and III and kept in the students file.

F. Human Subjects Research

Federal law requires that any research that involves human subjects and receives federal funding (or that is located at a institution receiving federal funding) must be reviewed and approved by an institutional review board (IRB) before research can proceed. HSB also requires approval by an IRB of any dissertation research involving human subjects prior to the acceptance of any dissertation proposal.

1. Human Subjects Review Committee

The HSB institutional review board is known as the Human Subjects Review Committee (HSRC). It is composed of five members:

- One HSB administrator
- Two members of the HSB faculty
- One member from a science field
- One member not affiliated with Hamline University.

Of the five members, one member is a medical doctor, psychiatrist, or a psychologist. Members of the HSRC shall serve one-year terms. The chair of the HSRC is the Advanced Studies Program Director.

2. Review Procedures

All dissertation research proposals that include the use of human subjects must be reviewed and approved by the HSRC prior to the defense of the dissertation proposal. At least three members of the HSRC, including the chair, must sign the HSRC approval form in order for any proposal to be considered acceptable.

To obtain HSRC approval, students must complete a HSRC Short Form and submit it to the chair of the HSRC.

According to federal law, there are four classes of research involving human subjects that must have a full review by the entire HSRC:

Research involving *minors or students*, unless it *only* involves the observation of public behavior and no investigator participates in the activities being observed.

Research involving *prisoners, fetuses, pregnant women or in vitro fertilization*.

Research involving *mentally disabled people*.

Research involving *subject deception of any kind*.

Research that does not involve any of the above four classes of human subjects is exempt from the need for a full review by the HSRC.

If the dissertation fits into the exempt category, only the HSRC Short Form needs to be completed and submitted to the HSRC. If the proposal is not exempt, the student must complete the HSRC Long Form *and* the Short Form and submit both to the chair of the HSRC.

If the proposal falls into the exempt category, only the Chair of the HSRC needs to review and approve it. However, if the chair finds the proposal unacceptable or needs more information in order to grant approval, he or she will communicate this to the student within a reasonable period of time. If the proposal is not exempt, the entire HSRC will review the proposal. If the HSRC finds that the proposal involves minimal or acceptable risks, and feels that adequate procedures are in place to ensure informed consent, then at least three of the committee members will sign the approval form and return it to the student. If the proposal is unacceptable or the HSRC requires more information, the committee will inform the student of this within a reasonable period of time.

In evaluating proposals, the HSRC shall assign one of the following categories to the proposed research: minimal risks, acceptable risks, and unacceptable risks. Only those proposals that are found to have minimal or acceptable risks can be approved by the HSRC.

In addition to assessing risks, the HSRC will evaluate all proposals to ensure that there are adequate procedures for informed consent and to preserve the confidentiality of the subjects studied.

3. Content of the Informed Consent Form

Informed consent is a process of communicating to a subject the purposes, risks, benefits, and voluntary nature of a specific study. In all dissertations involving human subjects, students need to obtain informed consent from all human subjects through the use of a consent form. This form documents that the communication process took place.

The form, a sample of which can be obtained from the chair of the student's dissertation committee, must contain all required elements of informed consent. It should be filled out in everyday language, avoiding jargon and technical terms, or else the terms should be defined parenthetically so that subjects can make an informed decision regarding their participation.

Elements of informed consent which must appear in the consent form include:

A statement that the student is conducting research; an explanation of the purposes of the research; the expected duration of the subject's participation (including an estimate of the total amount of the subject's time); a description of the procedures to be followed; identification of any procedures which are experimental; and the reason for the subject's selection.

A description of any reasonably foreseeable risks or discomfort the subject may face.

A description of any benefits to the subject or others which may reasonably be expected from the research. If there is no benefit to participation to the individual subject, this fact should be stated on the consent form.

A statement that participation is voluntary, that the subject may refuse to participate, and that he or she may discontinue participation at any time without penalty or loss of benefits to which he or she is otherwise entitled.

A statement describing the extent to which confidentiality of records identifying the subject will be maintained; to whom the data obtained will be made available; whether audio tapes, video tapes, photographs, or movies will be made, and how long they will be retained.

The student's name and telephone number; the dissertation chair's name and telephone number.

Any use of the data for purposes other than the dissertation must also be disclosed. Permission for such use must be obtained in a special section of the consent form.

G. Review and Approval of Dissertation Proposals

The student submits his or her initial dissertation proposal only to his or her committee chair, who may request revisions. The committee chair then decides when a proposal is ready to be distributed to other members of the committee.

Based upon comments from the committee, the student is then expected to further revise his or her proposal and resubmit it to the chair and committee members for final approval. One or more committee meetings may be required during this phase of the review and approval process, at the committee chair's discretion. Discussion continues until all members of the committee are satisfied with the proposal.

Final approval of the proposal by the dissertation committee takes place in a formal public defense. This is scheduled when the chair and committee believe that the student is ready to defend the proposal. Notice of the defense will be sent to all HSB faculty and students, all of whom are free to attend.

At the defense, the student is asked to present his or her proposal and address questions—first those posed by the committee, then those raised by others in attendance. Upon completion of the presentation and questions, the dissertation committee will meet privately to decide if the proposal is acceptable. All committee members must agree that the proposal is acceptable.

After meeting privately, the committee will inform the student of its decision. If the proposal is acceptable, that decision is documented on the DPA Committee Review Form, which is placed in the student's file. The student will now advance to candidacy.

H. Registration During Work on a Dissertation

While students are completing their dissertations, they must register for eight dissertation credits (the equivalent of two DPA courses) in GPA 8992 and 8993. If they need additional time to complete their dissertations, they must enroll on a non-credit basis. There is a registration fee per semester for continuous enrollment without academic credit. Students are not required to register for continuous enrollment during the summer session, but they may register for dissertation credits during the summer. Once a student has completed and defended his or her dissertation, his or her dissertation committee chair will assign a grade of Pass/No Pass for GPA 8992 and 8993.

I. Research and Writing

Once a dissertation proposal has been accepted, the student can undertake his or her research. The exact timetable and process for this research varies, but normally the process takes one to two years. During that time the student should consult with his or her committee chair and committee, and work out a schedule for meeting, reviewing draft chapters, etc.

J. Final Editing

Prior to final committee approval, dissertations must receive a technical review by an editor selected by the student to be sure that they conform to the University's doctoral dissertation standards. Changes identified by the editor must be made before the dissertation is brought to the committee for final approval.

K. Dissertation Writing Style

The basic style requirements governing dissertations is the most recent edition of the *Publication*

Manual of the American Psychological Association, typically known as the APA Manual, or simply APA.

Unless otherwise noted, all citations and matters of style must conform with APA.

While APA shall be the style default, the following rules shall also apply to all dissertations:

- *Margins.* The margins for all pages of a dissertation are one inch on the top and bottom, one inch on the right side of the page, and one and one half inches on the left side of the page.
- *Fonts.* Times Roman, Times New Roman, and Courier are the only acceptable fonts. All type for the dissertation must be 12 point.
- *Justification.* Use left justification only.
- *Block quotes.* All block quotes should be double-spaced, with a double space dividing the quote from the text or entries above and below them.
- *References.* All references in a reference list should be single-spaced, with a double space dividing the reference from the text or entries above and below them.
- *Tables and Figures.* All tables and figures should be in black and white.
- *Printing.* The final version of the dissertation shall be printed from either a laser printer or a high quality ink jet printer. The paper must be a high quality white color whose minimum standard is similar to 20 pound 25% rag content paper.
- *Pagination.* All page numbers shall be at the upper right corner of the page.
- *Page Numbering.* Page counting begins with the first title page of the dissertation. Small Roman numeral page numbering begins with the copyright page or the acknowledgments. This means the first page number will be “iii” if the first page is the copyright page, or “iv” if there is an “acknowledgments” page. Arabic numbering begins with the first title page (numbered as 1) of the document and continues consecutively through every following page of the dissertation.

Signature Page	no page number
Dissertation Cover Page	page i
Acknowledgments Page	page ii
Copyright Page	page iii
Abstract Page	page iv
Table of Contents	page v
First page of Dissertation Text	page 1

Chapter Headings. Chapter numbers and titles appear in all capital letters, centered, four spaces below the top one-inch margin in each chapter, regardless of the number of headings used in a chapter.

Abstract. A maximum 350 word abstract of your dissertation must be included.

Signature Sheet. The signature sheet is the first page of your dissertation. It includes the signatures of your dissertation committee chair and members. This page is not numbered.

L. Final Approval of the Dissertation and the Oral Defense

When the dissertation has been completed, a date can be established for the oral defense, at which the student will formally present the dissertation; talk with committee members about the research process, content, and issues raised by the dissertation; and enjoy a celebration of its completion. This defense is open to the public.

The dissertation must be approved by the entire dissertation committee in order for the student to complete the DPA Program. Once approved, the committee will forward a recommendation to the HSB Dean for granting of the degree.

M. Graduation

It is important that the student contact the Advanced Studies Program Administrator about graduation as soon as he or she registers for the final dissertation preparation credits (GPA 8993).

Formal graduation for the DPA Program occurs only once each year, at the regular University commencement in May. If there is even the slightest possibility that a student will finish his or her dissertation by the upcoming spring semester, the candidate should submit an Intent to Graduate form (available in the HSB office) by November 1. The Advanced Studies Program Administrator will check the candidate's record to make sure that everything is in order, and will give the candidate a package containing materials and information related to graduation.

Prior to graduation, students are responsible for paying all outstanding fees owed to Hamline University.

N. UMI Dissertation Publishing and Binding

Students must submit two copies of the final draft of their dissertation to Hamline to bind along with any additional copies of their dissertation they wish to be bound

In addition, students are expected to submit a final draft of their dissertation to University Microforms for publication. Students should consult with their Dissertation Committee Chair for more information.

Section VIII

DPA Program Time Limits

A. Time Limits to Complete the DPA Degree

Time limits for completion of the DPA degree assume that students pursuing doctorates will make satisfactory and steady progress. Normal progress is defined as the completion of all required core courses within the first three years of study.

Students must complete the DPA degree within ten years from their initial enrollment in graduate coursework at Hamline applied toward the DPA degree. Extensions of this limit will be granted in cases where the student has shown steady progress in the program. Credits that are ten years old or older require, by petition, faculty evaluation and approval before they may be restored.

Initial enrollment begins with the starting date of matriculation which is September 1, 2009. Students have until August 31, 2012 to complete all required core classes, and until August 31, 2019 to complete the DPA degree.

B. Leaves of Absence

If a student in good standing (and who is making satisfactory progress toward the CAPA or DPA degree) must interrupt studies for compelling reasons (e.g., sustained ill health or increased work responsibilities), he or she may request a leave of absence for a stated period, usually not to exceed one year. This leave must be approved in advance. To obtain an approved leave of absence, the student should write a brief letter of explanation to the Advanced Studies Program Director or Department Chair. All approved leaves of absence stop the clock on the ten year completion rule for the period of the permitted leave.

Students who fail to maintain continuous enrollment, who do not pay the continuous enrollment fee during dissertation work, or who do not have an approved leave of absence, will have to submit a request for readmission to the program. When readmitted, the student will normally be subject to all of the requirements for the degree in effect at the time of readmission.

C. Continuous Enrollment

All students not on an official leave of absence must maintain continuous enrollment in the program. Students who are not registered for coursework (core, elective or dissertation courses) must pay the continuous enrollment fee each semester (excluding summers) in order to remain in the program.

D. Incomplete Coursework

Each student is responsible for contacting his or her instructor to ask for permission to receive a grade of incomplete for a course. It is assumed that any work will be completed, and any incomplete grade removed, within four months of the end of the semester in which the incomplete was granted.

The University's deadline for completion of an incomplete course is one year from the last meeting day of the course. Extensions beyond the specified time limit are rarely approved if the student has enrolled in subsequent semesters, since the removal of any incompletes should be the student's first priority.

If satisfactory required work is not submitted by the required deadline, a grade of F (i.e., Fail) will be automatically entered on the student's transcript in place of the incomplete. This course grade can be changed upon recommendation of the faculty member directing the work.

Section IX

Advanced Studies Program Governance

The Advanced Studies Program is located within the Hamline University School of Business. A Faculty Advisory Committee assists the Dean in providing overall policy direction for the School. In addition, all faculty members who teach in the Advanced Studies Program are members of the Advanced Studies Faculty Committee, which assists the Dean and the Advanced Studies Program Director or Department Chair in the development and implementation of policies specific to this program.

A. Advanced Studies Program Director/Department Chair

The Advanced Studies Program Director, appointed by the Dean, provides day-to-day direction for the Advanced Studies Program, with lead responsibility for admissions, curriculum development and coordination, teaching assignments, administrative approvals such as transfer credit, and other operational responsibilities delegated to him or her by the Dean. In the absence of a separate Advanced Studies Program Director, the Chair of the Department of Public Administration will fulfill this role.

B. DPA Dissertation Committee

Each DPA student who successfully reaches the dissertation stage is responsible for organizing a dissertation committee to oversee the formal preparation of his or her dissertation, as described above in Section VII.E. Students work most closely with their committee chairs, and it is the chair who decides when drafts are ready to be sent to the entire committee for review and discussion.

C. Academic Advisor

Each student is assigned, in his or her letter of admission, a Advanced Studies faculty member as a principal academic advisor. This advisor helps the student with any academic or personal issues related to his or her studies at Hamline. Students are expected to maintain regular contact with their advisors—at minimum, once per school year. The initiation of these contacts is primarily the responsibility of students, not their advisors.

At any time, any student may ask the Advanced Studies Program Director or Department Chair to assign a different advisor.

D. Grievances and Appeals

When any rule in this *Policy Manual* applies to coursework, independent study, or dissertation work, the instructor or instructors of the course (or independent study, or dissertation work) shall be the judge(s) of the application of these rules.

Students disagreeing with the application of any rule may appeal to the Dean of the Hamline University School of Business. In a case where the Dean is the instructor whose actions have resulted in an appeal, a second member of the HSB faculty will be asked to perform an independent investigation and make a recommendation.

If this does not yield satisfaction, the issue may be appealed to the University Academic Vice-President, whose decision shall be final.

Section X Advanced Studies Faculty

James Francisco Bonilla, Associate Professor

Ed.D., University of Massachusetts, Amherst
M. Ed., University of Massachusetts, Amherst
B.S.E., State University of New York, Cortland

Professor Bonilla holds a joint appointment in both the Graduate School and the College of Liberal Arts where he teaches courses in conflict studies and organizational behavior. His research interests include the development of more culturally diverse organizations, conflict and social identity, and diversity in higher education. He has over 20 years consulting experience in the governmental and non-profit sectors as well as with colleges and universities striving to become more diverse. He currently serves on the National Advisory Council to the National Conference on Race & Ethnicity in American Higher Education. Professor Bonilla is on sabbatical during the 2007-2008 academic year.

Barbara Goodwin, Instructor

Legislative Staff Management Institute, Humphrey Institute, Univ. of MN
B.A. Political Science and Sociology, Hamline University
A.A. North Hennepin Community College

Barbara Goodwin has over 24 years of experience with the legislature and state and local governments. She experienced the Legislative process from all angles, having worked, then lobbied and finally, served as State Representative in the MN Legislature. For a decade, she served as Director of Legislative Services at the MN House of Representatives which included directing Majority Research, Media and Constituent Service departments. For several years, she served as Director of Legislative Affairs for the MN Association of Professional Employees. In 2000, she was elected State Representative and served five cities in Anoka and Ramsey Counties during her three terms. Her areas of focus include legislative process, state budgets and bonding, business and labor, government contracting, health care, and consumer protections. She also consults on campaigns and elections. She has taught students of all ages - from grade school to college - as well as non-profit and senior groups and organizations

Louis S. Kaluza. Adjunct Professor

DPA, Nova Southeastern University, FL
Barry University School of Social Work, FL,
B.A., St. John's University, MN M.S.W.

Teaching Areas

- * Research Methods and Program Evaluation
- * Advanced Research Methods
- * Social Demographics
- * Social Policy Administration
- * Professional Ethics

Retiring in 2005 from Hennepin County, Dr. Louis Kaluza has over 30 years work experience in a variety of human services programs. Eight of those years involved managing Child Protection data analysis and budget preparation in the \$100,000,000+ Children and Family Services Department. He worked with families experiencing unemployment issues, assisted in the development of an Acute Unit response team in Child Protection, supervised and implemented a wide range of human service programs focusing on the multi-cultural communities located in North Minneapolis, supervised direct service staff handling Child Protection Intake reports and social service case planning, and coordinated the Child Welfare League of America research in Hennepin County as part of a national study leading to the development of the Child Well-Being Scales. Dr. Kaluza conducted research with inmate populations in Dade County, Florida, and worked with the Seminole Indian nation in the Florida Everglades. He has taught Research Methods, Professional Ethics, and Social Demographics at the MPA and DPA levels in the HSB program at Hamline University since 2000. In addition to teaching at Hamline, he currently is working with Westat Research Corporation, a national statistical survey research organization, supervising the testing and collection of data related to math and science abilities of 4th and 8th graders in Minnesota. He also worked with Westat Research Corporation measuring the incidences of Child Abuse in the US. He has a Doctorate in Public Administration from Nova Southeastern University, Florida, MSW from Barry University, Florida, and a BA in Philosophy from St. John's University, Collegeville, Minnesota.

- * Former member of the Health, Human Services, and Safety Task Force, City of Minneapolis.
- * Former member of the Transportation/Property Services Task Force, City of Minneapolis.

Mark Misukanis, Adjunct Professor

Ph. D. University of Minnesota

Master's Coursework in Economics, University of Wisconsin

B.A., University of St. Thomas

Mark Misukanis currently serves as the Director of Finance and Research at the Minnesota Office of Higher Education, a position he has held for three years. Prior to that, he served as the Director of the Office of Fiscal Policy Analysis in the Minnesota Senate for eight years. His experience also includes 10 years of budget and policy work in K-12 and state capital budgets in the Senate and six years of revenue forecasting and econometric modeling in the Minnesota Department of Revenue. His Ph. D. is in educational administration with a focus on the economics of higher education. Mark has taught the public fiscal management course for seven years and periodically makes presentations to cohort groups in the Graduate Program in Education on state policy, budgeting and education funding

Kristen Norman-Major, Associate Professor, Department Chair

Ph.D. Vanderbilt University
M.A. University of Minnesota
B.A. Hamline University

Kristen Norman-Major received her BA in Political Science and Business Administration from Hamline University. She has an MA in Public Affairs from the Humphrey Institute with concentrations in Public Management and Foreign Policy, and a Ph.D. in Political Science from Vanderbilt University. She has extensive public sector experience at both the state and local levels and combines this with her academic experience to examine public policy and administration from a practical standpoint. She received an Emerging Leaders Fellowship from the Children's Defense Fund in 2004 and her current work focuses on social policy related to children and families. She also has expertise in public policy processes and policy analysis.

David Schultz, Professor

Ph.D., University of Minnesota
LLM University of London
J.D., University of Minnesota
M. Astronomy, James Cook University
M.A., State University of New York at Binghamton
M.A., Rutgers University
B.A., Harper College

David Schultz is the director of the DPA program where he teaches classes including ethics in government, legislative process, housing and economic policy, non-profit law, and public policy. Previously he has taught at the University of Wisconsin, University of Minnesota, Trinity University (San Antonio, Texas), and Gustavus Adolphus College where he taught classes on American politics, campaigns and elections, political participation, state and local government, urban politics, constitutional law civil rights & liberties, and political theory. Professor Schultz also holds an appointment in the Department of Criminal Justice and Forensic Science at Hamline University and he is an adjunct professor of law at the University of Minnesota. In 2007 he was a visiting professor of law at American University Armenia, as a Fulbright Senior Specialist. In addition to teaching, Professor Schultz was president of Common Cause Minnesota from 1994-1999, served as their lobbyist, and twice served as the interim executive director. He has previously served as vice-president of the board of directors for the Minnesota and Texas chapters of the American Civil Liberties Union. Prior to teaching, Professor Schultz worked as a city administrator and director of code enforcement in New York, and he also worked as a housing and economic planner for a community action agency. Professor Schultz is the author of 25 books and over 50 articles on topics ranging from civil service reform, campaign finance reform, land use, constitutional law, and the media and politics. His most recent publications include *The Encyclopedia of the Supreme Court*, *The Encyclopedia of Public Administration and Public Policy*, and *Lights, Camera, Campaign! Media, Politics, and Political Advertising*. David will be on leave in the Spring, 2008.

Matt Smith, Instructor

M.S., University of Minnesota

B.A., University of Minnesota

Matt Smith served as Director of Finance for the City of Saint Paul since 2002, with responsibility for the city's budget, debt and treasury management, financial accounting and reporting, and contracting and purchasing functions and now serves as Director of Finance for Dakota County. Prior to that he served as Minnesota State Commissioner of Revenue under governors Carlson and Ventura. During a 15 year career in state government he played a leadership role in the development of state and local tax policies and intergovernmental financing relationships. Prior to state service, he worked for three years as an economist for the U.S. Department of Agriculture in Washington, DC.

Craig Waldron, Adjunct Professor

D.P.A., Public Administration, Hamline

M.A.– Urban and Regional Studies, Minnesota State

B.A. - Sociology, University of Iowa

Craig Waldron has been the City Administrator for the City of Oakdale, Minnesota since 1993. He has also been the Community Development Director for the City of Roseville, Business Finance Specialist for the State of Minnesota, Director of Physical and Economic Development, Region Nine Development Commission, Assistant Director, Region F Crime Commission, and Planner, City of Mankato. He is also a former two-term City Council Member for North Mankato, and Past President of the Association of Metropolitan Municipalities (A.M.M.); Past President - Minnesota City/County Management Association; Past President - Metro East Development Partnership; Past President - Economic Development Association of Minnesota; Advisor – Growth and Justice Think Tank; and 2005 MCMA “Manager of the Year.”

Thomas Walkington, Adjunct Professor

DPA Hamline University

M.S. Southern Illinois University

B.S Western Illinois University

Dr. Thomas Walkington served as the Strategic Management Director for Hennepin County, Minnesota. Tom joined Hennepin County in 2000 after receiving his doctorate degree in Public Administration from Hamline University in St. Paul, Minnesota and now works as a consultant. His area of interest is in strategic management, change management, leadership development and local government decision making. Tom's experience with organizational management and change spans more than 20 years in public and nonprofit organizations, as well as post-secondary education. In addition to his work for Hennepin County and Hamline University, Dr. Walkington is also Community Faculty member at Metropolitan State University in the College of Management where he teaches Strategic Management and Community Oriented Management in the Graduate School of Public Administration and Nonprofit Management. Dr. Walkington co-presented a paper titled “The Quality of Life in the Global Village: Comparing strategies between Laizhou City, Shandong Province China and Hennepin County, Minnesota USA to Enhance the Quality of Life” at the International Public Administration Conference being held in

Chengdu, China in October 2005. Additionally, Dr. Walkington has made presentations on strategic management and the Balanced Scorecard at national conferences. He is co-author of a chapter on Community Indicators titled: *Aligning Community Indicators with Government Mission, Vision and Overarching Goals in Community Quality-of-Life Indicators*, (2004) Kluwer Academic Publishers, the Netherlands

Several other faculty members, both adjunct and full-time will teach courses over the course of your DPA studies.