



William Howard Taft — U n i v e r s i t y —

An Educational Division of the Taft University System Consisting of:

Deming School of Business Boyer Graduate School of Education The School of Government & Law 2024 Catalog

*Committed to providing a quality education,
responsive to the needs of society
now and into the future.*

Any questions on the information contained in this catalog should be directed to the Admissions Office at the address, email, or phone numbers below:

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1325 S. Colorado Blvd.
Building B, Suite 404
Denver, CO 80222

www.taft.edu

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(303) 867-1155

Admissions@Taft.edu

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January 1 – December 31, 2024



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Table of Contents

About William Howard Taft University	4
Message from the President	5
Institutional Mission, Purpose, and Objectives	2
Accreditation & Affiliations	3
State License/Authorizations	3
Administrative Contact Information	4
Learning Modalities	5
Academic Programs	7
The Boyer School of Education	7
Master of Education (MEd) Program	8
Education Specialist (EdS) Programs	11
Doctor of Education (EdD) Program	14
The Deming School of Business	17
Bachelor of Science in Business Administration Degree Completion Program (BSBA)	17
Master of Business Administration (MBA) Degree Programs	20
Doctor of Business Administration (DBA) Program	23
School of Government & Law	26
Master of Public Administration (MPA) Program	26
Master of Laws in Taxation (LLM) Program	27
Master of Science in Taxation (MST) Program	30
Admissions	32
Regular Applicants	32
International Applicants	32
Military Education Programs	32
Transfer Students	33
Verification of Student Identification	33
Transcript Submission Requirements	33
Tuition, Fees, and Book Costs	34
Tuition	34
Student Fees	34
Books & Materials Costs	35
Transfer Credit, Portfolio Credit, and Credit by Examination	37
Technical Requirements	38
Minimum Hardware Requirements	38
Software Requirements	38
Curriculum and Course Descriptions	39
Bachelor of Science Business Administration Completion Program (BSBA)	39
Master of Business Administration	41
Doctor of Business Administration	42
Doctor of Education (all concentrations)	44
Education Specialist (all concentrations)	46
Master of Education (both concentrations)	48

Master of Laws in Taxation	49
Master of Science in Taxation.....	50
Master of Public Administration	51
Library and Other Learning Resources	53
University Standards for Student Achievement (Policies).....	54
Academic Freedom	54
Academic Dismissal	54
Academic Integrity Policy	54
Academic Integrity Violations	54
Plagiarism and Using Source Material	54
Consequences of Violations of Academic Integrity	55
Assessment and Examinations	55
Attendance Policies	58
Change of Address and Other Contact Information	58
Communication	58
Copyright Policy.....	58
Course Grades	59
Disability Services	61
Employer Acceptance and Tuition Reimbursement.....	61
Financial Aid	61
Grading Policies.....	62
Graduation Requirements & Diplomas.....	63
Harassment Policy.....	64
Income Tax Credits and Deductions.....	64
Notices	65
Reservation of Rights	65
Satisfactory Academic Progress (SAP) Policies	65
Social Media.....	67
Student Code of Conduct	67
Student Loan Deferrals.....	69
Student Privacy.....	69
Student Records, Transcripts, and Transfer of Credit.....	70
Student Rights and Grievances.....	70
Time to Complete.....	71
Title IX Statement	71
Tuition Refund Policy	72
WHTU Faculty	74
Catalog Addendum for California Residents	79
Student Tuition Recovery Fund.....	79
2024 Academic Calendar.....	80



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Director of Administration & Registrar

About William Howard Taft University

Statement of Affiliation

The Boyer Graduate School of Education, Deming School of Business, and School of Government & Law are schools within William Howard Taft University (WHTU). The university is an educational division of The Taft University System (TUS), which also includes Taft Law School (TLS).

Statement of Equal Opportunity and Non-Discrimination Policies

Consistent with sound educational policy, TUS does not discriminate based on sex, race, color, ancestry, religious creed, national origin, disability, medical condition, age, marital status, political affiliation, sexual orientation, or veteran status.

This catalog applies to all programs offered through WHTU except the Juris Doctor Executive Track (JDET) program. If interested in the JDET program, please refer to the JDET catalog found at: <https://www.taft.edu/juris-doctor-executive-track-jdet>

Commitment to Diversity, Equity, Inclusion, and Accessibility

WHTU is dedicated to nurturing a thriving learning community that embraces a diverse group of students, faculty, staff, and leadership, each contributing unique backgrounds, cultures, languages, and experiences to WHTU. Together, through a shared interest in education, the university brings forth a rich tapestry of experiences reflective of our global communities. WHTU believes that cultivating mutual understanding and practicing respectful communication are vital in shaping accomplished and ethically responsible global citizens, poised to make significant contributions to the betterment of society.

History of the University

TUS has over four decades of providing quality independent study programs to mature adults and professionals. Few people would have projected when we offered its first continuing education programs to certified public accountants in 1976, that the university would evolve into one of the most respected nationally accredited distance learning institutions in the country offering innovative graduate degree programs. In 1976, computer-assisted research was in its infancy and the Internet was known only to a few individuals in the Department of Defense. The massive expansion of the Internet now allows students access to quality learning resources from virtually anywhere in the world.

In 1984, TLS was initiated and now law courses were readily available for those individuals who wanted to become attorneys via distance education. Almost five decades later, TUS continued its expansion and now includes WHTU and TLS. TUS is still going strong and is honored to have helped so many achieve their dreams.

Rights to Change Requirements

The 2024-2025 William Howard Taft University Academic Catalog presents the policies and procedures for graduate programs offered by the university. The university reserves the right to make alterations to this *catalog* and the policies and procedures therein as deemed necessary by the university. Changes may also be necessitated by federal, state, or local law, other regulatory requirements, accreditation, or licensure. Changes may include but are not limited to curriculum, academic policies, administrative policies, procedures, and costs. Notice is not required for a new policy to take effect; however, WHTU will make reasonable attempts to notify students promptly of any policy changes through communication methods deemed appropriate by the university administration. In the event that the university plans to change a program such that it will impact a student's graduation requirements, the information will be posted at the following website address <https://www.taft.edu/>



Message from the President

Welcome to William Howard Taft University where our commitment to adult learners has been at the heart of our identity since our founding in 1976. We recognize that accessible online programs are the gateway to advancing your career, and our founder, David Boyd, instilled a "welcome, how can we help?" ethos that extends far beyond your first day of enrollment.

In today's fast-paced world, traditional campus-based programs have been disrupted, and many students have found themselves thrust into hastily assembled online classes. At William Howard Taft University, we understand the challenges facing adult learners juggling various life commitments. We are here to provide an academically rigorous education to ambitious individuals like you, who are seeking to balance their educational and professional aspirations.

We hope that you find your experience in the JDET program at Taft to be transformative. We take pride in nurturing high-achieving adults and equipping them with the skills and qualities demanded by today's job market. Recent research from Burning Glass Technologies underscores the growing importance of credentials and skills, which is precisely what Taft University imparts to its students.

We offer a diverse range of undergraduate and graduate programs tailored to mature adults aiming to achieve their academic and career objectives. In the Boyer Graduate School of Education, Deming School of Business, and The School of Government & Law, our faculty members are not only experts in their respective fields but are also dedicated mentors, committed to your success.

As part of The Taft University System, which includes William Howard Taft University and Taft Law School, we have been delivering quality distance education for over four decades. Our accredited online university enables you to advance your career while maintaining a balance between work, family, and your overall quality of life. As we enter our fifth decade of providing exceptional distance education, we remain steadfast in our commitment to being a highly respected institution, ensuring that our graduates possess practical knowledge and skills that directly align with the needs of employers.

Your journey with us is not just about education; it's about empowerment and transformation. Welcome to a brighter future with The Taft University System.

Welcome to Taft,

Dr. Amy Kahn





Institutional Mission, Purpose, and Objectives

Offering unique and innovative distance learning educational programs.

The mission and purpose of The Taft University System, comprised of William Howard Taft University and Taft Law School, is to offer unique, innovative distance learning educational programs at a reasonable cost to qualified applicants, providing for positive career outcomes in the law, business, and education sectors.

WHTU is committed to:

- Providing unique and innovative distance education program options which are attractive to TUS' adult-learner student population.
- Maintaining reasonable tuition fees for each educational offering
- Remaining sustainable in uncertain economic times
- Assuring the mission is fulfilled through student learning.





William Howard Taft
— U n i v e r s i t y —



**Distance Education
Accrediting Commission**

1101 17th Street NW
Suite 808
Washington, D.C. 20036

202.234.5100
www.DEAC.org

Accreditation & Affiliations

As an education division of TUS, WHTU is accredited by the Distance Education Accrediting Commission. The Distance Education Accrediting Commission is listed by the U.S. Department of Education as a recognized Accrediting Agency. The Distance Education Accrediting Commission is recognized by the Council for Higher Education (CHEA).

DEAC was founded in 1926 and is the standard setting agency for distance education institutions.

TUS is affiliated with the Defense Activity for Non-Traditional Education Support (DANTES), The American Association of Collegiate Registrars & Admissions Officers (AARCO), and the Veterans Administration (VA).

State License/Authorizations

WHTU is licensed to operate by the State of Colorado's Commission on Higher Education and under the Degree Authorization Act. Additionally, WHTU is an institutional participant in the National Council for State Authorization (SARA) as authorized by the Colorado Department of Higher Education. Finally, WHTU has registered with the State of California's Bureau for Private Postsecondary Education (BPPE) as an out-of-state institution. These state licenses and authorizations allow WHTU to enroll students in all states.



Administrative Contact Information

Hours: 8AM-5PM Mon-Fri (Mountain Time)
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knolla@taftu.edu

Christine Baldwin, TUS Director of Administration/Registrar

baldwin@taftu.edu

Admissions Email:

For questions or concerns about your application or enrollment.

Admissions@Taft.edu

Financial Aid Email:

For assistance with previous student loan deferment and financial aid packaging/disbursements.

whtufinancial.aid@Taft.edu

Student Support:

For any current student questions, concerns, or issues.

Student_Support@TaftU.edu

Technical Support Email:

For any issues with Moodle.

Technical.Support@TaftU.edu

Accounting Email:

For any issues with payment or changes to payment method/information.

Cruz@TaftU.edu

Business Dean/Government & Law Dean (Anita Cassard):

Cassard@Taft.edu

Education Dean (Barry Resnick):

Resnick@Taft.edu

JDET Associate Dean (Margaret Trester):

Trester@Taftu.edu

WHTU Librarian/Research Assistant (Erin Scott)

Research@Taftu.edu

For change of contact information, information regarding courses, graduation, and/or alumni services, contact Student Affairs X310.



Learning Modalities

WHTU offers accredited distance education degree programs in business, education, law, and taxation. It employs two learning modalities in the delivery of educational services. Programs offer either an independent study or a directed study modality.

In all cases, highly experienced and academically qualified faculty members are assigned to courses to provide assistance, individual guidance, and meaningful feedback.

Students are provided with login information to WHTU's online learning platform, which provides access to course syllabi and a list of required and recommended course materials for the program. The learning platform also allows for online submission of assignments, retrieval of grades and feedback from the faculty, and access to discussion boards.

WHTU programs emphasize learning that is meaningful, where individuals enjoy the learning process and acquire knowledge to better understand and manage their own careers.

The Independent Study Modality

Independent study recognizes that education can be an individual process where students with different learning needs and study schedules can be accommodated. As such, independent study is the most flexible option for busy professionals with varied working and family schedules. Students enrolling in Independent Study programs may work independently at their own pace. Students submit assignments and receive feedback from faculty, completing courses within the time limits of the semester. Students may begin a program offered in the independent study at the start of an eight-week term (six times per year), as outlined on the academic calendar found on the WHTU website.

The Directed Study Modality

The directed study programs are offered in a more structured format that requires regular and substantive interaction with faculty. The format allows for meaningful interaction with other professionals and faculty in a group context. Students are required to participate in weekly discussion boards to meet attendance and the academic requirements of the program. New students may begin study three times a year, at the start of each semester, as noted on the academic calendar found on the WHTU website.

Note: A student may use Title IV Financial Aid to cover the cost of the directed study learning modality in specific eligible programs.



A Comparison of Learning Modalities

	Independent Study	Directed Study
<i>Highly credentialed faculty with real-world experience</i>	X	X
<i>Nationally recognized curriculum that addresses contemporary workplace issues</i>	X	X
<i>Accredited by the Distance Education Accrediting Commission (DEAC)</i>	X	X
<i>Facilitated courses designed to fit in your busy life</i>	X	X
<i>New students may begin enrollment at the start of any semester (three times per year)</i>		X
<i>New students may begin a program six times per year, at the start of an 8-week term.</i>	X	
<i>Weekly reading and assignments</i>	X	X
<i>Weekly discussion board participation required</i>		X
<i>Affordable tuition rates (tuition rates are the same regardless of the modality)</i>	X	X
<i>No classroom or residency requirements</i>	X	X
<i>Federal Financial Aid is available to cover 100% of tuition & fees for those who qualify</i>		X
<i>Interest-free, payment plans are available</i>	X	X

Students may alternate between the directed study and independent study programs; however, a signed enrollment agreement is required when a student changes program modality. A student may transfer programs or program modality only prior to the start of a semester. Please submit requested changes a minimum of 30 days before the start of the semester to provide time for schedule changes and potential changes to Title IV financial aid funding.

Accelerated Course Delivery

All students are enrolled in accelerated eight-week sessions. Two accelerated eight-week sessions fit into one 16-week semester. Most students complete one course in an eight-week session, representing an average of 20 hours of academic work per week. After completion of the first semester, a student may appeal to take additional credit hours in subsequent semesters.

No program may be completed in less than one year.



Academic Programs

The Boyer Graduate School of Education is dedicated to the memory of Dr. Ernest L. Boyer (1928-95), a compelling orator who never tired of his role as a spokesman for non-traditional educational programs.

The Boyer School of Education

The Boyer School of Education currently offers three-degree programs: Master of Education (MEd), Education Specialist (EdS), and the Doctor of Education (EdD). A variety of concentrations are available in each academic program. All programs are offered in the independent study or directed study modality.

The programs are designed to service a national market and do not purport to provide licensure or credential certification in any state. Applicants interested in licensure or credential certification are encouraged to contact the relevant licensing body for their state before enrolling: <https://nc-sara.org/professional-licensure-directory>

Applicants interested in salary advancement are encouraged to contact the relevant licensing body/bodies and their respective human resources department before enrollment.



Master of Education (MEd) Program

The MEd program emphasizes coursework in instruction, assessment, and management in a variety of educational and public service settings. This program is of particular interest to individuals with public or private school teaching experience who desire to improve their classroom instructional skills, increase their knowledge of educational administration, and advance their district's compensation schedules. The MEd program offers two concentrations.

Presentation

The MEd program is presented through distance education modalities using online technology requiring no classroom or seminar attendance.

The 30-credit program requires a minimum of one year of study. While materials and instruction are presented in a non-traditional manner, it is an objective of the university to maintain criteria comparable to residential graduate education programs with respect to program content and academic standards. Written research assignments, examinations, and presentations are required elements of the program.

Each semester consists of two eight-week sessions with most students completing one course or three credits every eight weeks. First semester students are limited to one course per term for each eight-week session (total of six hours for the semester). However, a student may seek approval from the dean to register for additional hours for future terms, potentially accelerating the degree completion date.

Coursework is submitted and graded via the university's online learning platform. The online platform gives students and faculty one central place to log on and interact through discussion forums, submit, and retrieve feedback on lesson assignments, and access any ancillary course materials. WHTU's faculty believe that regular and substantive interaction with students is an important element of the learning experience. Therefore, through the online platform faculty are regularly available throughout the weeks of instruction.

The MEd program is not designed to lead to professional licensure or certification and applicants must already be employed at the elementary, secondary, or higher education level in their state. Consequently, a determination has not been made whether the MEd program will meet professional licensure for any state.

WHTU acts to fulfill the purposes of the MEd program through appropriate coursework, coupled with continuing direction, evaluation of student progress, and regular assessment of student learning outcomes, supervised, and administered by qualified faculty.



Program Learning Outcomes for Both Concentrations

Upon successful completion of the program, graduates will be able to:

- Exhibit a working knowledge of the concepts, dependencies, and relationships of education's social and philosophical foundations.
- Demonstrate making appropriate recommendations based on sound reasoning and analysis.
- Employ effective and appropriate instructional leadership techniques that support educational and administrative objectives.
- Use theoretical knowledge and contemporary research for evidence-based decision-making.
- Demonstrate professional expertise in the elective course options of the MEd program.

Transfer Credit

The acceptance of transfer credits between academic institutions lies within the discretion of the receiving college or university. Therefore, WHTU cannot guarantee that any course or degree completed at another educational institution will be accepted by the university nor can WHTU guarantee that any course or degree program completed at the WHTU will be accepted as credit by any other educational institution. Students may apply to have prior coursework and/or college-level learning reviewed by the university for academic credit.

Transfer Credit

A maximum of 15 credits of transfer credit may be awarded for postsecondary courses completed by the student at other appropriately accredited institutions if such courses are found to be academically comparable and meet the standards and requirements of the specific program.

Portfolio Credit

Academic credit may be given for adequately documented and validated experiential equivalent learning of a postsecondary nature. Examples include credit for achievement of certifications, college level equivalent tests, or other postsecondary level equivalent experience. Students with prior military experience may also apply to have military coursework evaluated for possible equivalent college credit. A maximum of six hours of portfolio credit may be transferred into the program and will be included in the 15-credit transfer credit maximum. The awarding of transfer credit or portfolio credit is considered on a case-by-case basis and awarded at the sole discretion of WHTU.

Admission Policies and Requirements

Regular Applicants

Applicants who have earned a bachelor's degree from a college or university accredited by an accrediting agency recognized by the United States Department of Education are considered regular applicants to the program. Most applicants to this program are adults working in a variety of professional settings.

Special Applicants

An individual not qualifying as a regular applicant may apply as a special applicant. Special applicants are evaluated on a case-by-case basis but must have an academic background equivalent to a bachelor's degree. This could be a degree earned outside the United States or a combination of academic credits earned and professional employment experience. An applicant may be conditionally admitted into the program based on a completed application for admission form and student copies of transcripts reflecting the applicant's highest relevant degree. Official copies of all relevant college level credits received directly from the institution of origin will be required within 30 days of enrollment. The vast majority of the program's applicants are mature adults working in a variety of professional settings. Many have not attended college for several years. Consequently, prior class rank and grade point average are not significant factors in the admission process.



International Applicants

Applicants whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction must receive a minimum score of 530 on the paper-based Test of English as a Foreign Language (TOEFL), or 71 on the iBT, or its equivalent. For more information on TOEFL visit their website. Depending on where the degree was earned, applicants with degrees earned at institutions located outside the United States may have their academic transcripts evaluated and certified by a National Association of Credential Evaluation Services, Inc. (NACES) member organization.

Military Applicants

The university participates in Veterans Administration (VA) and Military Tuition Assistance education programs designed specifically for active duty, reserve, veterans, or spouse and family. In most cases, military benefits will cover 100% of tuition, fees, and books. The Taft University System complies with the Veterans Benefits and Transition Act of 2018, Section 3679 of title 38. The complete policy can be found at <https://www.taft.edu/military-education-program>.

Application Process and How to enroll.

To apply for admission to the program, an applicant must complete the WHTU's application form and pay the associated \$75 application fee. In addition, the following documents are required to complete an application:

- Resume/CV
- Bachelor's degree transcript
- Copy of ID

It is not necessary to submit official transcripts of prior work at the time of application; however, official transcripts of prior degrees are required within 30 days of enrollment. An admissions representative will contact the applicant if further documents are required, such as a degree evaluation. Once all necessary documents are received, the applicant will be sent for review and should hear back about acceptance within two business days.

How to Enroll

Once an applicant is conditionally accepted for admission to the program, an admissions representative will inquire about the applicant's desired start date (within six months of acceptance). After confirmation of the desired start date, a formal enrollment agreement will be prepared and sent to the applicant for review and signature. Current information about program start dates can be found on the Academic Calendar on the WHTU website. Applicants are encouraged to contact admissions with any questions regarding enrollment procedures.

Tuition is \$275 per credit.

Curriculum: Total 30 credits

Master of Education with a Concentration in General Studies

EDU512 Social & Philosophical Foundations of Education (3 credits)

EDU504 Psychological Foundations of Education (3 credits)

EDU533 Teaching & Learning (3 credits)

EDU522 Assessment & Evaluation (3 credits)

EDU525 Educational Technology (3 credits)

EDU532 Diversity (3 credits)

EDU513 Leadership (3 credits)

EDU528 Curriculum Design & Instructional Practices (3 credits)

EDU517 Educational Finance (3 credits)

EDU523 Introduction to Educational Administration (3 credits – cumulative assessment embedded)



Master of Education with a Concentration in Montessori

EDU512 Social & Philosophical Foundations of Education (3 credits)
EDU504 Psychological Foundations of Education (3 credits)
EDU533 Teaching & Learning (3 credits)
EDU522 Assessment & Evaluation (3 credits)
EDU525 Educational Technology (3 credits)
EDU532 Diversity (3 credits)
EDU640 Application of Montessori Philosophy at the Early Childhood Level (3 credits)
EDU645 Application of Montessori Philosophy at the Elementary Level (3 credits)
EDU631 Montessori Philosophy (3 credits)
EDU632 Montessori Classroom Leadership (3 credits – cumulative assessment embedded)

Education Specialist (EdS) Program

The EdS program is a post-master's practical distance education program emphasizing coursework in a variety of educational and public service settings. Students may select one of three academic concentrations in pursuit of the EdS degree program: Education Administration, Educational Technology, or Charter School Administration.

The program provides students with advanced study in organizational development, education finance, law, ethics, and curriculum development. The EdS is of particular interest to individuals with public or private school teaching experience who seek administrative positions or middle level managers or who are interested in moving into higher levels of administration.

The EdS degree program is presented through distance education using online technology requiring no classroom or seminar attendance. The program is offered in both the independent study and directed study modalities.

The EdS program is not designed to lead to professional licensure or certification. Applicants must be already employed at the elementary, secondary, or higher education level in their state. A determination has not been made whether the EdS program will meet professional licensure for any state. Applicants interested in licensure or credential certification are encouraged to contact the relevant licensing body for their state before enrolling: <https://nc-sara.org/professionallicensure-directory>.

Presentation

WHTU acts to fulfill the purposes of the EdS program through appropriate coursework, coupled with continuing direction, evaluation of student progress, and regular assessment of student learning outcomes, as supervised, and administered by qualified faculty. The EdS program is not designed to lead to Professional Licensure or certification and applicants must already be employed at the elementary, secondary, or higher education level in their state. Consequently, a determination has not been made whether the EdS program will meet professional licensure for any state. Applicants interested in licensure or credential certification are encouraged to contact the relevant licensing body for their state before enrolling.

The 30-credit program requires a minimum of one year of study. While materials and instruction are presented in a non-traditional manner, it is WHTU's objective to maintain criteria comparable to residential graduate education programs with respect to program content and academic standards. Written research assignments, examinations, and presentations are required elements of the program. A semester consists of two eight-week sessions with most students completing one course every eight weeks. In the first semester, students are limited to one course per term for each eight-week session, for a total of six credits. However, a student may seek approval from the dean to register for additional credits for future terms. Coursework is submitted and graded via WHTU's online learning platform, Moodle. The online platform gives students and faculty one central place to log on and interact through discussion forums, submit, and retrieve feedback on lesson assignments, and access any ancillary course materials. WHTU's faculty believe that regular and substantive interaction with students is an important element of the learning experience. Therefore, through the online platform faculty are regularly available throughout the weeks of instruction. EdS students have the option of completing the program in the directed study or independent study modality.



Program Learning Outcomes for All Three Concentrations

Successful graduates of the program will demonstrate:

- Apply best practices, current concepts, theories, and research about effective teaching, learning, and administration to improve one's professional practice as a teacher or administrator.
- Employ effective and appropriate leadership techniques that support educational and administrative objectives.
- Use multiple strategies to help students of various levels and backgrounds learn subject matter.
- Discuss the American public school system's funding and budgeting practices and legal principles with a level of authority.
- Use information and technology to plan instructional and administrative strategies and improve learning, productivity, and professional practice.
- Develop, organize, and perform sound research studies in institutional settings.
- Communicate effectively with learners, their families, and other professionals in ways appropriate to purpose and content.

Transfer Credit

The acceptance of transfer credits between academic institutions lies within the discretion of the receiving college or university. Therefore, WHTU cannot guarantee that any course or degree completed at another educational institution will be accepted by the university nor can WHTU guarantee that any course or degree program completed at the WHTU will be accepted as credit by any other educational institution.

Admission Policies and Requirements

Regular Applicants

Applicants who have earned a master's degree from a college or university accredited by an accrediting agency recognized by the United States Department of Education are considered regular applicants to the program. Applicants not holding a teaching certificate/credential should have a minimum of two years of professional full-time experience in an education-related field of employment.

Special Applicants

An individual not qualifying as a regular applicant may apply as a special applicant. Special applicants are evaluated on a case-by-case basis but must have an academic background equivalent to a bachelor's degree. This could be a degree earned outside the United States or a combination of academic credits earned and professional employment experience. An applicant may be conditionally admitted into the program based on a completed application for admission form and student copies of transcripts reflecting the applicant's highest relevant degree. Official copies of all relevant college level credits received directly from the institution of origin will be required within 30 days of enrollment. The vast majority of the program's applicants are mature adults working in a variety of professional settings. Many have not attended college for several years. Consequently, prior class rank and grade point average are not significant factors in the admission process.

International Applicants

Applicants whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction must receive a minimum score of 530 on the paper-based Test of English as a Foreign Language (TOEFL), or 71 on the iBT, or its equivalent. For more information on TOEFL visit their website. Depending on where the degree was earned, applicants with degrees earned at institutions located outside the United States may have their academic transcripts evaluated and certified by a National Association of Credential Evaluation Services, Inc. (NACES) member organization.

Military Applicants

WHTU participates in Veterans Administration (VA) and Military Tuition Assistance education programs designed specifically for active duty, reserve, veterans, or spouse and family. In most cases, military benefits will cover 100% of tuition, fees, and books. The Taft University System complies with the Veterans Benefits and Transition Act of 2018, Section 3679 of title 38. The complete policy can be found at <https://www.taft.edu/military-education-program>.

Application Process

To apply for admission to the program, an applicant must complete the WHTU's application form and pay the associated \$75 application fee. In addition, the following documents are required to complete an application:



- Resume/CV
- Master's degree transcript
- Two letters of recommendation
- Personal statement
- Copy of ID

It is not necessary to submit official transcripts of prior work at the time of application; however, official transcripts of prior degrees are required within 30 days of enrollment. An admissions representative will contact the applicant if further documents are required, such as a degree evaluation. Once all necessary documents are received, the applicant will be sent for review and should hear back about acceptance within two business days.

How to Enroll

Once the applicant is conditionally accepted for admission to the program, an admissions representative will confirm the applicant's desired start date, which must be within six months of acceptance into the program. Once the start date is confirmed, a formal enrollment agreement will be prepared and sent to the applicant for review and signature. Current information about semester start dates can be found on the academic calendar in this catalog or on the WHTU website. Applicants are encouraged to contact the admissions office if there are any questions regarding enrollment procedures. Emails can be sent to Admissions@Taft.edu or phone calls made to 303-867-1155.

Tuition is \$360 per credit.

Curriculum: Total 30 Credits

All EdS programs require the following qualifying courses and core courses plus concentration specific classes.

Qualifying Courses (12 credits)

EDU608 Educational Administration (3 credits)
EDU609 Leadership in Institutional Settings (3 credits)
EDU517 Educational Finance (3 credits)
EDU616 Organizational Behavior in the Educational Setting (3 credits)
EDU600 Qualifying Examination (Pass/Fail)

Shared Core Courses (6 credits)

EDU619 Societal Diversity (3 credits)
EDU621 Research Methods (3 credits)
EDU700 Comprehensive Examination (Pass/Fail)

Education Specialist with Concentration in Education Administration: Core Concentration Courses (12 credits)

EDU615 The Laws and Politics of Education (3 credits)
EDU618 Principles of Curriculum Development (3 credits)
EDU620 Contemporary Topics in Educational Policy (3 credits)
EDU605 Management of Adult/Occupational Programs (3 credits)

Education Specialist with Concentration in Educational Technology: Core Concentration Courses (12 credits)

EDU624 Online Learning Instructional Design and Methods (3 credits)
EDU611 Technology Management in Education (3 credits)
EDU626 The Laws and Ethics of Educational Technology (3 credits)
EDU613 Emerging Educational Technologies (3 credits)

Education Specialist with Concentration in Charter School Administration: Core Concentration Courses (12 credits)

EDU615 The Laws and Politics of Education (3 credits)
EDU618 Principles of Curriculum Development (3 credits)
EDU590 Charter School Marketing Management (3 credits)
EDU591 Charter School Governance & Administration (3 credits)



Doctor of Education (EdD) Program

The Doctor of Education (EdD) program is a professional distance education degree program emphasizing coursework in a variety of educational and public service settings. The program provides students with advanced study in organizational development, diversity studies, law & ethics, and educational psychology. WHTU's EdD is of particular interest to individuals with public or private school teaching experience who seek administrative positions or middle level managers who are interested in moving into higher levels of administration. It requires no classroom or seminar attendance and is offered in both the directed study and independent study modalities. Students may select one of three academic concentrations in pursuit of the EdD degree program: Leadership & Administration, Educational Technology, or Charter School Administration

Successful students should demonstrate high quality communication and writing skills, become more critical of the status quo, and be well prepared to initiate school and process improvement based on solid reasoning backed by valid research. Graduates of the program will emerge with a recognized degree and a set of diverse and relevant skills that are applicable in the pursuit of administration and advanced level positions in education fields.

Program Learning Outcomes for all Three Concentrations:

Upon successful completion of the program, graduates will be able to:

- Apply best practices, current concepts, theories, and research about effective teaching, learning, and administration to improve one's professional practice as a teacher or administrator.
- Employ effective and appropriate leadership techniques that support educational and administrative objectives.
- Use multiple strategies in efforts to help students of various levels and backgrounds to learn subject matter.
- Discuss the American public school system's funding and budgeting practices and legal principles with a level of authority.
- Use information and technology to plan instructional and administrative strategies, and improve learning, productivity, and professional practice.
- Develop, organize, and perform sound research studies in institutional settings.
- Communicate effectively with learners, their families, and other professionals in ways appropriate to purpose and content.
- Author a properly formatted and presented dissertation or applied doctoral project (ADP) that represents a substantive research topic of original work OR develop an applied doctor that represents learning applications.

Presentation

WHTU acts to fulfill the purposes of the EdD program through appropriate coursework, coupled with continuing direction, evaluation of student progress, and regular assessment of student learning outcomes, supervised, and administered by qualified faculty. The EdD program is not designed to lead to professional licensure or certification and applicants must already be employed at the elementary, secondary, or higher education level in their state. Consequently, a determination has not been made whether the EdD program will meet professional licensure for any state. Applicants interested in licensure or credential certification are encouraged to contact the relevant licensing body for their state before enrolling.

WHTU's EdD program is presented through distance education modalities using online technology requiring no classroom or seminar attendance. Students may pursue the degree in either the directed study or independent study format. The 60-semester unit program requires a minimum of 27 months of study. While materials and instruction are presented in a non-traditional manner, it is WHTU's objective to maintain criteria comparable to residential graduate education programs with respect to program content and academic standards. Written research assignments, examinations, and presentations are required elements of the program. Each semester consists of two eight-week sessions with most students completing one course or three credits every eight weeks. First semester students are limited to one course per term for each eight-week session, coming to a total of six credits for the semester. However, a student may seek approval from the dean to register for additional credits for future terms. The course contains a series of lesson assignments generally consisting of assigned reading and research/writing projects. Some courses will have professional development projects that connect the theory of the course to the student's educational work environment. Students have the option of concluding the program with a traditional dissertation or the preparation of an applied doctoral project (ADP). Coursework is submitted and graded via WHTU's online learning platform, Moodle. The online platform gives students and faculty one central place to log on and interact through discussion forums, submit, and retrieve feedback on lesson assignments, and access any ancillary course materials. The faculty believe that regular and substantive interaction with students is an important element of the learning experience. Therefore, through the online platform faculty are regularly available throughout the weeks of instruction.



To earn the EdD degree a student must complete the courses listed in the curriculum section of this catalog in good academic standing and pass the qualifying and comprehensive examinations. All requirements must be completed within seven years from the date of initial enrollment and not less than 27 months.

Transfer Credit

The acceptance of transfer credits between academic institutions lies within the discretion of the receiving college or university. Therefore, WHTU cannot guarantee that any course or degree completed at another educational institution will be accepted by the university nor can WHTU guarantee that any course or degree program completed at the WHTU will be accepted as credit by any other educational institution. Students may apply to have prior coursework and/or college-level learning reviewed by the university for academic credit.

A maximum of nine credits of transfer credit may be awarded for postsecondary courses completed by the student at other appropriately accredited institutions if such courses are found to be academically comparable and meet the standards and requirements of the specific program.

Admission Policies and Requirements

A master's degree from an accredited institution is generally required for admission. In the context of this statement, "accredited" for institutions within the United States requires they be a member of an accrediting body recognized by the United States Department of Education. Applicants should have a minimum of two years of professional full-time experience in an education-related field of work. Other factors affecting admission include the strength of the applicant's personal statement, references, record of involvement in professional organizations and associations, and aptitude for leadership based in part on employment and educational background. The vast majority of the program's applicants are mature adults working in a variety of professional settings. Many have not attended college for several years. Consequently, prior class rank and grade point average are not significant factors in the admission process.

To apply for admission to the program, an applicant must complete the WHTU's application form and pay the associated \$75 application fee. In addition, we require the following documents to complete an application:

- Resume
- Master's degree transcript
- Two letters of recommendation
- Personal statement
- Copy of government issued ID

It is not necessary to submit official transcripts of prior work at the time of application; however, official transcripts of prior degrees will be required within 30 days of enrollment. An admissions representative will contact the applicant if further documents are required, such as a degree evaluation. Once all necessary documents are received, the applicant will be sent for review.

International Applicants

Applicants whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction must receive a minimum score of 530 on the paper-based Test of English as a Foreign Language (TOEFL), or 71 on the iBT, or its equivalent. For more information on TOEFL visit their website. Depending on where the degree was earned, applicants with degrees earned at institutions located outside the United States may have their academic transcripts evaluated and certified by a National Association of Credential Evaluation Services, Inc. (NACES) member organization.

Military Applicants

WHTU participates in Veterans Administration (VA) and Military Tuition Assistance education programs designed specifically for active duty, reserve, veterans, or spouse and family. In most cases, military benefits will cover 100% of tuition, fees, and books. The Taft University System complies with the Veterans Benefits and Transition Act of 2018, Section 3679 of title 38. The complete policy can be found at <https://www.taft.edu/military-education-program>.

How to Enroll

Once the applicant is conditionally accepted for admission to the program, an admissions representative will confirm the



applicant's desired start date. This start date must be within six months of acceptance into the program. Once the start date and payer information has been confirmed, a formal enrollment agreement will be prepared and sent to the applicant for review and signature. Current information about semester start dates can be found on the academic calendar in this catalog and on the website. Applicants are encouraged to contact the admissions office if there are any questions regarding enrollment procedures. Emails can be sent to Admissions@Taft.edu or phone calls made to 303-867-1155.

Tuition is \$360 per credit.

Curriculum: Total 60 Credits

Qualifying Courses for All Doctor of Education Programs: 12 Credits

EDU608 Educational Administration (3 credits)
EDU609 Leadership in Institutional Settings (3 credits)
EDU517 Educational Finance (3 credits)
EDU616 Organizational Behavior in the Educational Setting (3 credits)
EDU600 Qualifying Examination (Pass/Fail)

Shared Core Courses: 18 credits

RES622 Basic Academic Writing (3 credits)
EDU619 Societal Diversity (3 credits)
EDU512 Social and Philosophical Foundations of Education (3 credits)
EDU514 Educational Psychology (3 credits)
EDU613 Emerging Educational Technologies (3 credits)
EDU621 Research Methods (3 credits)
EDU601 Comprehensive Exam (Pass/Fail)

Dissertation/ADP Phase: 18 Credits

RES623 Advanced Academic Writing (3 credits)

Choice: Dissertation or ADP (12 credits)

EDU706 Dissertation Proposal (6 credits)
EDU707 Dissertation (9 credits)
EDU708 Applied Doctoral Project Proposal (6 credits)
EDU705 Applied Doctoral Project (9 credits)

**Doctor of Education with Concentration in Leadership and Administration:
Concentration Core (12 credits)**

EDU615 The Laws and Politics of Education (3 credits)
EDU605 Management of Adult/Occupational Programs (3 credits)
EDU618 Principles of Curriculum Development (3 credits)
EDU620 Contemporary Topics in Educational Policy (3 credits)

**Doctor of Education with Concentration in Educational Technology:
Concentration Core (12 credits)**

EDU624 Online Learning Instructional Design & Methods (3 credits)
EDU611 Technology Management in Education (3 credits)
EDU620 Contemporary Topics in Educational Policy (3 credits)
EDU626 The Laws and Ethics of Educational Technology (3 credits)

**Doctor of Education with Concentration in Charter School Administration:
Concentration Core (12 credits)**

EDU615 The Laws and Politics of Education (3 credits)
EDU618 Principles of Curriculum Development (3 credits)
EDU590 Charter School Marketing Management (3 credits)
EDU591 Charter School Governance & Administration (3 credits)



The Deming School of Business

The Deming School of Business offers a variety of undergraduate and graduate degrees including the Bachelor of Science in Business Administration (BSBA) degree completion program, Master of Business Administration (MBA) with general and healthcare administration concentrations, and the Doctor of Business Administration (DBA) degree programs. The MBA and DBA programs are offered in both independent study and directed study delivery modalities. The BSBA completion program is offered only in the independent study format.

Bachelor of Science in Business Administration Degree Completion Program (BSBA)

Presentation

The BSBA degree completion program is presented through distance education using online technology requiring no classroom or seminar attendance. The program is only offered in the Independent Study modality. The degree program requires a minimum of one year of study with most students completing the program in two-to-three years. While materials and instruction are presented in a non-traditional manner, it is WHTU's objective to maintain criteria comparable to a residential undergraduate education program with respect to program content and academic standards. Written research assignments, examinations, and presentations are required elements of the program.

The 120-credit hour BSBA degree completion program is designed for students who have already earned a minimum of 60 semester credit hours or an associate degree from an accredited institution. The program is offered only in the independent study modality. **Title IV Federal Financial Aid is not available.** The university extends interest-free monthly payment plans for students to pay tuition.

The program is designed to develop well-rounded business professionals. This is accomplished through the presentation of the technical and interpersonal skills necessary to obtain entry-level positions in business or as independent business operators. The program offers 18 credit hours of business foundation curriculum and 42 credit hours from specialized courses designed to meet specific professional applications (60 semester credit hours total). Foundation courses build a broad understanding of the important elements of business management and administration. Concentration courses supplement the foundation by allowing students to develop a deeper understanding of a defined area of study.

To earn a BSBA degree completion program, a student must complete the courses listed in the curriculum section of this catalog in good academic standing and pass all proctored assessments. All requirements must be completed within five years from the date of initial enrollment.

Program Learning Outcomes:

Upon successful completion of the program, graduates will be able to:

- Apply advanced knowledge in business operations' legal, theoretical, and practical aspects.
- Evaluate complex business ethical issues and related legal issues and make appropriate decisions and recommendations based on sound reasoning and analysis.
- Make appropriate decisions and recommendations based on sound reasoning and analysis.
- Make socially responsible and environmentally sustainable choices when designing and implementing business strategies.
- Communicate effectively in a variety of modalities.
- Manage individuals and teams effectively by applying contemporary leadership theories and concepts.
- Author a properly formatted and presented dissertation representing a substantive research topic of original work OR develop an applied doctoral project.

*The Deming School of
Business is dedicated to
the memory of W.
Edwards Deming (1900-
93), a consultant and
academic scholar
recognized as the father
of total quality
management and a
proponent of life-long
learning.*



Transfer Credit, Portfolio Credit, and Credit by Exam

The acceptance of transfer credits between academic institutions lies within the discretion of the receiving college or university. Therefore, WHTU cannot guarantee that any course or degree completed at another educational institution will be accepted by WHTU nor can WHTU guarantee that any course or degree program completed at WHTU will be accepted as credit by any other educational institution.

Students may apply to have prior coursework and examinations from a number of sources reviewed by WHTU for academic credit toward the program. A maximum of 90 credits may be awarded for transfer credit or a combination of transfer credit, credit-by-exam, and portfolio credit. In no case may the combined number of portfolio credit and credit-by-exam exceed 30 credits. A minimum of 30 credits must be completed through coursework at WHTU.

In addition to the 60 credits required for admission, 30 credits of transfer credit toward specific courses in the program may be awarded for postsecondary courses completed by the student at other institutions if such courses are found to meet the standards and learning objectives of the specific course for which credit is sought. Transfer credit must be from an appropriately accredited institution. To be considered, students must have earned a minimum GPA of 2.0 (grade of C) or better in these substitute courses. Validation of transfer credits is at the sole discretion of WHTU. Official transcripts will be required for courses approved to transfer into the Program within 30 days of enrollment.

Portfolio credit is a demonstration of college-level learning for adequately documented and validated experiential equivalent learning of a postsecondary nature. A typical example is the achievement of select certifications that relate directly to coursework in the program. Students with prior military experience may also apply to have military coursework and documentation evaluated for possible equivalent college credit. A total of 30 credits may be awarded for portfolio credit subject to evaluation. A \$100 non-refundable portfolio credit evaluation fee is assessed for students wishing to apply experiential equivalent learning toward the program.

Credit by exam is academic credit toward the program may be granted for select CLEP and DANTES exams. Credit is awarded consistent with the recommended standards of the American Council on Education (ACE). A maximum of 30 credits may be awarded for credit by exam, subject to evaluation. The awarding of transfer credit or portfolio credit is considered on a case-by-case basis and awarded at the sole discretion of WHTU.

Admission Policies and Requirements

To be considered for admission to the program applicants must have earned a minimum of 60 semester credits from an appropriately accredited college or university, including a minimum of 30 credits in General Education, with a minimum of six hours in language arts and three hours of college algebra.

General education courses include those that address English, human communications (including, but not limited to, foreign languages and speech), mathematics, natural sciences, social sciences, and the arts and humanities. Reach out to admissions with any questions.

To apply for admission to the program, an applicant must complete WHTU's application form and pay the associated \$50 undergraduate application fee. In addition, the following documents are required to complete an application:

- Resume
- Copy of ID
- Associate's degree transcript or incomplete bachelor's degree transcript

It is not necessary to submit official transcripts of prior work at the time of application; however, official transcripts are required within 30 days of enrollment. An admissions representative will contact the applicant if further documents are required, such as a degree evaluation. Once all necessary documents are received, the applicant will be sent for review and should hear back about acceptance within five business days.

International Applicants

Applicants whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction must receive a minimum score of 530 on the paper-based Test of English as a Foreign Language (TOEFL), or 71 on the iBT, or its equivalent. For more information on TOEFL visit their website. Applicants with degrees earned at institutions located outside the United States must have their academic



transcripts evaluated and certified by a National Association of Credential Evaluation Services, Inc. (NACES) member organization.

Military Applicants

WHTU participates in Veterans Administration (VA) and Military Tuition Assistance education programs designed specifically for active duty, reserve, veterans, or spouse and family. In most cases, military benefits will cover 100% of tuition, fees, and books. The Taft University System complies with the Veterans Benefits and Transition Act of 2018, Section 3679 of title 38. The complete policy can be found at <https://www.taft.edu/military-education-program>.

How to Enroll

Once an applicant is conditionally accepted for admission to the program, an admissions representative will inquire about the applicant's desired start date, which must be within six months of acceptance. After confirmation of the desired start date, a formal enrollment agreement will be prepared and sent to the applicant for review and signature via DocuSign. Students may begin the program at the start of an eight-week session or six times per year. Current information about program start dates can be found on the Academic Calendar in this catalog or on our website. Applicants are encouraged to contact admissions with any questions regarding enrollment procedures.

Tuition is \$225 per credit.

Curriculum: Total 60 Credits

BSBA Foundational Courses (18 Credits)

BUS301 Business Fundamentals (3 credits)
FIN310 Finance Fundamentals (3 credits)
ACC300 Accounting I (3 credits)
BUS340 Business Information Systems (3 credits)
BUS350 Human Resource Management (3 credits)
MKT305 Marketing Fundamentals (3 credits)

BSBA Concentration Courses (36 Credits)

ACC301 Accounting II (3 credits)
BUS300 Business Research (3 credits)
BUS330 – Human Relations in Business (3 credits)
BUS345 Business Ethics (3 credits)
BUS370 Business Law (3 credits)
BUS380 Leadership in Organizations (3 credits)
BUS395 Strategic Management (3 credits)
BUS405 Fundamentals of Macroeconomics (3 credits)
BUS406 Fundamentals of Microeconomics (3 credits)
BUS410 Operations Management (3 credits)
MKT420 Internet Marketing (3 credits)
BUS460 Global Business Foundations (3 credits)

BSBA Capstone (6 Credits)

BUS499 Comprehensive Business Plan (6 credits)



Master of Business Admin (MBA) Degree Program

Presentation

Said by many to be the most popular professional degree program in the world, the MBA degree has become a threshold requirement for promotion into management in many organizations. The MBA program developed by The Deming School of Business is an internationally recognized degree program designed to develop the skills required for careers in business. The major objective of the program is to provide graduates with the preparation and practical skills needed to excel in management and leadership positions. **The GMAT is NOT REQUIRED as a condition of admission.**

The MBA program is presented through distance education modalities using online technology requiring no classroom or seminar attendance. The program is available in both the directed study and independent study modalities. MBA students conclude the program with the preparation of a comprehensive business plan or capstone project. All assignments are submitted through the online learning portal. Two concentrations are available: general and healthcare.

The 30-credit program requires a minimum of one year of study with most students completing the program in 20 months. While materials and instruction are presented in a non-traditional manner, it is WHTU's objective to maintain criteria comparable to resident graduate business programs with respect to program content and academic standards. Written research assignments, examinations, and presentations are required elements of the MBA program.

Each semester consists of two eight-week sessions with most students completing one course or three credits every eight weeks. First semester students are limited to one course per term for each eight-week session, for a total of six credits for the semester. However, a student may seek approval from the dean to register for additional hours for future terms. Coursework is submitted and graded via the university's online learning platform, Moodle. The online platform gives students and faculty one central place to log on and interact through discussion forums, submit, and retrieve feedback on lesson assignments, and access any ancillary course materials. Faculty believe that regular and substantive interaction with students is an important element of the learning experience. Therefore, through the online platform faculty are regularly available throughout the weeks of instruction.

However, the value of the program is not limited strictly to the business world. Graduates have found the knowledge gained from the program useful for those pursuing managerial careers in the public sector, government, non-profit organizations, and consulting professions.

Program Learning Outcomes for the General Concentration:

Upon successful completion of the program, graduates will be able to:

- Apply legal, regulatory, theoretical, ethical, and practical knowledge to operating businesses of varying sizes and structures.
- Apply legal, theoretical, ethical, and practical knowledge to consulting or operating with healthcare organizations.
- Evaluate common business and related legal issues and make appropriate decisions and recommendations based on sound research, reasoning, and analysis.
- Implement procedures focused on various professional practice scenarios based on sound reasoning, analysis, and evaluation of common issues.
- Make socially responsible and environmentally sustainable choices when designing and implementing business strategies.
- Author a properly formatted and presented business plan or capstone project.

Program Learning Outcomes for the Healthcare Concentration:

Upon successful completion of the program, graduates will be able to:

- Apply legal, regulatory, theoretical, ethical, and practical knowledge to operating businesses of varying sizes and structures.
- Apply knowledge of the legal, theoretical, ethical, and practical aspects of operating with or consulting to healthcare organizations.
- Evaluate common business and related legal issues and make appropriate decisions and recommendations based on sound research, reasoning, and analysis.
- Evaluate common issues and implement procedures focused on professional practice scenarios based on sound reasoning and analysis.
- Make socially responsible and environmentally sustainable choices when designing and implementing business strategies.
- Author a properly formatted and presented business plan or capstone project.



The university acts to fulfill the purposes of the MBA program through appropriate coursework, coupled with continuing direction, evaluation of student progress, and regular assessment of student learning outcomes, supervised, and administered by qualified faculty. Two concentrations are available.

Transfer & Portfolio Credit

The acceptance of transfer credits between academic institutions lies within the discretion of the receiving college or university. Therefore, WHTU cannot guarantee that any course or degree completed at another educational institution will be accepted by WHTU nor can WHTU guarantee that any course or degree program completed at WHTU will be accepted as credit by any other educational institution. Students may apply to have prior coursework and/or college-level learning reviewed by the university for academic credit.

Transfer Credit

A student may transfer up to 15 credits into the MBA program. Transfer credit toward a degree may be awarded for postsecondary courses completed by the student at other appropriately accredited institutions if these courses are found to be academically comparable and meet the standards and requirements of the specific program. Courses must have been completed in the last seven years to qualify as transfer credits toward the MBA program.

Portfolio Credit

Academic credit may be given for adequately documented and validated experiential equivalent learning of a postsecondary nature. Examples include credit for achievement of certifications, college level equivalent tests, or other postsecondary level equivalent experience. Students with prior military experience may also apply to have military coursework evaluated for possible equivalent college credit. A maximum of six credits may be recognized as portfolio credit. The awarding of transfer credit or portfolio credit is considered on a case-by-case basis and awarded at the sole discretion of the university. A maximum of 15 credits may be transferred into the MBA program. Experiential learning may represent no greater than six of the 15 credits.

The awarding of transfer credit or portfolio credit is considered on a case-by-case basis and awarded at the sole discretion of the university. A maximum of 15 credits may be transferred into the MBA program. Experiential learning may represent no greater than six of the 15 credits.

Admission Policies and Requirements

Applicants who have earned a bachelor's degree from a college or university accredited by an accrediting agency recognized by the United States Department of Education are considered regular applicants to the program.

Regular Applicants

An individual not qualifying as a regular applicant may apply as a special applicant. Special applicants are evaluated on a case-by-case basis but must have an academic background equivalent to a bachelor's degree. This could be a degree earned outside the United States or a combination of academic credits earned and professional employment experience.

Special Applicants

An applicant may be conditionally admitted into the program based on a completed Application for Admission form and student copies of transcripts reflecting the applicant's highest relevant degree. Official copies of all relevant college level credits received directly from the institution of origin will be required within 30 days of enrollment. The vast majority of the program's applicants are mature adults working in a variety of professional settings. Many have not attended college for several years. Consequently, prior class rank and grade point average are not significant factors in the admission process.

International Applicants

Applicants whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction must receive a minimum score of 530 on the paper-based Test of English as a Foreign Language (TOEFL), or 71 on the iBT, or its equivalent. For more information on TOEFL visit their website. Applicants with degrees earned at institutions located outside the United States must have their academic transcripts evaluated and certified by a National Association of Credential Evaluation Services, Inc. (NACES) member organization.



Military Applicants

WHTU participates in Veterans Administration (VA) and Military Tuition Assistance education programs designed specifically for active duty, reserve, veterans, or spouse and family. In most cases, military benefits will cover 100% of tuition, fees, and books. TUS complies with the Veterans Benefits and Transition Act of 2018, Section 3679 of title 38. The complete policy can be found at <https://www.taft.edu/military-educationprogram>. WHTU is a Defense Activity for Non-Traditional Education Support (DANTES) affiliated school. DANTES is a Department of Defense organization created to help service members pursue educational goals through nontraditional means during active military duty. The evaluation of previous postsecondary education and training is mandatory and required for VA beneficiaries. For students utilizing Veterans benefits who are approved for transfer credit because of this evaluation, the institution will grant appropriate credit, reduce the program length proportionately, notify the student and Veterans Affairs in writing of this decision, and adjust invoicing of the VA accordingly.

Application Process

To apply for admission to the program, an applicant must complete WHTU's application form and pay the associated \$75 application fee. In addition, the following documents are required to complete an application:

- Resume
- Bachelor's degree transcript
- Copy of ID

It is not necessary to submit official transcripts of prior academic work at the time of application; however, official transcripts of prior degrees will be required within 30 days of enrollment. An admissions representative will contact the applicant if further documents are required, such as a degree evaluation. Once all necessary documents are received, the applicant will be sent for review and should hear back about acceptance within one week.

How to Enroll

Once an applicant is conditionally or fully accepted for admission to the program, an admissions representative will inquire about the applicant's desired start date (within six months of acceptance). After confirmation of the desired start date, a formal enrollment agreement will be prepared and sent to the applicant for review and signature via DocuSign. Enrollment may begin on multiple start dates throughout the year. Current information about program start dates can be found on the academic calendar on our website.

Applicants are encouraged to contact Admissions with any questions regarding enrollment procedures.

Tuition is \$315 per credit.

Curriculum: Total 30 Credits

Shared Courses All MBA Concentrations 18 Credits

BUS515 – Human Resource Management Framework (3 credits)
MKT501 – Marketing Management (3 credits)
ACC503 – Managerial Accounting (3 credits)
MKT507 – Public Relations (3 credits)
BUS570 – Strategic Planning for Competitive Advantage (3 credits)

Business Plan OR Capstone Project (Choose One)

BUS594 – Business Plan (3 credits) or BUS595 – Capstone (3 credits)

Master of Business Administration 12 Credits

BLW503 – The Legal & Regulatory Environment of Business (3 credits)
MGT501 – Managerial Perspectives (3 credits)
FIN505 – Money & Capital Markets (3 credits)
BUS510 – Business Research (3 credits)

Master of Business Admin with a concentration in Health Care Administration (12 Credits)

BLW502 – Legal Aspects of Health Care Administration (3 credits)
MGT514 – Management Principles for Health Care Professionals (3 credits)



BUS513 – Economics of Health & Medical Care (3 credits)

FIN503 – Health Care Finance (3 credits)

Doctor of Business Administration (DBA) Program

Presentation

The DBA is a professional degree program, which emphasizes coursework in business leadership and management. It requires no classroom or seminar attendance. The program is offered in the directed study or directed study modality.

The DBA program is of particular interest to mid and senior-level managers who desire high-level education in the theoretical and practical aspects of operating a business. It focuses on how business is conducted in the United States but is open to international students that would benefit from a better understanding of U.S. business operations. Though leadership skills are subject to cultural differences, the fundamentals apply to the global marketplace for business managers who wish to emulate successful U.S. business models.

Students in this program are required to successfully complete 60 semester credit hours, including the dissertation or applied doctoral project, to graduate. A master's degree is required for admission into the program. The program may be completed in as little as 27 months, with most students requiring three years to complete the degree. A maximum of nine hours may be transferred into the program.

Successful students should demonstrate high quality communication and writing skills, become more critical of the status quo, and be well prepared to initiate school and process improvement based on solid reasoning backed by valid research. Graduates of the program will emerge with a recognized degree and a set of diverse and relevant skills that are applicable in the pursuit of administration and advanced level positions in education fields.

The DBA program is presented through distance education modalities using online technology, requiring no classroom or seminar attendance. Students may pursue the degree in either the directed study or independent study format.

. While materials and instruction are presented in a non-traditional manner, it is an objective of the university to maintain criteria comparable to residential graduate education programs with respect to program content and academic standards. Written research assignments, examinations, and presentations are required elements of the program. Each course in the program contains a series of lesson assignments generally consisting of assigned reading and research/writing projects. Certain courses may require business research fieldwork.

Some courses will have professional development projects that connect the theory of the course to the student's work environment. Students have the option of concluding the program with a traditional dissertation or the preparation of an applied doctoral project (ADP). Examples of an acceptable ADP would be a comprehensive business plan for a new business venture, a recommendation for a new product line based upon market research conducted by the student or an analysis of, and recommendation for, opening a new geographic market.

There are two exams throughout the program, including a qualifying exam after the first four courses and a comprehensive exam after completion of all core courses. Both exams are graded on a credit/no-credit basis. The capstone to the program is the successful completion of a dissertation or ADP.

Each semester consists of two eight-week sessions with most students completing one course or three credits every eight weeks. First semester students are limited to one course per term for each eight-week session, coming to a total of six credits for the semester. However, a student may seek approval from the dean to register for additional credits for future terms.

Coursework is submitted and graded via the university's online learning platform, Moodle. The online platform gives students and faculty one central place to log on and interact through discussion forums, submit, and retrieve feedback on lesson assignments, and access any ancillary course materials. Our faculty believe that regular and substantive interaction with students is an important element of the learning experience. Therefore, through the online platform faculty are regularly available throughout the weeks of instruction.



WHTU acts to fulfill the objectives of the DBA program through appropriate coursework, coupled with continuing direction, evaluation of student progress, and the regular assessment of student learning outcomes, supervised, and administered by qualified faculty.

Program Learning Outcomes

Upon successful completion of the program, graduates will be able to:

- Apply advanced knowledge in business operations' legal, theoretical, and practical aspects.
- Evaluate complex business ethical issues and related legal issues and make appropriate decisions and recommendations based on sound reasoning and analysis.
- Make appropriate decisions and recommendations based on sound reasoning and analysis.
- Make socially responsible and environmentally sustainable choices when designing and implementing business strategies.
- Communicate effectively in a variety of modalities.
- Manage individuals and teams effectively by applying contemporary leadership theories and concepts.
- Author a properly formatted and presented dissertation representing a substantive research topic of original work OR develop an applied doctoral project.

Transfer Credit

The acceptance of transfer credits between academic institutions lies within the discretion of the receiving college or university. Therefore, WHTU cannot guarantee that any course or degree completed at another educational institution will be accepted by the WHTU nor can the WHTU guarantee that any course or degree program completed at WHTU will be accepted as credit by any other educational institution.

Transfer credit toward a degree may be awarded for doctorate-level courses completed by the student at other appropriately accredited institutions if such courses are found to be academically comparable and meet the standards and requirements of the specific program. WHTU will accept nine credits of transfer in the DBA program.

Application Process

A master's degree from an accredited institution is generally required for admission. In the context of this statement, "accredited" for institutions within the United States requires they be a member of an accrediting body recognized by the United States Department of Education. Other factors affecting admission include the strength of the applicant's personal statement, references, record of involvement in professional organizations and associations, and aptitude for leadership based in part on employment and educational background.

To apply for admission to the program, an applicant must complete WHTU's application form and pay the associated \$75 application fee. In addition, the following documents are required to complete an application:

- Resume
- Master's degree transcript
- Two letters of recommendation
- Personal statement
- Copy of ID

It is not necessary to submit official transcripts of prior work at the time of application; however, **official transcripts of prior degrees will be required within 30 days of enrollment.** The vast majority of the program's applicants are mature adults working in a variety of professional settings. Many have not attended college for several years. Consequently, prior class rank and grade point average are not significant factors in the admission process.

An admissions representative will contact the applicant if further documents are required, such as a degree evaluation. Once all necessary documents are received, the applicant will be sent for review.

How to Enroll

Once an applicant is conditionally accepted for admission to the program, an admissions representative will inquire about the applicant's desired start date (must be within six months of acceptance). After confirmation of the desired start date, a formal enrollment agreement will be prepared and sent to the applicant for review and signature. Current information about program



start dates can be found on the academic calendar in this catalog or on WHTU's website. Applicants are encouraged to contact the admissions office if there are any questions regarding enrollment procedures. Emails can be sent to

Admissions@Taft.edu or phone calls made to 303-867-1155.

Tuition is \$395 per credit.

Curriculum: Total 60 Credits

Qualifying Courses 12 Credits

HMR606 Management of Organizations (3 credits)
FIN603 Conceptual Foundations of Accounting & Finance (3 credits)
BUS603 Strategic Planning & Implementation (3 credits)
MKT603 Problems & Methods in Marketing Management (3 credits)
BUS604 Qualifying Examination (Pass/Fail)

Core Courses: 33 Credits

MGT604 Global Business Practices & Challenges (3 credits)
MGT605 Leadership Theory & Practice (3 credits)
MGT607 Organizational Design (3 credits)
FIN602 Designing Economic Business Strategies (3 credits)
BUS606 Negotiations & Dispute Settlement (3 credits)
FIN604 Global Economy (3 credits)
HMR605 Corporate Social Responsibility & Ethics (3 credits)
BLW603 Business Law (3 credits)
MKT604 International Marketing (3 credits)
MGT603 Leadership Solutions for Innovation, Change, and Decision Making (3 credits)
MKT606 Competitive Analysis & Strategy (3 credits)
BUS699 Comprehensive Examination (Pass/Fail)

Choice: Dissertation or ADP (15 credits)

DIS700 Dissertation Proposal (6 credits)
DIS703 Dissertation (9 credits)
BUS705 Applied Doctoral Project Proposal (6 credits)
BUS706 Applied Doctoral Project (9 credits)



School of Government & Law

WHTU offers three graduate degrees through the School of Government & Law including the Master of Public Administration (MPA), Master of Laws in Taxation (LLM), and the Master of Science in Taxation (MST). The university's Juris Doctor Executive Track (JDET) program is also available (for further information on the JDET program, visit the WHTU website. The MPA program is offered in both directed study and independent study formats. However, the LLM and MST programs are available only in the independent study modality.

Master of Public Administration (MPA) Program

Presentation

WHTU's MPA program is designed to meet the growing need to advance public policy, enhance public management, and bridge the private and public sectors. Its curricular focus is grounded in a comprehensive view of public service education that equips students with the skills needed to implement effective policy; manage organizations with diverse stakeholders; and apply rigorous, evidence-based analysis to inform decision-making. The program is designed to equip graduates to make an impact by serving the public good, and finding jobs in national, state, local, and international government, nonprofit organizations, and for-profit companies throughout the US and around the world. The MPA program is presented through distance education modalities using online technology requiring no classroom or seminar attendance.

The 30-credit program requires a minimum of one year of study. While materials and instruction are presented in a non-traditional manner, it is an objective of the university to maintain criteria comparable to resident graduate programs with respect to program content and academic standards. Written research assignments, examinations, and presentations are required elements of the MPA program. A student may transfer 15 credit hours into the program. Admission to the program is dependent upon the completion of an undergraduate degree.

Each semester consists of two eight-week terms with most students completing one course or three credits every eight weeks. First semester students are limited to one course per term for each eight-week session, for a total of six credits per semester. However, a student may seek approval from the dean to register for additional credits for future terms.

Coursework is submitted and graded via the university's online learning platform, Moodle. The online platform gives students and faculty one central place to log on and interact through discussion forums, submit, and retrieve feedback on lesson assignments, and access any ancillary course materials. Faculty believe that regular and substantive interaction with students is an important element of the learning experience. Therefore, through the online platform faculty are regularly available throughout the weeks of instruction.

MPA Students conclude the program with the preparation of a comprehensive capstone project. All assignments are submitted through the online learning portal. Students may complete the program through directed study or independent study modalities.

Program Learning Outcomes

Upon successful completion of the program, graduates will be able to:

- Demonstrate an advanced understanding of public administration's theoretical and historical foundations.
- Use core competencies for managing individuals, groups, clients, and programs.
- Apply ethics and the values of personal integrity, accountability, equity, and fairness in the public interest.
- Apply knowledge and skills to improve the quality of operations in public organizations and the community.
- Summarize, appraise, and communicate technical and professional information orally and in writing.

Transfer Credit

The acceptance of transfer credits between academic institutions lies within the discretion of the receiving college or

university. Therefore, WHTU cannot guarantee that any course or degree completed at another educational institution will be accepted by WHTU nor can the WHTU guarantee that any course or degree program completed at WHTU will be accepted as credit by any other educational institution. Students may apply to have prior coursework and/or college-level learning reviewed by the university for academic credit.

Transfer credit toward a degree may be awarded for postsecondary courses completed by the student at other appropriately



accredited institutions if such courses are found to be academically comparable and meet the standards and requirements of the specific program.

Portfolio Credit

Academic credit may be given for adequately documented and validated experiential equivalent learning of a postsecondary nature. Examples include credit for achievement of certifications, college level equivalent tests, or other postsecondary level equivalent experience. Students with prior military experience may also apply to have military coursework evaluated for possible equivalent college credit.

The awarding of transfer credit or portfolio credit is considered on a case-by-case basis and awarded at the sole discretion of the university. A maximum of 15 credits may be transferred into the MPA program. Experiential learning may represent no greater than six of the 15 credits.

Application Process

To apply for admission to the program, an applicant must complete WHTU application form and pay the associated \$75 application fee. In addition, the following documents are required to complete an application:

- Resume
- Bachelor's degree transcript
- Copy of ID

It is not necessary to submit official transcripts of prior work at the time of application; however, official transcripts of prior degrees will be required within 30 days of enrollment. An admissions representative will contact the applicant if further documents are required, such as a degree evaluation.

How to Enroll

Once an applicant is conditionally accepted for admission to the program, an admissions representative will inquire about the applicant's desired start date (within six months of acceptance). After confirmation of the desired start date, a formal enrollment agreement will be prepared and sent to the applicant for review and signature via DocuSign. Current information about program start dates can be found on the academic calendar on our website. Applicants are encouraged to contact admissions with any questions regarding enrollment procedures.

Tuition is \$315 per semester credit hour.

Curriculum: Total of 30 Credits

MPA500 Public Administration (3 credits)
MPA518 Administrative Law (3 credits)
MPA509 Understanding Public Policy (3 credits)
MPA505 State and Local Politics (3 credits)
MPA514 Challenging Global Issues (3 credits)
MPA515 Policy Analysis (3 credits)
MPA506 Public Budgeting (3 credits)
MPA510 Economics in Public Administration (3 credits)
MPA512 Global Business (3 credits)
MPA599 Capstone Project (3 credits)

Master of Laws in Taxation (LLM) Program

Presentation

The Master of Laws in Taxation (LLM) program is specifically designed for practicing attorneys and other law school graduates. **Completion of this program is not intended to, and will not, qualify graduates to sit for any bar examination.**

Using many of the same reference materials found in the offices of tax professionals, the program provides the conceptual understanding and technical competence advantageous for advancement in the tax consulting profession, corporate finance



departments, and government tax agencies. Using many of the same reference materials found in the offices of tax professionals, the program provides the conceptual understanding and technical competence advantageous for advancement in the tax consulting profession, corporate finance departments, and government tax agencies.

The LLM program is offered only in the independent study modality. The LLM degree program requires completion of 24 credits, **no transfer credit is accepted.**

Each semester consists of two eight-week sessions with most students completing one course or three credits every eight weeks. First semester students are limited to one course per term for each eight-week session, for a total of six credits for the semester. However, a student may seek approval from the dean to register for additional hours for future terms. Coursework is submitted and graded via WHTU's online learning platform, Moodle. The online platform gives students and faculty one central place to log on and interact through discussion forums, submit, and retrieve feedback on lesson assignments, and access any ancillary course materials. WHTU's faculty believe that regular and substantive interaction with students is an important element of the learning experience. Therefore, through the online platform faculty are regularly available throughout the weeks of instruction.

Program Learning Outcomes

Upon successful completion of the program, graduates will be able to:

- Develop research skills necessary to apply current areas of tax law to issues encountered by individuals and organizations.
- Analyze the laws pertaining to tax procedures and evaluate how the IRS interprets and applies those laws.
- Develop a comprehensive understanding of the taxation implications of various corporate structures.

Transfer Credit

The acceptance of transfer credits between academic institutions lies within the discretion of the receiving college or university. Therefore, WHTU cannot guarantee that any course or degree completed at another educational institution will be accepted by WHTU nor can the WHTU guarantee that any course or degree program completed at WHTU will be accepted as credit by any other educational institution.

Transfer Credit is not accepted into this program.

Application Process

To apply for admission to the program, an applicant must complete WHTU's application for admission form. In addition, WHTU requires the following documents to complete an application:

- Resume
- Juris Doctor degree transcript
- Copy of ID

It is not necessary to submit official transcripts of prior work at the time of application; however, official transcripts of prior degrees will be required within 30 days of enrollment. A \$75 application fee is required with the application. An admissions representative will contact the applicant if further documents are required, such as a degree evaluation. Once all necessary documents are received, the applicant will be sent for review and should hear back about acceptance within one week.

International Applicants

Applicants whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction must receive a minimum score of 530 on the paper-based Test of English as a Foreign Language (TOEFL), or 71 on the iBT, or its equivalent. For more information on TOEFL visit their website.

Applicants with degrees earned at institutions located outside the United States must have their academic transcripts evaluated and certified by a National Association of Credential Evaluation Services, Inc. (NACES) member organization.

Military Applicants

WHTU participates in Veterans Administration (VA) and Military Tuition Assistance education programs designed specifically for active duty, reserve, veterans, or spouse and family. In most cases, military benefits will cover 100% of tuition, fees, and books.



TUS complies with the Veterans Benefits and Transition Act of 2018, Section 3679 of title 38. The complete policy can be found at <https://www.taft.edu/military-education-program>.

WHTU is a Defense Activity for Non-Traditional Education Support (DANTES) affiliated school. DANTES is a Department of Defense organization created to help service members pursue educational goals through nontraditional means during active military duty.

The evaluation of previous postsecondary education and training is mandatory and required for VA beneficiaries. For students utilizing Veterans benefits who are approved for transfer credit as a result of this evaluation, the institution will grant appropriate credit, reduce the program length proportionately, notify the student and Veterans Affairs in writing of this decision, and adjust invoicing of the VA accordingly.

How to Enroll

Once an applicant is conditionally accepted for admission to the program, an admissions representative will inquire about the applicant's desired start date (within six months of acceptance). After confirmation of the desired start date, a formal Enrollment Agreement will be prepared and sent to the applicant for review and signature via DocuSign. Students may begin the program six times per year, at the start of each 8-week session.

Applicants are encouraged to contact Admissions with any questions regarding enrollment procedures.

Tuition is \$495 per semester credit.

Curriculum: Total 24 Credits

Foundation Classes 9 Credits

TAX721 Tax Research Techniques (3 credits)
TAX702 Tax Aspects of Organizing & Operating (3 credits)
TAX708 Federal Income Taxation of Individuals (3 credits)

Choose 4 Courses from the Following Electives (12 Credits)

TAX703 Federal Income Tax Aspects of Corporate Reorganizations (3 credits)
TAX724 Taxation of Partnerships (3 credits)
TAX735 Taxation of Real Estate (3 credits)
TAX726 Estate Taxation & Planning (3 credits)
TAX707 Income Taxation of Estates & Trusts (3 credits)
TAX709 Fundamentals of International Taxation (3 credits)
TAX710 IRS Practice & Procedure (3 credits)
TAX711 Tax Fraud & Evasion (3 credits)

Capstone

TAX722 Directed Tax Research (3 credits)



Master of Science in Taxation (MST) Program

Presentation

The Master of Science in Taxation (MST) program is presented in eight-week terms, with students enrolled in one course per term. The program may not be completed in less than one year. The entire program must be completed within five years. Coursework is submitted and graded via the University's online learning platform. This gives students and faculty one central place to log on and interact through discussion forums, submit and retrieve feedback on lesson assignments, and access any ancillary electronically available course materials. Each course in the program contains a series of lesson assignments, generally consisting of reading assignments supplemented occasionally by various multimedia. Students are evaluated through examinations and/or research assignments, which are submitted for faculty evaluation.

The MST program is specifically designed for certified public accountants, enrolled agents, and other tax professionals. Using many of the same reference materials found in the offices of tax professionals, the program is designed to provide the graduate with the conceptual understanding and technical competence advantageous for advancement in the tax consulting profession, corporate finance departments, and government tax agencies. The program provides not only a broad understanding of taxation but also an appreciation for the complexities of decision-making and practice in explaining the tax implications of various courses of action.

The MST program is offered only in the independent study modality. Students enrolled in this program must successfully complete 30 credits to graduate. The program may be completed in as little as one year. MST students may apply to transfer up to a total of 15 credits hours of transfer credit; however, the courses considered for transfer must be equivalent in both content and degree level and must have been earned within the last three years.

In addition to a bachelor's degree, applicants are expected to have a minimum of three years of occupational experience in accounting or taxation prior to admission to the program.

Program Learning Outcomes

Upon successful completion of the program, graduates will be able to:

- Identify the skills necessary to evaluate and apply current tax law to business, corporate, and individual tax issues.
- Demonstrate an understanding of the laws about tax procedures and how the IRS interprets and applies those laws.
- Use techniques for analyzing and resolving taxation issues, including identifying problems, researching, and locating relevant law, and applying the legal rules to facts.
- Effectively communicate tax research to clients and the community of tax professionals.
- Make appropriate recommendations based on sound reasoning and analysis.

Transfer Credit

The acceptance of transfer credits between academic institutions lies within the discretion of the receiving college or university. Therefore, WHTU cannot guarantee that any course or degree completed at another educational institution will be accepted by WHTU nor can WHTU guarantee that any course or degree program completed at WHTU will be accepted as credit by any other educational institution. Students may apply to have prior coursework and/or college-level learning reviewed by the University for academic credit.

Transfer credit toward a degree may be awarded for postsecondary courses completed by the student at other appropriately accredited institutions if such courses are found to be academically comparable and meet the standards and requirements of the specific program. The awarding of transfer credit is considered on a case-by-case basis and awarded at the sole discretion of WHTU. Courses must have been completed in the last three years to qualify as transfer credits toward the MST program. A maximum of 15 credits may be transferred into the MST program from previous coursework.



Application Process

To apply for admission to the program, an applicant must complete the WHTU's application form and pay the associated \$75 application fee. In addition, we require the following documents to complete an application:

- Resume
- Bachelor's degree transcript
- Copy of ID

It is not necessary to submit official transcripts of prior work at the time of application; however, official transcripts of prior degrees will be required within 30 days of enrollment. An admissions representative will contact the applicant if further documents are required, such as a degree evaluation. Once all necessary documents are received, the applicant will be sent for review and should hear back about acceptance within five business days.

How to Enroll

Once an applicant is conditionally accepted for admission to the program, an admissions representative will inquire about the applicant's desired start date (within six months of acceptance). After confirmation of the desired start date, a formal enrollment agreement will be prepared and sent to the applicant for review and signature via DocuSign. Six start dates annually are available to students enrolled in this program.

Tuition is \$495 per credit.

Curriculum: Total 30 Credits

Foundation Classes 12 Credits

- TAX521 Tax Research Techniques (3 credits)
- TAX502 Federal Income Tax Aspects of Organizing & Operating Corporations (3 credits)
- TAX527 Taxation of Partnerships (3 credits)
- TAX510 IRS Practice & Procedure (3 credits)

Choose 5 Courses from the Following Electives (15 Credits)

- TAX503 Federal Income Tax Aspects of Corporate Reorganizations (3 credits)
- TAX507 Income Taxation of Estates & Trusts (3 credits)
- TAX508 Federal Income Taxation of Individuals (3 credits)
- TAX509 Fundamentals of International Taxation (3 credits)
- TAX511 Tax Fraud & Evasion (3 credits)
- TAX513 Taxation of Subchapter S Corporations (3 credits)
- TAX514 Taxation of Exempt Organizations (3 credits)
- TAX515 Individual Retirement Plans & Distributions (3 credits)
- TAX516 Taxation of Executive Compensation (3 credits)
- TAX517 Tax Aspects of Charitable Giving (3 credits)
- TAX526 Estate Taxation & Planning (3 credits)
- TAX535 Taxation of Real Estate (3 credits)

Capstone

- TAX522 Directed Tax Research (3 credits)



Admissions

Most WHTU programs are offered in both independent study and directed study modalities. Please review the characteristics and limitations of each modality in the introduction of this catalog.

Three-semester start dates a year are available to students with an interest in the directed study modality. Students with an interest in the independent study modality may begin enrollment on six start dates per year, at the beginning of each eight-week term. Please see the academic calendar on the WHTU website for specific information. Applications are accepted year around. Applicants should review the relevant program catalog (available on the WHTU website) to obtain more information on the admissions requirements, program modality, and enrollment requirements for a particular program.

Once accepted, an admissions representative will confirm the applicant's start date and payment method before sending an enrollment document.

Regular Applicants

The Distance Education Accrediting Commission (DEAC) has determined that applicants who have earned an associate's degree (BSBA program) or bachelor's degree or higher from a college or university accredited by an accrediting agency recognized by the United States Department of Education generally qualify as regular applicants for the master's programs. Applicants with a master degree from a college or university accredited by an accrediting agency recognized by the United States Department of Education will qualify as a regular applicant for the doctorate programs.

International Applicants

All courses are presented in the English language. Applicants whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction must demonstrate college-level proficiency in English through one of several university approved evaluation agencies. Requirements vary by program. International applicants should review the relevant program catalog (available on the WHTU website) to obtain more information on the admissions requirements, program modality, and enrollment requirements for a particular program.

Validation of foreign academic work is subject to an independent foreign degree (or course by course) evaluation by a National Association of Credential Evaluation Services, Inc. (NACES) member or a member of the Association of International Credentials Evaluators (AICE).

NACES Members List: www.naces.org/members.htm AICE

Members List: www.aice-eval.org/members

Students interested in validating English proficiency or foreign academic work are encouraged to contact the admissions office for assistance.

Military Education Programs

WHTU participates in Veterans Administration (VA) and Military Tuition Assistance education programs designed specifically for active duty, reserve, veterans, or spouses and family. In most cases, military benefits will cover 100% of tuition, fees, and books.

TUS complies with the Veterans Benefits and Transition Act of 2018, Section 3679 of title 38. The complete policy can be found at <https://www.taft.edu/military-education-program>. WHTU is a Defense Activity for Non-Traditional Education Support (DANTES) affiliated school. DANTES is a Department of Defense organization created to help service members pursue educational goals through non-traditional means during active military duty.

The evaluation of previous postsecondary education and training is mandatory and required for VA beneficiaries. For students utilizing Veterans benefits who are approved for transfer credit because of this evaluation, the institution will grant appropriate credit, reduce the program length proportionately, notify the student and Veterans Affairs in writing of this decision, and adjust invoicing of the VA accordingly.



Transfer Students

Official transcripts must be received within 30 days of matriculation, or the student will not be permitted to register for additional coursework. No financial aid will be awarded until official transcripts are received.

All prospective transfer students are individually evaluated for the purposes of awarding transfer credit. Among the factors considered in such an evaluation are the grades of the applicant in law courses completed, the law school where the courses were completed, and the period of time since the courses were completed. A maximum of 50% of the program (37 credits) may be recognized for transfer credit.

The acceptance of transfer credits between academic institutions lies within the discretion of the receiving college or university. Therefore, WHTU cannot guarantee that any course or degree completed at another educational institution will be accepted by the university nor can WHTU guarantee that any course or degree program completed at the university will be accepted as credit by any other educational institution.

Verification of Student Identification

WHTU is required to verify the identity of all students. Therefore, a copy of valid government-issued identification is required with the application submission. Students may also be required to submit identification when completing proctored assessments throughout the academic program.

Transcript Submission Requirements

Applicants may submit unofficial transcripts with the application for admission. Official transcripts must be received within 30 days of matriculation, or the student will not be permitted to register for additional coursework. No financial aid will be awarded until official transcripts are received. Transfer credit evaluation requires the submission of official transcripts.





Tuition, Fees, and Book Costs

Effective Fall 2023

Tuition for each course must be paid according to the terms and conditions as outlined on the tuition and fees in the student's enrollment agreement.

Tuition

Deming School of Business

	Credits	Cost per Credit	Program Tuition
Doctor of Business Administration (DBA)	60	\$395	\$23,700
Master of Business Administration (MBA)	30	\$315	\$9,450
Bachelor of Science in Business Administration** (Degree completion program)	120	\$225	\$6,750 <i>for 30 credit hours</i>

Boyer Graduate School of Education

Doctor of Education (EdD)	60	\$360	\$21,600
Education Specialist (EdS)	30	\$360	\$10,800
Master of Education (MEd)	30	\$275	\$8,250

School of Government & Law

Master of Laws in Taxation (LLM)*	24	\$495	\$11,880
Master of Science in Taxation* (MST)	30	\$495	\$14,850
Master of Public Administration (MPA)	30	\$315	\$9,450

*Programs offered in only the independent study modality are not eligible for federal financial aid.

**The BSBA degree is a degree completion program requiring students to complete a minimum of 30 credit hours at WHTU.

Program tuition is presented at current rates. WHTU reserves the right to revise tuition rates. The program totals do not include required student fees or books/supplies for the program of study.

Student Fees

Application Fee – Undergraduate Students (Due with Application Submission)	\$50
Application Fee – Graduate Students (Due with Application Submission)	\$75
Enrollment Fee (Due each Semester)	\$50
Transfer Credit Evaluation Fee (Due with Transfer Credit Submissions)	\$55
Portfolio Credit Evaluation Fee (Due with Experiential/Portfolio Credit Submission)	\$100
Technology & Library Fee (Due each semester)	\$95
Oral Defense/Final Presentation Fee (Due in Final Term of Doctorate Program Upon Scheduling Presentation)	\$450
Diploma Fee (Due when the diploma is ordered)	\$75
Transcript Request Fee	\$15
APA Reader/Editor Fee (For Doctoral Students: University Pays for the First 5 Hours)	\$55/hr.



Students may incur additional fees for late payment of tuition, payment declines, or for other university business.

Books & Materials Costs

The cost of books and materials, other than each course syllabus, is not included in the tuition. The average costs below include books at their full list price, though sources often offer discounts. A full list of required materials for all courses can be found on the Course Materials page of the WHTU website.

DEMING SCHOOL OF BUSINESS

	<u>Estimated Total Program Book</u>
	Cost
Bachelor of Science in Business Administration (BSBA)	\$2,850
Master of Business Administration (MBA)	\$1,350
Doctor of Business Administration (DBA)	\$2,250

BOYER SCHOOL OF EDUCATION

	<u>Estimated Total Program Book</u>
	Cost
Master of Education (MEd)	\$2,250
Education Specialist (EdS)	\$1,200
Doctor of Education (EdD)	\$1,950

SCHOOL OF GOVERNMENT & LAW

	<u>Estimated Total Program Book</u>
	Cost
Master of Laws in Taxation (LLM)	\$1,200
Master of Public Administration (MPA)	\$1,500
Master of Science in Taxation (MST)	\$1,500

Tuition Payment Plans

WHTU has established interest-free payment options to make tuition payments more accessible and affordable. In general, a student is required to pay 30% of the semester tuition at the start of the semester with three additional payments scheduled to cover the balance. A student must pay the cost of tuition for a semester prior to beginning the next semester. Students wishing to pay with a credit card will be assessed a convenience fee of 3%.

Federal Financial Aid – Basic Eligibility Requirements for Federally Insured Student Loans

Students enrolled in the Bachelor of Science in Business Administration Degree completion program, Master of Science in Taxation, and Master of Laws in Taxation programs are not eligible for federal financial aid.

To be eligible for federally insured student loans during enrollment in one of WHTU's programs, an individual must:

- Be approved for admission to one of WHTU's directed study programs.
- Be a US citizen or an eligible non-citizen.
- Have a high school diploma or GED.
- Have a social security number.
- Remain in good academic standing by meeting satisfactory academic progress standards as detailed in this catalog.
- Not have borrowed more than the aggregate loan limits under federal regulations.
- Certify that you are not in default on a federal student loan or owe money on a federal student grant.
- Certify that you will use federal student aid for educational purposes only.
- If male, comply with selective service registration requirements.



Employer Tuition Reimbursement

Students may also utilize employer tuition reimbursement options, if available. In this case, the University will work with the student to provide any necessary documentation required by the employer. Because each employer has different requirements, it is up to the student to discuss with their HR department about eligibility and requirements.



Transfer Credit, Portfolio Credit, and Credit by Examination

The amount of transfer credit will vary depending on the specific program. The acceptance of transfer credits between academic institutions lies within the discretion of the receiving college or university. Credits earned at WHTU may or may not be accepted by another institution, depending upon its own programs, policies, and regulations.

Students seeking transfer or portfolio credit should reach out to their admissions representative for full requirements and procedures prior to matriculation into a program of study. Credit requests are evaluated on a case-by-case basis. Official transcripts must be received to finalize the transfer credit calculation. Applicants will be notified prior to enrollment what transfer or portfolio credit if any, will be accepted.



Technical Requirements

TUS faculty believe evidence of computer literacy is required to earn a credible graduate degree in any discipline. Technology also plays an important part in a student's ability to communicate with administration, faculty, and fellow students. Accordingly, all students (including students enrolled in independent study courses) must have access to a computer with the minimum specifications set forth in this current catalog below.

Minimum Hardware Requirements

Any modern internet connected desktop or laptop computer capable of meeting the below software requirements will be sufficient. While course materials are accessible to mobile devices, access to a desktop or laptop computer is required for completion of assignments and examinations. Some supplemental materials and activities will require a functioning audio device and speakers. Reliable and consistent access to the internet is required.

- Intel® Celeron® 2.0GHz (or AMD® equivalent) Processor
- 2 Gigabytes of RAM

Software Requirements

- Microsoft Windows® Vista / 7/8/10/11.
- Microsoft Office ® or comparable software (must be able create .DOC or .DOCX files)
- Microsoft Edge® (Available at no cost when downloaded from the Internet. Any modern browser will be acceptable. Google Chrome is recommended for the best experience.)
- E-Mail Capability (Available at no cost from various providers)
- Adobe Acrobat Reader® (Available at no cost when downloaded from the Internet)

(A Macintosh® environment may not be compatible with the school's system and will receive minimal support by the school's technical support)



Curriculum and Course Descriptions

Bachelor of Science Business Administration (BSBA)

ACC300 Accounting I (3 credits)

This is the first of two courses that introduce students to the comprehensive components that constitute managerial and financial accounting. Students will examine and be able to prepare financial statements, budgets, and employ accounting data in making strategic and managerial business decisions.

ACC301 Accounting II (3 credits)

This course follows ACC300 Accounting I with topics in financial analysis, costing, and performance evaluation.

Prerequisite: ACC300.

BUS300 Business Research (3 credits)

This course provides students with comprehensive coverage of the research experience as it relates to business topics. Managerial decision-making is the underlying theme and topics are presented and organized in a manner that allows students to thoroughly explore business research functions. Students will complete an in-depth business research project as a part of this course.

BUS301 Business Fundamentals (3 credits)

This course introduces students to fundamental business concepts, the business environment, forms of business, management, marketing, and the principles of business finance.

BUS330 – Human Relations in Business (3 credits)

This course focuses on human relations issues and competencies relevant to today's work environment, taking a two-pronged approach that improves interpersonal skills by first presenting basic concepts and then by facilitating skill development and self-assessment. It features skill-building exercises that prepare students for today's business environment.

BUS340 Business Information Systems (3 credits)

This course introduces students to the fundamentals of management information systems (MIS) and how people use information systems to solve business problems and satisfy business objectives. It explores personal, workgroup, and enterprise management information systems.

BUS345 Business Ethics (3 credits)

This course explores the theoretical background of ethics, ethical decision-making, relationships between businesses and stakeholders, ethical issues relating to the firm's interaction with the natural environment, health care, and ethical issues related to information technology, strategic planning, and corporate culture. Students will consider the positive consequences of ethical behavior and the negative consequences of unethical behavior.

BUS350 Human Resource Management (3 credits)

There is no greater asset to a company than its employees. In this course, students evaluate how to maximize a firm's potential through identifying and keeping an ideal workforce through the world of human resource management. Today's human resource professionals are not focused solely on administrative tasks. Rather, they work in all levels of the organization and are aligned with the strategic goals of the firm. Topics include HR business ethics, social responsibility, legal considerations, staffing, human resource development, performance management and appraisal, compensation, employee and labor relations, and operating in a global environment.

BUS370 Business Law (3 credits)

In this course, students will explore both the contracts and the regulatory material that is crucial for business law professions. Topics include business decisions, online commerce & internet law, business ethics, international law, non-internet-related legal issues, and landmark cases, which highlight the most important cases and statutes that have shaped the law in the United States.

BUS380 Leadership in Organizations (3 credits)

Effective leadership is the cornerstone of any business venture. Much research has gone into discovering how people lead effectively and many executives want to know how to turn this research toward their advantage. This course addresses both the theoretical and the practical side of leadership and provides practical advice for business leaders.



BUS395 Strategic Management (3 credits)

In today's economy, gaining and sustaining a competitive advantage is harder than ever. This course examines how firms formulate, implement, and evaluate strategies. Strategic management concepts and techniques are studied with a focus on driving business objectives in the current business environment and global economy.

BUS405 Fundamentals of Macroeconomics (3 credits)

This course provides an analytical approach to macroeconomics using the latest policy and data. Students are encouraged to think like economists through the application of concepts to today's events, news, and research. Topics include macroeconomic trends, fluctuations, and policy. Students explore economic growth, finance, saving and investment, inflation, the exchange rate and the balance of payments, aggregate supply and aggregate demand, US inflation, unemployment, fiscal and monetary policy, and international trade policy.

BUS406 Fundamentals of Microeconomics (3 credits)

In this course, students analyze the latest concepts in microeconomic theory. Topics include how markets work, firms and markets, market failure and government, factor markets, inequality, and uncertainty. Students explore demand and supply; elasticity; efficiency and equity; government actions in markets; global markets, utility and demand, production output and costs, perfect competition, monopolistic competition, oligopoly, and economic inequality.

BUS410 Operations Management (3 credits)

This course provides students with a comprehensive framework for addressing operational process and supply chain issues to create value through operations management. Topics include competing with operations, project management, process strategy, process analysis, quality and performance, capacity planning, constraint management, lean systems, supply chain design and integration, inventory management, forecasting, operations planning and scheduling, and resource planning.

BUS460 Global Business Foundations (3 credits)

This course illustrates how successful managers must function in a competitive world. It emphasizes skills development, emerging markets, and geographical literacy. Topics include: an overview of international business; global marketplaces and business centers; legal, technological, and political forces; the role of culture; ethics and social responsibility in international business; international trade and investment theory; international monetary system and the balance of payments; exchange and international financial markets; international cooperation among nations; international strategic management; strategies for analyzing and entering foreign markets; international organization design and control; leadership and employee behavior in international business; international marketing; international financial management; human resource management and labor relations.

FIN310 Finance Fundamentals (3 credits)

This course explores the concepts, techniques, and tools used for financial decision making, including capital structure planning, financing decisions, working capital management, and financial management for global corporations.

MKT305 Marketing Fundamentals (3 credits)

This course will examine how to create customer value, target the correct market, and build customer relationships. The changing nature of consumer expectations means that marketers must learn how to build communities in addition to brand loyalty. Today's marketing challenge is creating vibrant, interactive communities of consumers who make products and brands a part of their daily lives. Students will explore how to create value and gain loyal customers.

MKT420 Internet Marketing (3 credits)

The internet and other technologies have had a profound effect on the way we do business. This transformation has resulted in new business techniques that add customer value, build customer relationships, and increase company profitability. This course explores the internet in the context of business issues that concern marketers. Topics will include website usability, search engine optimizations, and pay-per-click marketing. Social media and mobile marketing are also examined.

Prerequisite: MKT305.

BUS499 Comprehensive Business Plan (6 credits)

Students taking this course will develop a comprehensive business plan for a real or fictitious business. Working from knowledge gained through completion of prior courses and with the guidance of the instructional faculty, students will develop and refine a plan that includes the major components: the executive summary section, the business section, the market analysis section, the financing section, and the management section. **Prerequisite:** Completion of all Foundation & Concentration courses.



Master of Business Administration

BUS515 – Human Resource Management Framework (3 credits)

This course is a concise yet thorough review of essential HR management concepts and strategies focusing on providing students and practicing managers with essential HR management concepts including fundamental practices, methods, topics, and relevant legal findings. The core design is to make the information relevant to managers both within the field of Human Resources and also managers from other fields that need to be familiar with the human resources framework. Each part of the course focuses on how managers strategically use HR practices and technology in today's business environment, striking a balance between theory and real-world application.

MKT501 – Marketing Management (3 credits)

This course focuses on formulating and implementing marketing management strategies and policies. The marketing management process is important at all levels of the organizations, regardless of the title applied to the activity. Typically, it is called corporate marketing, strategic marketing, or marketing management. For our purposes, they all involve essentially the same process, even though the actors and activities may differ. The course will provide you with a systematic framework for understanding marketing management and strategy.

ACC503 – Managerial Accounting (3 credits)

This course offers a balanced coverage of concepts, methods, and uses of managerial accounting with a strong emphasis on management issues. The principal course objective is to help the MBA student focus on concepts and managerial uses of accounting information, rather than the techniques of cost accounting. (Accounting graduates or CPAs may substitute an elective for this course.)

MKT507 – Public Relations (3 credits)

This course presents information about public relations practice, a brief summary of its development, and addresses trends that might predict the future.

BLW503 – The Legal & Regulatory Environment of Business (3 credits)

This course highlights the legal and regulatory environment in which people and companies conduct business activities. It emphasizes public rather than private law.

BLW513 – Economics of Health & Medical Care (3 credits)

This course provides the student with the elements necessary to apply basic economic principles to the health care field. Emphasis is placed on economic tools of particular relevance to health care, pertinent and systematic insights into the workings of the health care system, and the evaluation of health care policies.

FIN503 – Health Care Finance (3 credits)

This course addresses financial information and the decision-making process, financial environment of health care organizations, strategic financial planning, cost concepts and decision-making, and working capital and cash management.

MGT501 – Managerial Perspectives (3 credits)

This course focuses on managerial careers, development of critical executive and managerial abilities, and the dynamics of organizational environment and systems as they impact managerial progression and work.

FIN505 – Money & Capital Markets (3 credits)

The principal objective of this course is to give students a clearer picture of how the money and capital markets, which now completely circle the globe, function to provide the many services and fulfill the many roles they are expected to perform in today's world.

BUS510 – Business Research (3 credits)

A fundamental key to successful management is information. Knowing what information is needed, when it is needed, how to collect it, and how to interpret it can be the critical process to success. More than basic decision-making research, managers should be able to demonstrate the capacity to add unique knowledge to the national body of knowledge of business. This course will focus on practical theory and processes that managers can use to assist in the decision-making matrix. It will also provide the foundation for developing the practical projects of each course and the program. The process will include analyzing the information, evaluating the results, and developing a strategy that leadership can implement.



BUS570 – Strategic Planning for Competitive Advantage (3 credits)

This course focuses on the topic of Strategic Planning and how effective strategic planning is one of the most important steps a company can take in order to build a competitive advantage in the modern marketplace. The course presents a strategic model that represents a comprehensive and effective approach to understanding and executing the strategic planning process in any size organization. The course describes the concepts of competition and competitive advantage, explains the ins and outs of writing a strategic plan and the importance of executing the plan, and provides simulation cases for discussion.

BUS594 – Business Plan (3 credits)

In this course, students develop and present a comprehensive business plan for a real or fictitious business that includes the traditional major topics including the executive summary, market and industry analysis, financing, marketing, management, and staffing.

BUS595 – Capstone (3 credits)

The capstone course allows students to apply the knowledge gained throughout the program to a work-related project. Students work with a faculty member to select an appropriate project and outline the course scope and deliverables. It is expected that the completed project will deliver some business process improvement or other benefit or other benefit to the student's work environment, if possible.

Doctor of Business Administration

BLW603 Business Law (3 credits)

Everything a manager does will have legal implications for the business. Personnel, contracts, product liability, international trade, taxes, and financial development are some of the key areas. This course explores the critical areas of business law with a focus on providing managers with enough knowledge to know how to avoid obvious legal problems and when to bring in the legal experts.

BUS603 Strategic Planning & Implementation (3 credits)

This course focuses on the key role of management – strategic planning. This course explores the process of looking at the broad view of strategic planning and bringing the plan to fruition through effective leadership. The manager must have both the vision and the skill of implementation to be effective.

BUS604 Qualifying Examination (Pass/Fail)

BUS606 Negotiations & Dispute Settlement (3 credits)

Negotiations and dispute settlement are part of every business. Negotiations can be with suppliers, distributors, employees, or foreign governments. This course provides managers with theory and philosophy of negotiations and dispute resolution so they can provide a total organization policy on how their employees are to operate in these situations.

BUS699 Comprehensive Examination (Pass/Fail)

This proctored examination, which can be taken anytime between the completion of the core courses and the Dissertation or Applied Doctoral Project (ADP) Proposal, is designed to measure a student's knowledge and understanding of the curriculum content that has been covered in the program. Students must pass the examination prior to beginning the Dissertation or Applied Doctoral Project (ADP) Proposal.

BUS705 Applied Doctoral Project Proposal (6 credits)

The commencement of the Applied Doctoral Project begins with development of the ADP Proposal. The Proposal consists of three phases: Phase 1 is the Project Justification; Phase 2 is the Review of the Literature; Phase 3 is the Project Approach. The Project Justification should include a discussion of the specific problem you propose to address. You should then provide a brief description of the methodology you plan to use and why the methodology is appropriate (for example, review and analysis of previous work versus new research). The Review of the Literature entails a critical analysis, synthesis and integration of work that others have done in order to show where the proposed study fits into current debates and inquiries. Phase 2 is thus a formal summary and analysis of the literature directly related to your particular study. The Project Approach describes the procedures that will be followed in conducting the study. The format and content of this phase will vary depending on the nature of the study. For example, a project that requires collection of data will differ significantly from a project that analyzes data from a third party or a study that relies on a scholarly review of the literature.



BUS706 Applied Doctoral Project (9 credits)

The Applied Doctoral Project (ADP) is an alternative to the traditional dissertation in the Doctor of Business Administration program. The ADP students are expected to expand and apply existing knowledge and research to existing problems in their professional field. It allows a student to apply theories, principles, and processes they have learned in the Taft EdD program to an actual problem in education or an issue of interest and relevance to them in their professional activities. The focus of the work in the ADP is on the development of an extensive scholarly document that will provide a professional value to the student's work as an educator.

DIS700 Dissertation Proposal (6 credits)

This course assists students through the process of organization and design of a formal proposal, including a substantive research topic of original work. An accepted proposal constitutes the framework for the *Statement of the Problem* (Chapter 1), *Review of the Literature* (Chapter 2), and *Research Methodology* (Chapter 3).

DIS703 Dissertation (9 credits)

The successful completion of a dissertation results in a quality research effort, documented and written following American Psychological Association (APA) guidelines, an oral defense consisting of a PowerPoint presentation presented to the student's dissertation committee, and written in a format ready for publication. The completed dissertation document is a five-chapter dissertation beginning with the *Introduction to the Problem* (Chapter 1), *Review of the Literature* (Chapter 2), *Research Methodology* (Chapter 3), *Research Findings* (Chapter 4), and *Summary, Conclusions, and Recommendations of the Researcher* (Chapter 5). In addition, the final document will include the frontal pages as described in the University's Dissertation Handbook, as well as necessary appendices, references, and other appropriate documents.

FIN602 Designing Economic Business Strategies (3 credits)

Most managers have been developing budgets and looking at the business financial structure. Managers need a broader perspective so they can raise additional capital for expansion, plan for economic shifts in the national or world economy and insure financial stability for the entire business entity.

FIN603 Conceptual Foundations of Accounting & Finance (3 credits)

Part of the financial role of managers is to lead the organization with the best financial program possible. To do that, managers must have a basic understanding of the accounting and finance role in the broad scope of business leadership. This course will provide a conceptual foundation for effective financial planning.

FIN604 Global Economy (3 credits)

This course will be useful for managers who are, or will be, exploring international trade. The course focuses on the philosophies and actual operations of different foreign economic models. Using this knowledge will improve the decision-making process for making the international move.

HMR605 Corporate Social Responsibility & Ethics (3 credits)

The old concept of laissez-faire in business is a thing of the past. Businesses are under pressure from many sectors. One of them is corporate social responsibility and ethics. This course explores the definition of these terms, how the concepts have evolved over the recent decades, and how managers must incorporate them as part of their business operations.

HMR606 Management of Organizations (3 credits)

This course investigates the more specific aspects of organizational management. It will provide insights into the techniques that managers can utilize to improve employee performance and job satisfaction.

MGT603 Leadership Solutions for Innovation, Change, and Decision Making (3 credits)

One of the most difficult tasks of any manager is implementing change. In reality, some of the best change can come from the ranks. Managers must know how to bring the ideas for change to the surface, organize them, and then present them in a manner that encourages the employees to adopt them. The course will explore techniques to help maximize this process.

MGT604 Global Business Practices & Challenges (3 credits)

Global or international business is a hot topic. Most businesses know they must join the globalization process, but many don't know how. This course will provide insights on how managers can begin to develop international business projects by knowing how to do it and knowing some of the downside issues.



MGT605 Leadership Theory & Practice (3 credits)

This course offers a comprehensive study of leadership theory and practice. Topics include the leader-follower relationship, the effects of gender, personal qualities that affect leadership, positive and productive leadership styles and strategies, and substitutes for leadership.

MGT607 Organizational Design (3 credits)

A key to business success is building an organization that meets the market and business philosophy. Managers are constantly watching and adjusting their organizations. This course will provide insights on how to build, change, and organize business structures.

MKT603 Problems & Methods in Marketing Management (3 credits)

This course focuses on how managers identify, resolve, and manage marketing related problems from a management perspective. The course looks at marketing issues from a corporate global perspective, as do managers with an eye to the interrelationships marketing decisions will have on the entire business.

MKT604 International Marketing (3 credits)

International marketing in the context of this course is the process of making leadership decisions in the international business world that will benefit the corporation. The manager has many issues to consider when moving into foreign markets, starting with the questions “should we,” “if so, where,” and “what’s in it for us.” Additional considerations include legal, financial, and organizational impact.

MKT606 Competitive Analysis & Strategy (3 credits)

Dealing with competition is fundamental to operating a business. This course demonstrates how managers must be able to look at the competitive environment. It includes a more sophisticated perspective on how to recognize the value of competitors, how competitive decisions can have both positive and negative consequences, and how to lead the business to gain competitive positions.

Doctor of Education (all concentrations)

EDU512 Social and Philosophical Foundations of Education (3 credits)

This course deals with systematic philosophies, with attention to individual philosophers who developed important philosophical and educational ideas and with a critique of each philosophy to present its strengths and weaknesses. We also review major social influences as they are applied to current movements in educational instruction, research, and curriculum.

EDU514 Educational Psychology (3 credits)

This course studies psychological principles related to learning. Learning theories, motivation, and quantitative methods will be explored.

EDU517 Educational Finance (3 credits)

This course explores the economic theories of institutional finance. Emphasis is on the management and evaluation of fiscal operations in an institutional setting.

EDU590 Charter School Marketing Management (3 credits)

This course examines strategic marketing and branding, and their contribution to effective charter school recruitment and operations. Topics include marketing strategy development, marketing research, communications, media relations, building partnerships, public relations, and fund raising.

EDU591 Charter School Governance & Administration (3 credits)

This course explores the administrative workings of charter school operations. Topics include facilities location, staffing, sourcing and reporting revenue, budgeting, auxiliary services, legal issues, and safety and security. The course also examines the practical skills necessary to work effectively with authorizers, the charter school board, and other groups that are critical to the success of the charter school, as well as the legal framework of charter school education at the national, state, and local levels.

EDU600 Qualifying Examination (Pass/Fail)



EDU601 Comprehensive Examination (Pass/Fail)

EDU605 Management of Adult/Occupational Programs (3 credits)

This course presents an examination of the social forces involved with adult education. The history and philosophy of adult and occupational training will be reviewed, as well as training and development programs in both public and private sector settings.

EDU608 Educational Administration (3 credits)

This course examines conceptual foundations of educational administration with the aim of using theory and research to solve the problems of practice. The focus of this course is on the school as a social system with special emphasis on structure, politics, decision making, and quality outcomes.

EDU609 Leadership in Institutional Settings (3 credits)

This course explores concepts of leadership and leadership styles in the context of educational administration. Students examine the role of institutional leaders, as well as factors that influence decision making, initiating change, psychological constraints, and techniques for establishing and maintaining a unique culture in the institutional setting.

EDU611 Technology Management in Education (3 credits)

This course presents theory and practical applications of managing educational technology and integrating technology into the curriculum, in face-to-face, and in online education environments.

EDU613 Emerging Educational Technologies (3 credits)

This course presents emerging technologies and engages educators in applying emerging technologies, while preparing for perceived changes in the future, with an aim to structure more student-centered lesson plans, which are adaptable to the devices and mobility available to them.

EDU615 The Laws and Politics of Education (3 credits)

This course provides an overview of the legal and political framework of education in the nation. Emphasis is on current issues and how they affect the learning environment.

EDU616 Organizational Behavior in the Educational Setting (3 credits)

This course studies theory, strategies, and techniques of effective organizational behavior in educational/institutional settings. Intervention techniques will be studied to improve organizational effectiveness.

EDU618 Principles of Curriculum Development (3 credits)

This course provides an analysis of the influences of curriculum and instruction from a philosophical, psychological, and sociological perspective. Various approaches to the design and evaluation of curriculum and instruction will be examined.

EDU619 Societal Diversity (3 credits)

This course examines diversity in society and in schools. Emphasis is on understanding the similarities and differences in culture, economic backgrounds, and academic diversity. It will prepare teachers for the wide diversity of students that they are certain to meet in their classrooms, schools, and communities. It provides an updated and broad treatment of the various forms of human diversity found in today's schools, including nationality, ethnicity, race, religion, gender, class, language, sexual orientation, and ability levels – highlighting the need for differentiation of instruction.

EDU620 Contemporary Topics in Educational Policy (3 credits)

This course allows students to examine several broad range contemporary topics in institutional management and policy.

EDU621 Research Methods (3 credits)

This course emphasizes the types of research designs and the skills needed to develop and organize research studies in institutional settings. This will be the last course prior to the dissertation phase.

EDU624 Online Learning Instructional Design & Methods (3 credits)

This course presents the learner with tools, skills, methods, research, and related knowledge to design and manage curriculum for online learners in a variety of educational settings, including K-12, post-secondary, and corporate environments.



EDU626 The Laws and Ethics of Educational Technology (3 credits)

This course presents relevant information related to laws, policies, ethics, and safety within schools, with an emphasis on issues related to 21st century learning with technology and the internet.

EDU705 Applied Doctoral Project (9 credits)

The Applied Doctoral Project (ADP) is an alternative to the traditional dissertation in the Doctor of Education program. The ADP students are expected to expand and apply existing knowledge and research to existing problems in their professional field. It allows a student to apply theories, principles, and processes they have learned in the Taft EdD program to an actual problem in education or an issue of interest and relevance to them in their professional activities. The focus of the work in the ADP is on the development of an extensive scholarly document that will provide a professional value to the student's work as an educator.

EDU706 Dissertation Proposal (6 credits)

This course assists students through the process of organization and design of a formal proposal, including a substantive research topic of original work. An accepted proposal constitutes the framework for the Statement of the Problem (Chapter 1), Review of the Literature (Chapter 2), and Research Methodology (Chapter 3).

EDU707 Dissertation (9 credits)

The successful completion of a dissertation results in a quality research effort, documented and written following American Psychological Association (APA) guidelines, an oral defense consisting of a PowerPoint presentation presented to the student's dissertation committee, and written in a format ready for publication. The completed dissertation document is a five-chapter dissertation beginning with the Introduction to the Problem (Chapter 1), Review of the Literature (Chapter 2), Research Methodology (Chapter 3), Research Findings (Chapter 4), and Summary, Conclusions, and Recommendations of the Researcher (Chapter 5). In addition, the final document will include the frontal pages as described in the University's Dissertation Handbook, as well as necessary appendices, references, and other appropriate documents.

EDU708 Applied Doctoral Project Proposal (6 credits)

The commencement of the Applied Doctoral Project begins with development of the ADP Proposal. The Proposal consists of three phases: Phase 1 is the Project Justification; Phase 2 is the Review of the Literature; Phase 3 is the Project Approach. The Project Justification should include a discussion of the specific problem you propose to address. You should then provide a brief description of the methodology you plan to use and why the methodology is appropriate (for example, review and analysis of previous work versus new research). The Review of the Literature entails a critical analysis, synthesis, and integration of work that others have done in order to show where the proposed study fits into current debates and inquiries. Phase 2 is thus a formal summary and analysis of the literature directly related to your study. The Project Approach describes the procedures that will be followed in conducting the study. The format and content of this phase will vary depending on the nature of the study. For example, a project that requires collection of data will differ significantly from a project that analyzes data from a third party or a study that relies on a scholarly review of the literature.

RES622 Basic Academic Writing (3 credits)

This is an eight-week course on developing a student's understanding of academic writing for a doctoral program. The final assignment for the class will be a composite of weekly assignments to create a concept paper relating to the potential Dissertation or Applied Doctoral Project (ADP). Students leave the course with a quality draft Concept Paper for their Dissertation or Applied Doctoral Project (ADP).

RES623 Advanced Academic Writing (3 credits)

This is an eight-week course on developing a student's understanding of advanced academic writing for a doctoral program. The final assignment for the class will be a composite of weekly assignments to create a Literature Review relating to the potential Dissertation or Applied Doctoral Project (ADP). Students leave the course with a quality draft Literature Review chapter for their Dissertation or Applied Doctoral Project (ADP).

Education Specialist (all concentrations)

EDU517 Educational Finance (3 credits)

This course explores the economic theories of institutional finance. Emphasis is on the management and evaluation of fiscal operations in an institutional setting.



EDU590 Charter School Marketing Management (3 credits)

This course examines strategic marketing and branding, and their contribution to effective charter school recruitment and operations. Topics include marketing strategy development, marketing research, communications, media relations, building partnerships, public relations, and fund raising.

EDU591 Charter School Governance & Administration (3 credits)

This course explores the administrative workings of charter school operations. Topics include facilities location, staffing, sourcing and reporting revenue, budgeting, auxiliary services, legal issues, and safety and security. The course also examines the practical skills necessary to work effectively with authorizers, the charter school board, and other groups that are critical to the success of the charter school, as well as the legal framework of charter school education at the national, state, and local levels.

EDU600 Qualifying Examination (Pass/Fail)

EDU605 Management of Adult/Occupational Programs (3 credits)

This course presents an examination of the social forces involved with adult education. The history and philosophy of adult and occupational training will be reviewed, as well as training and development programs in both public and private sector settings.

EDU608 Educational Administration (3 credits)

This course examines conceptual foundations of educational administration with the aim of using theory and research to solve the problems of practice. The focus of this course is on the school as a social system with special emphasis on structure, politics, decision making, and quality outcomes.

EDU609 Leadership in Institutional Settings (3 credits)

This course explores concepts of leadership and leadership styles in the context of educational administration. Students examine the role of institutional leaders, as well as factors that influence decision making, initiating change, psychological constraints, and techniques for establishing and maintaining a unique culture in the institutional setting.

EDU611 Technology Management in Education (3 credits)

This course presents theory and practical applications of managing educational technology and integrating technology into the curriculum, in face-to-face, and in online education environments.

EDU613 Emerging Educational Technologies (3 credits)

This course presents emerging technologies and engages educators in applying emerging technologies, while preparing for perceived changes in the future, with an aim to structure more student-centered lesson plans which are adaptable to the devices and mobility available to them.

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This course provides an overview of the legal and political framework of education in the nation. Emphasis is on current issues and how they affect the learning environment.

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This course studies theory, strategies, and techniques of effective organizational behavior in educational/institutional settings. Intervention techniques will be studied to improve organizational effectiveness.

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This course provides an analysis of the influences of curriculum and instruction from a philosophical, psychological, and sociological perspective. Various approaches to the design and evaluation of curriculum and instruction will be examined.

EDU619 Societal Diversity (3 credits)

This course examines diversity in society and in schools. Emphasis is on understanding the similarities and differences in culture, economic backgrounds, and academic diversity. It will prepare teachers for the wide diversity of students that they are certain to meet in their classrooms, schools, and communities. It provides an updated and broad treatment of the various forms of human diversity found in today's schools, including nationality, ethnicity, race, religion, gender, class, language, sexual orientation, and ability levels – highlighting the need for differentiation of instruction.



EDU620 Contemporary Topics in Educational Policy (3 credits)

This elective course allows students to examine several broad range contemporary topics in institutional management and policy.

EDU621 Research Methods (3 credits)

This course emphasizes the types of research designs and the skills needed to develop and organize research studies in institutional settings.

EDU624 Online Learning Instructional Design and Methods (3 credits)

This course presents the learner with tools, skills, methods, research and related knowledge to design and manage curriculum for online learners in a variety of educational settings, including K-12, post-secondary, and corporate environments.

EDU626 The Laws and Ethics of Educational Technology (3 credits)

This course presents relevant information related to laws, policies, ethics, and safety within schools, with an emphasis on issues related to 21st century learning with technology and the Internet.

EDU700 Comprehensive Examination (Pass/Fail)

Master of Education (both concentrations)

EDU504 Psychological Foundations of Education (3 credits)

This course studies psychological principles related to learning. Discussion on learning theory, motivation, and quantitative methods will be explored.

EDU512 Social & Philosophical Foundations of Education (3 credits)

This course deals with systematic philosophies with attention to individual philosophers who developed important philosophical and educational ideas and with a critique of each philosophy to present its strengths and weaknesses. We also review major social influences as they are applied to current movements in educational instruction, research, and curriculum.

EDU513 Leadership (3 credits)

In this course, the concepts of leadership and leadership styles will be examined. This course also explores the various concepts of effective management, such as vision, shared leadership, collaboration, facilitation, and communication.

EDU517 Educational Finance (3 credits)

This course provides an overview of the economic theories of institutional finance. Emphasis is on the management and evaluation of fiscal operations in an institutional setting.

EDU522 Assessment & Evaluation (3 credits)

This course introduces the comprehensive assessment and accountability systems and explores the role of multiple measures for increased student learning.

EDU523 Introduction to Educational Administration (3 credits)

This course provides an overview of the knowledge, skills, and conceptual awareness related to current and future leadership roles. Course objectives underscore a belief in the value of informed “reflection on practice” both individually and collectively.
(final course - summative assessment embedded)

EDU525 Educational Technology (3 credits)

This course provides an introduction to instructional design for electronic learning by providing a study of current practices and emerging technologies.

EDU528 Curriculum Design & Instructional Practices (3 credits)

This course studies the theories of curriculum design with emphasis on contemporary structures. Various program evaluation methods will be explored.



EDU532 Diversity (3 credits)

This course examines diversity in society and in schools. Emphasis is on understanding the similarities and differences in culture, economic backgrounds, and academic diversity, which highlights the need for differentiation of instruction.

EDU533 Teaching & Learning (3 credits)

This course explores models of teaching and learning theories, cognition and curriculum design compatible with brain research.

Master of Laws in Taxation

TAX702 Tax Aspects of Organizing & Operating (3 credits)

A study of federal income tax aspects of organizing and operating corporations. Subjects covered include the organization of a corporation under Section 351, the corporation's capital structure, corporate elections under Subchapter "S", dividends, and non-liquidating distributions.

TAX703 Federal Income Tax Aspects of Corporate Reorganizations (3 credits)

Continuing the study of corporations, this course studies every major aspect of the tax ramifications of restructuring the corporation, including stock redemptions, partial liquidations, collapsible corporations, and Section 368 reorganizations.

TAX707 Income Taxation of Estates & Trusts (3 credits)

A complete study of Subchapter "J" of the Internal Revenue Code, including a detailed analysis of such topics as computations of taxable income of an estate or trust and tax treatment of beneficiaries.

TAX708 Federal Income Taxation of Individuals (3 credits)

This course deals with federal income taxation as it impacts individuals, including the definition of gross income, business and personal deductions, sales and exchanges of property, alternative minimum tax, operating losses, tax shelter deductions, taxation of capital gains & losses, and tax accounting issues.

TAX709 Fundamentals of International Taxation (3 credits)

This course provides an introduction to international taxation and provides a general overview of the US system of taxing the foreign income of its citizens and the US income of non-citizens. It also addresses foundations of taxation in international law, fiscal residence of companies, rules for determining income and expenses, and tax incentives in developing countries.

TAX710 IRS Practice & Procedure (3 credits)

This course studies the entire range of tax procedure and IRS practice, including a full analysis of the laws pertaining to tax procedure and how the IRS interprets and applies those laws. Complete descriptions of how the IRS operates and suggested techniques for representing clients with specific IRS problems are also covered.

TAX711 Tax Fraud & Evasion (3 credits)

Designed to assist attorneys and tax professionals advising on potential fraud situations, this course includes discussions of tax evasion versus tax avoidance, investigation and processing of potential criminal fraud, compromise procedures, civil penalties, and contesting the deficiency assessment.

TAX721 Tax Research Techniques (3 credits)

This course serves as the introduction to the program and as a comprehensive guide to tax research techniques. The text uses specific examples and a step-by-step approach that will instruct the student on how to obtain the facts, ask the right questions, locate and assess pertinent authority, and communicate tax-saving options to clients.

TAX722 Directed Tax Research (3 credits capstone)

This capstone course requires preparation of a written project demonstrating scholarship based on hypothetical facts. This course consists of an independent tax research project prepared under the supervision of a faculty member. The topic is selected by the student subject to the approval of the university.



Master of Science in Taxation

TAX502 Federal Income Tax Aspects of Organizing & Operating Corporations (3 credits)

A study of federal income tax aspects of organizing and operating corporations. Subjects covered include the organization of a corporation under Section 351, the corporation's capital structure, corporate elections under Subchapter S, dividends, and non-liquidating distributions.

TAX503 Federal Income Tax Aspects of Corporate Reorganizations (3 credits)

Continuing the study of corporations, this course studies every major aspect of the tax ramifications of restructuring the corporation including stock redemptions, partial liquidations, preferred stock bailouts, complete liquidations, collapsible corporations, and Section 368 reorganizations.

TAX507 Income Taxation of Estates & Trusts (3 credits)

A complete study of Subchapter J of the Internal Revenue Code, including a detailed analysis of such topics as computations of taxable income of an estate or trust and tax treatment of beneficiaries.

TAX508 Federal Income Taxation of Individuals (3 credits)

This course deals with federal income taxation as it impacts individuals, including the definition of gross income, business and personal deductions, sales and exchanges of property, alternative minimum tax, operating losses, tax shelter deductions, taxation of capital gains & losses, and tax accounting issues.

TAX509 Fundamentals of International Taxation (3 credits)

This course provides an introduction to international taxation and provides a general overview of the US system of taxing the foreign income of its citizens and the US income of non-citizens. It also addresses foundations of taxation in international law, fiscal residence of companies, rules for determining income and expenses, and tax incentives in developing countries.

TAX510 IRS Practice & Procedure (3 credits)

This course studies the entire range of tax procedures and IRS practice, including a full analysis of the laws pertaining to tax procedure and how the IRS interprets and applies those laws. Complete descriptions of how the IRS operates and suggested techniques for representing clients with specific IRS problems are also covered.

TAX511 Tax Fraud & Evasion (3 credits)

Designed to assist attorneys and tax professionals advising on potential fraud situations, this course includes discussions of tax evasion versus tax avoidance, investigation and processing of potential criminal fraud, compromise procedures, civil penalties, and contesting the deficiency assessment.

TAX513 Taxation of Subchapter S Corporations (3 credits)

The objective of this course is to provide students with the skills necessary to determine compliance requirements, tax planning opportunities, and potential pitfalls for corporations electing to be taxed under Subchapter S of the Internal Revenue Code.

TAX514 Taxation of Exempt Organizations (3 credits)

The objective of this course is to provide students with the skills necessary to determine compliance requirements, tax planning opportunities, and potential pitfalls for organizations claiming exemption from federal income tax.

TAX515 Individual Retirement Plans & Distributions (3 credits)

The objective of this course is to provide students with the skills necessary to determine compliance requirements, tax planning opportunities, and potential pitfalls for taxpayers who own individual retirement plan (IRA) accounts.

TAX516 Taxation of Executive Compensation (3 credits)

The objective of this course is to provide students with the skills necessary to determine compliance requirements, tax planning opportunities, and potential pitfalls related to compensation plans of business executives.

TAX517 Tax Aspects of Charitable Giving (3 credits)

The objective of this course is to provide students with the skills necessary to determine compliance requirements, tax planning opportunities, and potential pitfalls related to charitable giving. The course will provide you with an in-depth analysis of income, estate, and gift tax issues affecting donations to charity.



TAX521 Tax Research Techniques (3 credits)

This course serves as the introduction to the program and as a comprehensive guide to tax research techniques. The text uses specific examples and a step-by-step approach that will instruct the student on how to obtain the facts, ask the right questions, locate and assess pertinent authority, and communicate tax-saving options to clients.

TAX522 Directed Tax Research (3 credits capstone)

This capstone course requires preparation of a written project demonstrating scholarship based on hypothetical facts. This course consists of an independent tax research project prepared under the supervision of a faculty member. The topic is selected by the student subject to the approval of the university.

TAX526 Estate Taxation & Planning (3 credits)

In addition to comprehensive coverage of federal estate and gift taxation, this course also covers practical matters such as probate, trusts, and joint tenancy.

TAX527 Taxation of Partnerships (3 credits)

A complete study of Subchapter K, including defining partnerships and partners for tax purposes, receipt of a partnership interest, liabilities, tax accounting for partnerships, distributive shares, terminations, and tax shelters.

TAX535 Taxation of Real Estate (3 credits)

Subject matters in this course include complete coverage of federal income tax implications of all types of real estate transactions, from house closings to sale leasebacks and syndications. Also covered are real estate tax planning ideas, techniques, and strategies.

Master of Public Administration

MPA500 Public Administration (3 credits)

This is the gateway course to the field of public administration. It examines the major intellectual and constitutional foundations of American government and public administration as well as current trends. The course includes theoretical and practical aspects of key governmental processes, the historical development of the field, contributions of social science to understanding organizations, and ethical issues in contemporary government activities.

MPA505 State and Local Politics (3 credits)

This course considers issues related to politics in states and communities using a comparative approach. “Its focus is on conflicts in states and communities and the structures and processes designed to manage conflict” (Dye & MacManus, 2015, Preface). The course considers how conflict is carried on, how leaders act in conflict situations, and decisions are made about who gets what.

MPA506 Public Budgeting (3 credits)

This course covers the theory and practice of public budget preparation and review, governmental accounting and auditing, and political issues in the budget process. The course includes consideration of capital budgeting, revenue estimation, and the history of budget reform efforts.

MPA509 Understanding Public Policy (3 credits)

Covers political and organizational perspectives on the policy-making process: agenda setting, policy design, adoption, implementation, evaluation, modification or termination, policy leadership skills, negotiation, and strategic mapping.

MPA510 Economics in Public Administration (3 credits)

This course covers economics and the role of the government in an economy. Economists are concerned with the distributional aspects of resources and the ramifications of resource use. The primary objective of this course is to familiarize the student with basic economic concepts and theories that have been developed to explain economic issues that are faced, decisions that are made, and policies that are implemented.

MPA512 Global Business (3 credits)

This course considers whether globalization benefits or harms national economies. This course takes a close look at how changes in regulations governing international trade and investment, when coupled with changes in political systems and technology, have dramatically altered the competitive playing field confronting many businesses. It discusses the resulting opportunities and threats and reviews the strategies that managers can pursue to exploit the opportunities and counter the threats.



MPA514 Challenging Global Issues (3 credits)

This course covers the foundations of international relations and provides a comprehensive view of how interdependence and the forces of globalization are creating serious challenges to governments. The political, economic, and cultural forces are discussed in relation to contemporary globalization and world affairs.

MPA515 Policy Analysis (3 credits)

This course addresses the conceptual foundations and craft skills required to perform policy analysis. Students in this course will consider core economic principles and learn key research and communication skills, which are needed to construct applied analysis.

MPA518 Administrative Law (3 credits)

This course explores the study of the legal framework of public administration. Basic principles of constitutional law and the institutions of American government are reviewed. The development of administrative agency as a contemporary legal and social phenomenon and its relationship to other branches of government are considered.

MPA599 Capstone Project (3 credits)

This Capstone course requires preparation of a written project demonstrating scholarship on some aspect of public administration, normally in-depth treatment of an applied management concern; must be approved by a thesis committee (chairperson and two faculty members). Concurrent enrollment in final courses with Dean's approval.



Library and Other Learning Resources

Due to the distance learning modality of its programs, TUS does not maintain a traditional library for student use. The availability of information on the internet is virtually limitless. In addition to resources available to the public at no cost, students of all programs have access to the **Library and Information Resources Network, Inc. (LIRN®)**, which includes an extensive collection of full-text articles, journals, and reference libraries. LLM and MST students also have access to the **LEXIS® Advance** online library containing thousands of trusted legal, tax, and regulatory sources with no hourly usage charges. All the above resources can be accessed by students from any location with the internet.

All enrolled students will have access to the Library and Information Resources Network, Inc. (LIRN®) which includes an extensive collection of full-text articles, journals, and reference libraries. **LIRN® resources are accessible only from the home page of Moodle™.**

To aid in research and capstone projects, a research assistant is available to all current students at WHTU and will help locate and access information from the institution's electronic library resources and databases, as well as traditional libraries when needed. The research assistant will typically answer questions submitted Monday-Friday, within 24 hours. During weekends and holidays, a response may take a little longer. **The research assistant cannot provide legal advice, review assignments, or perform any of the work required as a part of a student's program of study.**



University Standards for Student Achievement (Policies)

All WHTU programs and procedures have been reviewed by an examining committee appointed by the DEAC for the purpose of assuring compliance with DEAC academic and business standards. DEAC Standard II (Educational Program Objectives, Curricula, and Materials) requires that graduates of WHTU's programs exhibit skill and knowledge attainment through the demonstrated achievement of educational objectives and outcomes comparable to those of accredited resident degree programs that are similar in nature and level.

As a rule, academic matters such as counseling, readmission, examinations, grades, and informal graduation requirement checks should be directed to student affairs.

During study at WHTU, a student must comply with the policies and procedures of the university as set forth in this catalog, and instructions contained in the syllabus for each course. For questions regarding specific policies or procedures, please contact [Student Support](#). Academic matters such as counseling, readmission, examinations, grades, and informal graduation requirements should be directed to [Student Support](#).

Students should always keep a copy of all assignments and other correspondence submitted to the institution. It is recommended if students elect to save assignments and correspondence on their hard drives, appropriate backup procedures are followed.

All students agree to adhere to the following:

- Taft University System Code of Conduct
- Latest version of the William Howard Taft University Academic Catalog; and
- Latest version of all other William Howard Taft University handbooks.
- Students agree to stay informed and abide by William Howard Taft University policies as they progress through the program.

Academic Freedom

WHTU encourages and supports its faculty in the pursuit of academic freedom for faculty, staff, and students. Such individuals are free to share their convictions and responsible conclusions respectfully with their colleagues and students in their teaching and writing. Faculty are required to provide expertise and guidance to students in the learning outcomes specified by the university's curriculum. Faculty are also encouraged to discuss any additional topics relevant to the course being taught, regardless of the presence of a topic within the prescribed curriculum.

Academic Dismissal

A student will be dismissed from the program if they:

- Are placed on Academic Warning and fail to regain Good Standing within the required parameters **AND/OR** fails to complete required coursework within the required GPA minimum. WHTU reserves the right to exclude or retain a student at any time in its sole discretion for academic reasons. In the exercise of this prerogative, the university attempts to analyze the totality of the circumstances considering what it believes to be an ethical obligation not to continue the student beyond the point where it becomes clear that, at that point in time, for whatever reason(s), the student is not succeeding in a program. In this regard, it should be remembered that the longer the period of study involved, the more conclusive the student's record becomes. For this reason, the retention policy is enforced to the letter.

It is the rare student who can admit, at the time, that academic dismissal is in their own best interests. Consequently, academic dismissal is not a matter open to debate or negotiation by the student involved. WHTU can and must exercise its sole discretion in this matter. It is not and cannot be a "matter of right" to the student involved.

Academic Integrity Policy

Plagiarism and Using Source Material

Students agree to produce all the work assigned in every course as their individual work, unless collaboration is required or expressly permitted by the instructor. Plagiarism is the most common form of violation of the standards of academic integrity. For the purposes of academic work submitted as a student of WHTU, plagiarism is defined as (intentionally or unintentionally) submitting work, ideas, or writings of someone else without adequately providing credit in the form of a citation. An act of plagiarism is not just limited to the direct copying of someone else's work and submitting it as your own, it also includes using a combination of information from multiple



sources and changing a few words without adequate citation. **WHTU requires APA format in all its programs.**

Generally, “common knowledge” is the only source material that can be reproduced in your essays without citation. If a student is unsure if a source of information is common knowledge, it is better to err on the side of safety and cite the source. If a student’s writings are significantly influenced by collaboration or class discussions, it is also appropriate to include a footnote in the assignment disclosing that. If a student has any questions about academic integrity or plagiarism, or when in doubt about whether it is appropriate to collaborate on work for any course, they should always consult with a faculty member.

Basics on citing sources and other resources can be found at <http://www.plagiarism.org/citing-sources/cite-sources>.

Citation Machine: <http://www.citationmachine.net/>. Citation Machine is an online tool to assist in the proper citation of researched information.

Consequences of Violations of Academic Integrity

In some cases, a student may legitimately be unaware that they have committed an act of academic misconduct. If a faculty member suspects that an unintentional violation has occurred, they will typically offer corrective action and the student will be monitored for future offenses. If a faculty member believes that a student has committed an intentional or repeated violation of standards of academic integrity, the current course grade will be suspended, and the matter will be referred to the ARC for investigation. The ARC will collect relevant information and review the issue at the earliest possible convenience. A summary will be provided for evaluation and ruling by the program dean or the CAO. Violating standards of academic integrity is a serious offense that may result in the failure of a course or dismissal from WHTU.

The unauthorized sharing of coursework, examination information, or research results with another student is also a violation of academic integrity and is punishable in the same manner as plagiarism.

First violation: For the first confirmed offense of academic dishonesty reported to the university, the university will provide the student instructive resources for assisting the student to avoid plagiarism; acknowledgement of fault and of the resources by the student should be provided to the director of student affairs. The student may also be asked to complete an American Psychological Association (APA) publication style instruction course, write an essay demonstrating APA style competency, or similar disciplinary exercise as provided by the University.

Second violation: second confirmed violations may be referred for a formal hearing or the dean. After review and confirmation by the chief academic office, the student may be failed for the course in which the violation occurred and suspended from the university for one year.

Third violation: Third confirmed violations will require a formal intervention and the student may be expelled, suspended or permanently separated, from the university.

Assessment and Examinations

Accreditation standards of DEAC require that adequate steps be taken by an institution offering a degree program to assure that a student has personally fulfilled the course requirements stipulated by the institution. This assurance is accomplished through proctored examinations. Students are required to complete at least 3 proctored examinations in each master’s program and 2 in the doctorate programs.

Students will need to submit the request for examination form which can be accessed at: <https://www.taft.edu/student-resources>. **This form must be received by WHTU at least seven business days prior to the proposed examination date.** The examination instructions will be sent to the proctor before the examination date.

Students will receive detailed information on the assessment or examination in the course shell. A student must pass the final examination for that course before the grade becomes official and recorded on the transcript. Final examinations are graded on a credit/no-credit basis. A passing grade on final exams is 70% or higher.

All final examinations must be proctored. Students must provide the proctor with appropriate photo identification. There is no exception to this rule. Students have the following options with respect to proctors:

- Students may take examinations under the supervision of an approved proctoring company using a web camera and



microphone. The purchase of the items and the cost of proctoring are the responsibility of the student. Additional details can be found here: <http://www.proctoru.com/taft>.

- Students may take examinations at any location of the Consortium of College Testing Centers (CCTC). The CCTC is a group of college and university testing centers throughout the United States that has come together to support distance learning. In January 2024, there were over 250 member institutions representing 45 states and 3 foreign countries. CCTC's website address is <http://www.ncta-testing.org/cctc/find.php>. Students are responsible for any proctor fees incurred in connection with this alternative.
- If a student resides or is employed more than one hour's drive from a CCTC testing site, a student may arrange for examinations to be proctored at another educational institution more convenient to the student. If a student does not meet this criterion but nevertheless wants to nominate his/her proctor, the student must appeal to student affairs specifically detailing how utilizing the alternatives above would constitute an unreasonable burden. The nominated proctor must be a responsible individual who has no direct personal involvement with the student. He or she must be at least 21 years of age, speak English, be of good moral character, be legally competent, not reside at the same address as the student, not be an employee of the student, and not be related to the student by blood or marriage. Current or prior Taft University System students may not be proctors.

Examples of individuals who have been found to qualify as proctors include Directors of Human Resources, Directors of Education, counselors, independent CPAs, attorneys, and high school/college testing coordinators. Nominated proctors must be willing to execute, under penalty of perjury, a notarized certification that the examinations were given consistent with the written instructions provided to the proctor.

Students choosing to nominate a proctor should appeal to the University at the start of the course requiring the final. The appeal must describe the student's relationship to the nominated proctor and the qualifications of the nominated proctor. The University, in its sole discretion, may approve or disapprove nominated proctors. Students are responsible for any proctor fees incurred in connection with this alternative.

Examination Procedures

Time Allotment

- **Exam sessions must begin promptly at the time scheduled with the proctor.** Any student who continues after time has been called will be disqualified and his/her papers will not be graded. The student will receive an F for the examination grade. In addition, writing overtime on an examination is cheating and is treated as such.
- **Early Completion**
If the questions are completed before the time limit, the student may leave after giving notice to the examination proctor.
- **Examinations**
Examinations are performed via the online learning platform. If the student elects to perform the exam at a testing center, it is the responsibility of the student to ensure that they can accommodate internet-based testing.
- **Electronic Devices**
No music players, cell phones, or internet devices should be brought into the examination room by students during the exams. If they are, however, the proctor will require that such materials be stored away out of sight during the exam.
- **Eating, Drinking, and Smoking**
No eating, drinking, or smoking is allowed in exam rooms except where medically necessary. Students may leave the room during the exam to go to the restroom. **Time will continue to run.**
- **Taking Materials Outside the Examination Room**
Examination questions may not be taken from the examination room during the examination.
- **Illness During Examination**
A student who becomes so ill while taking an examination that the examination cannot be finished should stop and advise the proctor of the illness. Any student, even though ill, who finishes the examination cannot request subsequently that the examinations not be graded. A medical certificate may be required to take a make-up examination.
- **Students with Disabilities**
Students with disabilities who require accommodations should notify WHTU well in advance of the final examination period and confirm the arrangements. A medical statement from a physician may be required for inclusion in the student's file. Students seeking accommodations should reach out to the university's disability



services department at <https://www.taft.edu/accessibility-disability-services>.

Cheating on Examinations

To avoid any problems, students must, unless instructed to the contrary in the course syllabus, adhere to the following practices:

1. If a student must leave the room during the examination, they cannot take any paper with them, including the questions themselves. No student may leave the examination room without first advising the proctor of the reason.
2. The use of cell phones or internet devices during examinations is prohibited. Any incoming emergency call will be relayed to the concerned party immediately upon receipt.
3. The use of the bathrooms for the purpose of looking at notes or other related papers is strictly prohibited.
4. Students arriving late to begin an examination generally will not be given extra time to complete the examination.
5. Any student who permits another person to substitute for them in taking any examination or who pays another person to take the examination will be dismissed from the University. If both persons are current students at the University, both are subject to dismissal.
6. Copying any examination is grounds for expulsion for the student and possible criminal prosecution for both the proctor and the student.
7. Students must notify student support via telephone and in writing **immediately** should the student become aware of any actions of a proctor contrary to the instructions provided to the student with the examination and in this *Handbook*. Students should not complete any examination offered that is inconsistent with WHTU's policies.

While it is impossible to list all situations under which cheating may occur, the administration intends to take every practical step to prevent it from happening. Since cheating is an academic matter, **students caught cheating will be dismissed from WHTU.**

Failure to Take Required Examinations

Any student who fails to take any scheduled examination will receive an administrative dismissal unless the student has appealed to Student Support for a make-up examination and this appeal has been approved.

Make-up Examinations

In the event of a failed exam attempt, students may appeal to the dean to make an additional attempt. Requests to retake an examination are handled on a case-by-case basis and permission to retake any examination is not guaranteed. When failing an examination, no credit is awarded for that associated course.

If the failed course is an elective, students may appeal to the dean to select an alternative elective course to fulfill the degree requirements. If the failed course is a required component of the program, students will be dismissed.



The deadline for make-up examination appeals is five business days after taking the failed final. There will be a fee of \$75 for each make-up examination, payable upon scheduling of the make-up exam.

Failure to take make-up examinations will result in an automatic F for the course involved.

Attendance Policies

Students may cease enrollment at any time in their academic program, in any manner, subject to the terms of the enrollment agreement. The official date of withdrawal for a voluntary withdrawal is the date student affairs receives notification from the student. Refunds and adherence to continuous enrollment policies are based on the official date of withdrawal.

Students must meet attendance requirements based on the learning modality they are enrolled in to demonstrate academic progress. Attendance is assessed through participation in a discussion forum, submission of an assignment, or by participating in a quiz or exam. Simply logging on to the learning management system does not represent attendance. A student who does not post attendance in the first seven days of an eight-week term (add/drop period) is withdrawn from the session and the registration is canceled. All tuition paid and/or financial aid dollars awarded will be refunded within 30 days.

Students who are not active for 14 consecutive days, after the first week of the session (add/drop period) will be administratively withdrawn from the course. A withdrawal in the first four weeks of the eight-week course will receive a W on the transcript and no credit will be rewarded. The course will not be included in the cumulative GPA calculation.

Students who withdraw after the first four weeks of a course (29th day) will be administratively withdrawn and a grade of WF will be posted on the academic transcript. The date of the withdrawal will be the last date of activity in the course or the notification date from the student, whichever is the earliest date. All withdrawals will be included in the credit hours attempted calculation in adherence to the satisfactory academic progress (SAP) policy.

Continuous Enrollment

All students must demonstrate continuous enrollment by beginning the next semester within 30 days after the completion of the current semester. After 30-days of inactive enrollment, the student's enrollment status will default to inactive, and the student will be reported to NSLDS in accordance with federal regulations. A student who is inactive for one year is administratively withdrawn and must submit a request to return to WHTU. Students who re-enter after a year will be subject to the most recent catalog and adhere to the program requirements at the time of admission.

Change of Address and Other Contact Information

It is the responsibility of the student to inform WHTU in writing of **any change in mailing address, telephone number, or e-mail address** from that reflected on the application for admission form. Please submit changes to student affairs.

Communication

Enrolled students requiring support are encouraged to communicate via e-mail regarding academic or administrative matters. Questions associated with specific course material and topics should be directed to the associated faculty member assigned. Every effort is made by the university to make a prompt written response to all student correspondence.

On the rare occasion where written communication is not practical due to time restraints, [Student Support](#) for may be reached at (888) 748-1842 or (714) 708-0722. Normal office hours are 8:00 AM-5:30 PM (Mountain Time) Monday through Thursday and 8:00 AM-4:30 PM (Mountain Time) on Fridays.

Completing a Course & Starting the Next Semester

After completing all assignments within an eight-week course, the student must complete both the coursework certification form and the course evaluation survey. These forms are available in Moodle and are to be emailed to student support. Students will prepare a request to advance form in order to move into their next course. WHTU will contact the student regarding enrollment in the next course and a link to purchase required textbooks.

Copyright Policy

All examinations, handbooks, course syllabi, and concepts used by the University are copyrighted by TUS. All rights reserved



worldwide. Selected other materials are provided to the student under exclusive license from other entities.

All TUS publications and concepts have been provided to the student pursuant to an agreement containing restrictions on their use. All publications are also protected by Federal copyright law. No part of any of the subject materials may be copied or distributed, transmitted, transcribed, stored in a retrieval system, or translated into any human or computer language, in any form or by any means, electronic, mechanical, magnetic, manual, or otherwise, or disclosed to third parties without the express written permission of TUS.

Violation of the above copyright restrictions can result in the dismissal of the student in addition to possible civil and/or criminal penalties.

TUS expects its students, faculty, staff, and affiliates to comply with U.S. copyright laws. Although most people understand that copying from books or other published materials may be a copyright violation, sharing digital files may also be a violation. Most software, music, and other original works of creativity have intellectual property protections. Violation of copyright right law can subject a person to both civil and criminal penalties.

Course or Program Counseling

If a student needs advice concerning their program, a specific course, methods of study or any other issues, WHTU provides limited course counseling services provided by its administration and staff. Students are encouraged to contact student support regarding any inquiry or problem.

Course Grades

Numerical grades are assigned on a four-point scale ranging from 0.00 to 4.00 with a grade of 0.67 or below considered failing. The following grade scale prevails:

4.00	A	90-100%	(Outstanding)
3.67	A-	88-89%	
3.33	B+	84-87%	
3.00	B	80-83%	(Satisfactory)
2.67	B-	78-79%	
2.33	C+	74-77%	
2.000	C	70-73%	
1.67	C-	68-69%	
1.33	D+	64-67%	
1.00	D	60-63%	(Does not meet scholarship standard. Coursework must be repeated for credit.)
0.67	D-	59%	
<0.67	F	<58%	(Failure)

In addition, the following non-numerical grades may also be assigned:

CR = Credit

At the option of the University, courses and examinations may be graded on a Credit/No-Credit basis. Students will be notified in advance if a course is to be graded on a Credit/No-Credit basis.

U = Audit

I = Incomplete

I's are given to students in courses that they have not completed the course within the registered term. If work is not submitted within the approved time for completion, the grade for the course defaults to an F. Please see the section on Incomplete Grades for more information.

W = Withdrawal

W's are awarded to students who notify [Student Support](#) of the student's desire to formally withdraw from a course in the first 50% of the course. The W is not included in the student's cumulative GPA, but the course registration is included in the 150% attempted calculation. Withdrawal policies and deadlines are outlined in the enrollment agreement.

X = Administrative Dismissal

X's are given for failure to comply with administrative policies, including failure to complete examinations, and are not computed in the grade-point average.

Re-Evaluation of Course Grades

Any student may, during the one-month period following receipt of a final course grade, request a reevaluation of the grade for any course in which the student has been awarded a grade of B- through F. The student must prepare an appeal pointing out specifically why the grade should be raised. This appeal should be addressed to the dean of their academic program. The dean, in their sole judgment, may raise the grade, lower the grade, or make no change. The decision of the dean is final, and resubmission of appeals will not be accepted.

Incomplete Status

Students in the directed study programs may apply for a 30-day extension to complete a course. The student must request approval for an incomplete from the dean prior to the end of the term. The student must have completed a minimum of 70% of the required coursework. Not all requests will be approved.

If an incomplete is granted and the student does not complete the courses requirement in 30 days, the course grade converts to F. The final course grade and registration of the course are included in the SAP calculations. Students may progress in the program while meeting the incomplete requirement. However, additional Title IV financial aid funds will not be awarded to the student until the 30-day extension period has expired and grades have been posted to ensure SAP policy is met.

An independent study student who does not complete the required coursework in the 8-week session is automatically granted a 30-day extension to meet the course requirements. No appeal is required. If additional time is required beyond the automatic 30-day extension, the student may file an appeal for an additional 30 days to be reviewed and approved by the appropriate dean. If the student does not meet the course requirement at the conclusion of the approved appeal the course grade defaults to an F. An independent study student may not progress to the next course until the requirements are met for the current course.

Repeated Courses

If a failing grade has been received for a course, that course must be repeated. A student who repeats a course (with the prior approval of WHTU) receives the grade earned on the repeat effort only. Grade points, credit hours attempted, and credit hours earned for the prior attempt will not be included in GPA calculations. The repeated course will be included in the number of courses attempted calculation.

There is no automatic right to repeat a course. Appeals requesting permission to repeat a course must generally be received by WHTU within five days of the date the final grade is posted.

Appeals for Re-evaluation of a Grade

During the one-month period following receipt of a final course grade, a student may request a reevaluation of the grade for any course in which the student has been awarded a grade of B- through F. The student must prepare an appeal pointing out specifically why the grade should be raised. This appeal should be addressed to the CAO and emailed to student support.

Upon receipt of an appeal for a reevaluation of a grade, the dean in his/her sole judgment may raise the grade, lower the grade, or make no change. The decision of the dean is final, and resubmission of appeals will not be authorized. Multiple choice questions and student answer sheets may be reviewed by students only by appointment.



Disability Services

WHTU's coordinator of disability services strives to uphold the mission of the university by providing reasonable accommodations to all students with disabilities to help them achieve their academic goals. WHTU complies with the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973, prohibiting discrimination based on a disability and requiring the university to provide reasonable accommodations to qualified disabled students in all programs and activities. WHTU promotes an environment of respect and support for all individuals. Students have the responsibility to both self-disclose and request accommodation through the office of disability services.

TUS' requirements for documentation are based on the best practices published by the Association on Higher Education and Disability (AHEAD). It is the responsibility of the student to advise the disability coordinator of how the disability impacts they experience in the learning environment and the potential accommodations that may support their learning. Accommodation requests are authorized by the disability coordinator based on the guidelines below for disability documentation. If the student has received accommodations from a prior institution, those decisions may be submitted as documentation to validate the student's self-reported information. Documentation from external sources may include educational or medical records, reports, and assessments created by healthcare providers, school psychologists, teachers, or the educational system. This information is inclusive of documents that reflect education and accommodation history, such as an Individual Education Program (IEP), Summary of Performance (SOP), and teacher observations. External documentation will vary in relevance and value depending on the original context, credentials of the evaluator, the level of detail provided, and the comprehensiveness of the narrative. However, all forms of documentation are meaningful.

After reviewing the student's accommodation request and the subsequent documentation, the disability coordinator will determine reasonable accommodations for the student. These reasonable accommodations will be outlined on the student accommodations form, which will be given to students granted accommodations for use in their courses/proctored exams.

It is the responsibility of the student to provide the student accommodation form to their instructor within the first week of their course. Failure to comply with this rule will not hold the instructor to the accommodations. A student may request accommodation at any point in their program. However, accommodation will not take effect until the beginning of the student's next course after the accommodation has been granted. A student cannot retroactively request accommodation for any past courses/proctored exams. Accommodation is not retroactive. For more complete information about services for disabled students, please contact the office of disability services. To request academic and/or testing accommodations, please visit:

<https://static1.squarespace.com/static/60f1b69272f5bb78906e1b76/t/615c877b2f0a9733dd4826da/1633453947795/ADA+Accommodation+Request+Form.pdf>

Employer Acceptance and Tuition Reimbursement

Many businesses and professional firms recognize the value of accredited distance learning programs for employee education. WHTU has established the Partners in Professional Education (PIPE) program. This is a cooperative undertaking between employers and the university to provide graduate-level educational opportunities to qualified employees. Through the PIPE program, eligible employees may obtain tuition discounts ranging between 5% and 20%.

Many organizations sponsor employer-assisted tuition reimbursement programs. WHTU will provide all reasonable assistance to supply the necessary documentation to students seeking employer reimbursement.

Financial Aid

Advancing your professional education is an investment in your personal and professional development. WHTU makes every effort to make postsecondary education an achievable goal for all qualified applicants. Students that are U.S. citizens or eligible non-citizens enrolled in an eligible program may apply for student financial aid as a means of assisting with financing their education.

Students enrolled in certain directed study programs may be eligible for Title IV Federally insured student loans in amounts sufficient to cover 100% of tuition, fees, books, and related costs. Financial Aid is not available for students enrolled in any independent study programs and for students enrolled in the Bachelor of Science in Business Administration completion program, Master of Science in Taxation, and Master of Laws in Taxation programs.



A student may apply for financial aid after applying for admission to WHTU. The following forms are required to begin the application process for student financial aid loans:

- Free Application for Federal Student Aid (FAFSA)
- Federal Direct Loan Master Promissory Note
- Entrance Counseling Form if an applicant is a first-time borrower, has discharged loans, or has paid off all prior loans
- WHTU Enrollment Agreement documents
- If necessary, complete and submit a Withdrawal/Clearance Letter to release the prospective student's prior FSA obligation.

The average time for financial aid processing is 30 days. Prospective students should plan accordingly. The Department of Education restricts loan limits by the level of education and program of study. Affordability is a hallmark of a William Howard Taft University program. As such, the tuition for all applicable programs falls under the maximum annual loan limits. Please ask your financial aid advisor for more information.

It is highly recommended that students follow the online financial aid process listed on the WHTU website at: [Financial Aid & Financing | William Howard Taft University](#). This link will give the student an overview of the steps to complete the required student financial aid documents, which begins with the Free Application for Federal Student Aid (FAFSA) form. A student must apply for Federal Student Aid for each academic year of study.

Entrance counseling is required of new students, following information from the US Department of Education's website. Students must take and pass an entrance counseling quiz.

Statement of Educational Purpose

Federal Financial Aid is to be used solely for the students' educational expenses related to their enrollment in TUS eligible programs.

Grading Policies

Numerical grades are assigned on a four-point scale ranging from 0.00 to 4.00 with a grade of 0.67 or below considered failing. Graduate-level programs, except for the Master of Laws in Taxation programs, require a student to receive a course grade of B- or better to receive credit towards the degree. An undergraduate student must receive a grade of C- or better to pass the course. The cumulative grade-point average (GPA) is determined by dividing the total "grade points" earned to date by the total number of "credit hours" attempted to date. The total "grade points" earned is the product of the course credit hours and the student's course grade, totaled for all courses in which a numerical grade was received.

Grades are influenced by the accuracy of research and the quality of writing. The extent of research necessary will vary from assignment to assignment.

When grading assignments, faculty considers three general components:

- A demonstrated understanding of the material and the learning objectives.
- The student's ability to articulate, synthesize and analyze the concepts and issues presented in the material.
- A clear and logical composition supported by examples and appropriate references.

In most courses, 80% of a directed study course grade is based on written assignments. The remaining 20% is based on the student's regular and substantive interaction such that "regular" is defined as taking place on a "predictable and scheduled

basis" and "substantive" means students are engaged through teaching, learning, and assessment. Faculty support will be provided through the following:

- Providing direct instruction
- Assessing or providing feedback on a student's course work
- Providing information or responding to questions about the content
- Facilitating a group discussion regarding the content of a course



Grade Point Average (GPA)

The cumulative grade-point average (GPA) is determined by dividing the total grade points earned to date by the total number of credits attempted to date. The total grade points earned are the product of course credits and the student's course grade totaled from all courses in which a numerical grade was received. For the purposes of this calculation, courses graded on a Credit/No-Credit basis are excluded. Example of Grade Point Average Computation:

Name of Course	Credits	Grade	Grade Points
Course A	3	CR	-
Course B	3	3.33	9.99
Course C	3	4.00	12.00
Course D	4	3.67	14.68
Total:	13		36.67

The CR grade is excluded from the calculation, so 36.67 is divided by 10 to give a GPA of 3.67.

Any student with a cumulative grade-point average of 3.00 (2.00 in Undergraduate programs) or above is considered in good standing. A student must be in good standing to graduate.

Graduation Requirements & Diplomas

A degree is awarded to those students who have successfully completed the respective program within the time constraints as set forth in this handbook as of the date of enrollment, as well as all applicable course/program evaluation surveys. **Students should note that no documentation will be provided by the University to or for any student or graduate who is delinquent in the payment of any tuition or fees.**

Once all courses are successfully completed, a student will be reviewed for graduation. To receive a diploma, students must submit the diploma order form, provided to students at the time the degree is conferred, and are ordered monthly.

Diploma requests must be submitted by the last business day of each month to be included in that following month's order. Please contact the office of student affairs in your last term for graduation information. The required diploma fee (as noted in the fees section of this catalog) must be submitted before a diploma can be mailed.

The following table illustrates the requirements for students to successfully complete their individual degree.

Program	Timeframe Completion	Required Credits to Graduate
Bachelor of Science in Business Administration (Completion)	1 Year Minimum 5 Years Maximum	120 Credits
Master of Business Administration	1 Year Minimum 5 Years Maximum	30 Credits
Master of Public Administration	1 Year Minimum 5 Years Maximum	30 Credits
Master of Science in Taxation	1 Year Minimum 5 Years Maximum	30 Credits
Master of Education in all Concentrations	1 Year Minimum 5 Years Maximum	30 Credits
Master of Laws in Taxation	1 Year Minimum 3 Years Maximum	24 credits
Education Specialist in all Concentrations	1 Year Minimum 5 Maximum	30 Credits
Doctor of Education in all Concentrations	27 Months Minimum 7 Maximum	60 Credits
Doctor of Business Administration	27 Months Minimum 7 Maximum	60 Credits



No documentation will be provided by the university to or for any student or graduate who is delinquent in the payment of any tuition or fees.

Harassment Policy

The university strives to provide an academic environment that is free from intimidation, hostility, or other offenses, which might interfere with student performance. Harassment of any sort - verbal, physical, or visual - will not be tolerated.

What Is Harassment?

Harassment can take many forms. It may be but is not limited to, words (including email communications), signs, jokes, pranks, intimidation, physical contact, or violence. Harassment is not necessarily sexual in nature. Sexually harassing conduct may include unwelcome sexual advances, requests for sexual favors, or any other verbal or physical contact of a sexual nature that prevents an individual from effectively performing assignments or creates an intimidating, hostile, or offensive academic environment, or when such conduct is made a condition of objective evaluation of the student's performance, either implicitly or explicitly.

Responsibility

All students, employees, and particularly faculty, have a responsibility for keeping the institution free of harassment. Any student or employee who becomes aware of an incident of harassment, whether by witnessing the incident or being told of it, must report it to student affairs or any administration representative with whom they feel comfortable. When the administration becomes aware that harassment might exist, it is obligated by law to take prompt and appropriate action, whether the alleged victim wants the institution to do so.

Reporting

Any incidents of harassment must be immediately reported. The university can only act if it is made aware of a problem. Appropriate investigation and disciplinary action will be taken. All reports will be promptly investigated with due regard for the privacy of everyone involved. Any employee found to have harassed a student will be subject to severe disciplinary action including possible discharge. Students found to have engaged in harassment are subject to disciplinary action including administrative dismissal. The institution will also take any additional action necessary to appropriately remedy the situation. No adverse action will be taken for any student making a good-faith report of alleged harassment.

Income Tax Credits and Deductions

Many university students may qualify for the lifetime learning credit on their federal income tax return. Some education expenses may also qualify as a business deduction for work-related education pursuant to Section 162 of the Internal Revenue Code. It is recommended that applicants consult with their tax advisor or read IRS Publication 970 (Tax Benefits for Education) to determine how these credits or deductions might benefit them individually.

Navigating the Learning Management System: Moodle

All programs within William Howard Taft University are delivered via an online learning platform, Moodle®. This gives students and faculty one central place to log on and interact through discussion forums, submit, and retrieve feedback on lesson assignments, and access any ancillary electronically available course materials. Moodle® requires no special computer skills. Lesson assignments are submitted to the faculty as an attachment through the platform.



Notices

Except for cancellation or withdrawal notices, any notices to WHTU under this agreement shall be sent by first class mail, postage prepaid to William Howard Taft University, 1325 S. Colorado Blvd., Building B, Suite 404, Denver, Colorado 80222. Notices to the student shall be sent to the address of record in student's academic or financial file.

For the protection of the student, notices of cancellation or withdrawal should be in writing, signed by the student, and sent to the above address within five business days of the time student expressed their intention to cancel or withdraw. In providing the notice of withdrawal, WHTU recommends that students utilize certified mail or the services of a common carrier such as Federal Express or United Parcel Service. Provided the student follows the above procedure, refunds will be calculated based on the date the student expressed, in any manner, their intention to withdraw. If a student fails to follow this procedure, refunds will be calculated based on the date WHTU obtains verifiable information that the student intends to withdraw. Notices to the student shall be sent to the address of record in student's academic or financial file.

Reservation of Rights

WHTU reserves the right to change any of its policies without prior notice, including but not limited to tuition, fees, credit value per course, course offerings, curricula, grading policies, graduation and degree requirements, and admission standards and policies. WHTU further reserves the right to refuse admission to any applicant at its discretion and to disqualify, discontinue, or exclude any student at its discretion.

This catalog supersedes all previous editions. The policies expressed in this catalog and future revisions will be controlling regardless of any policies stated in a previous edition received by the student upon his or her admission.

Satisfactory Academic Progress (SAP) Policies

This section applies to all students regardless of whether they are receiving financial aid through the Federal Direct Student Loan programs. In this section, an individual receiving Title IV funds will be referred to as a student.

Federal regulations require institutions to establish a reasonable Satisfactory Academic Progress (SAP) policy for determining whether an otherwise eligible student is meeting SAP in an educational program and may receive financial aid under the Title IV HEA programs. The SAP policy applies to all students including those not receiving federal financial aid under the Title IV HEA programs.

All students must continually maintain the following standards of SAP to maintain eligibility to obtain federally insured student loans.

The policies and procedures that make up the satisfactory academic progress requirements consist of:

- A Qualitative Component
- A Quantitative Component
- Appeal Procedures

Qualitative and Quantitative Components

A student is subject to all of the requirements set forth in the SAP policy section of the academic catalog. In addition, once a student has been enrolled in the program for two semesters, they must have earned a minimum grade point average (GPA) that would allow them to graduate with at least a 3.0 GPA (2.0 for BSBA, JDET, or LLM students) and maintain this minimum cumulative GPA throughout the program.

A student must complete their studies in not more than 150% of the published length of the program. (For purposes of this component, "published length of the program" refers to the required number of credits.) For example, the MBA program requires completion of 30 credit hours to meet the degree requirements. A student who does not complete the program with 45 credits (150% of the total credit required) will become ineligible for additional student loans and the student will lose financial aid eligibility from the university.

With respect to repeated courses, students may only repeat courses that they withdrew from, were dismissed from, or failed. Only the most recent grade is computed into a student's GPA. However, repeated courses are included in the 150%



computation.

Students must meet the attendance policies, as outlined in the catalog or they will be administratively withdrawn from their course and deemed NOT to be making SAP.

Applicants seeking transfer credit for units earned at another institution will be evaluated on a case-by-case basis. Transfer credit may only be accepted for courses offered at the university.

Academic Warning

A student whose cumulative GPA is less than a 3.0 (2.0 for BSBA, JDET, or LLM students) after the most recent semester is not making SAP and will be placed on academic warning. A student will also be placed on academic warning when they reenroll in the university after being academically dismissed.

A. Academic Probation

A student whose cumulative GPA is less than a 3.0 (2.0 for BSBA, JDET, or LLM students) after the most recent semester is not making SAP, will be placed on academic probation, and is subject to dismissal. However, a student may appeal the SAP determination. If the appeal is granted, the student will be allowed to continue as a student on academic probation but will be placed on a Student Academic Improvement Plan (SAIP). SAP for a student on academic probation will be monitored at the conclusion of the next semester. If at the end of the next semester, while on academic probation, a student fails to satisfy the SAIP requirements, the student is again subject to dismissal. All students are subject to all the requirements set forth in the academic catalog.

B. Failure to Cure Academic Probation

Failure to meet the minimum standards prior to the program will subject a student to dismissal from the program. Once a student fails to make SAP, academic probation will be in effect until the completion of the next semester. A student with a cumulative GPA below 3.0 (2.0 for BSBA, JDET, or LLM students) is subject to dismissal. The student may appeal. If there are mitigating circumstances, grades may be reassessed (see academic appeal).

C. Financial Aid Probation

Students who do not achieve SAP at the end of a semester will lose further federal financial aid eligibility. Students may appeal this financial aid status determination to regain financial aid eligibility for one payment period (see financial aid appeal). If the appeal is granted, a student will be put on financial aid probation, may retain financial aid eligibility for one additional payment period and is put on a SAIP. SAP will be monitored at the end of each payment period in the next academic year to determine the student's financial aid eligibility status.

If at the end of the semester while on financial aid probation, a student fails to satisfy the SAIP requirements, the student will lose further financial aid eligibility.

Qualifying for Financial Aid

First Semester

First disbursement

- Successfully complete 30 days of enrollment.
- Submit official transcripts within 30 days of enrollment.
- Satisfy all financial aid requirements, including being fully packaged.

Future Semesters

Continuing disbursements (a student that needs to be repackaged must complete new financial aid documents)

- Successfully complete 30 days of enrollment.
- Satisfy all financial aid requirements, including being fully packaged.
- Satisfy all SAP requirements.
- Complete midterms (JDET students)

In all semesters each student will be evaluated based upon the university's standards for measuring SAP. For JDET students SAP will be evaluated at the end of the academic year.



Continuation as a Non-Title IV Student on Academic Probation

If a student fails to make SAP, the student will be on academic probation and is subject to dismissal. The decision to allow a student to continue on academic probation will be made by the university president or assigned designate. During this period, the student is not eligible for federal financial aid but may continue to take courses and will be responsible for tuition and fees.

Academic Appeal

A student may appeal a determination that the student is not making SAP by sending an appeal to the director of student services at the administrative offices of the university. The appeal should set forth in detail why the student did not achieve SAP and what the student will do to achieve SAP going forward.

The appeal will then be given to the Academic Review Committee (ARC) that will review the student's academic record and evaluate the student's written comments. The ARC may question the student or request additional information.

If the ARC determines that the student's grades were properly awarded, the student will be notified, and the grades will stand as awarded.

If the ARC determines that the student's grades were not properly awarded, the ARC will design a remedy to correct the grades. This may include, but is not limited to, allowing a student to retake such examinations as may be appropriate, having current examinations re-graded, or order such other actions that may equitably resolve the student's appeal.

Once the appeal is resolved and if any action is required, the director of financial Aid will be notified to reevaluate whether the student has met the SAP standards.

Financial Aid Appeal

A student may appeal a determination of being ineligible for financial aid by sending an appeal to the university program dean. The appeal should set forth in detail a concise statement detailing what extenuating circumstances occurred that caused the student to have the inability to meet SAP and what has changed so that the student may now meet SAP.

The appeal will then be given to the chief academic officer who will review the student's file and evaluate the student's written comments. The financial aid director may also request information from the ARC and/or may question the student or request additional information.

If the appeal is denied the student will be notified, and the probation status will stand.

If the appeal is approved, the probation status may be cleared.

Once the appeal is resolved and if any action is required, the director of financial aid will notify the student of its outcome and whether the appeal was approved or denied.

Reinstatement as a Title IV Student

A student may, subject to the approval of the financial aid director, be reinstated for Title IV after failing to make SAP if the student meets the following minimum criteria:

- The student has successfully completed at least one semester on academic probation.
- A recalculated grade point average indicates that the student now has a cumulative GPA of 3.0 (2.0 for BSBA, JDET, or LLM students) or higher; and
- It is possible for the student to complete the program in 150% of the published length.

Social Media

Students must obtain advance permission before establishing any social media account which references TUS, TLS, or WHTU.

Student Code of Conduct

The university is an institution of higher online education. As a community of scholars dedicated to the transmission of



knowledge, the pursuit of truth, and the development of moral and cultural values, the university strives to provide an environment in which the rights of inquiry, expression, and communication coexist with the responsibilities each member has to the community. Respect for the rights and privileges of others, the development of high standards of personal integrity, self-discipline, and control, and the exercise of wise ethical decisions are goals espoused for each person. Students enrolling in the university assume an obligation to conduct themselves in a manner compatible with the rights and responsibilities below.

A student is defined as a person enrolled at the university and is a student until such time as he/she graduates, withdrawals, or is dismissed. Students between academic years are not considered enrolled.

Student Rights

As a participant in the processes of the university, each member of this academic community has the right to develop the capacity for critical judgment and to engage in the sustained and independent search for knowledge and truth. Students are entitled to appropriate due process protections as a part of the student code of conduct. Students have the right to be treated fairly and with dignity.

Responsibilities

WHTU is committed to fostering ethical and moral values. Among the core values of the university is the inherent dignity of every individual as well as the right of each student to hold and express his or her viewpoint. When these views conflict, it is the obligation of members of the community to respect other perspectives. In keeping with these values, and the recognition of the cultural diversity of the university community, the university will not tolerate discriminatory or hate-motivated conduct, behavior, or harassment based on race, ethnicity, gender, gender-identity, religion, age, disability, sexual orientation, or political affiliation with the intention to intimidate or injure an individual(s) physically, mentally, or emotionally.

Student Code Violations

For the welfare of the entire community, all individuals in the community shall obey the enforcement of orders or directions given by all university officials in the performance of his/her duties or the operation of his/her office. Members of the WHTU community who interfere with the rights of others by failing to fulfill their responsibilities will be subject to disciplinary actions. Students are all expected to observe standards of conduct consistent with the pursuit of knowledge and truth.

The following list of unacceptable behaviors is intended to be illustrative in nature rather than all-inclusive.

- Dishonesty or knowingly furnishing false or incomplete information to the university with the intent to deceive.
- Making, possessing, or using any falsified university document or record; altering any university document.
- Knowingly making false accusations against a member of the university community.
- Illegal possession, consumption, distribution, or furnishing of alcohol or other drugs on university property.
- Disorderly conduct including obstruction or interfering with the reprimand, discipline, or apprehension of another person involved in the commission of an offense under the conduct code or any other university policy or regulation.
- Lewd or offensive or improper behavior.
- Possessing, using, or storing firearms, explosives, or weapons on TUS-controlled property.
- Disregard for the safety of others.
- Behavior or language that threatens or endangers the health, safety, or well-being of any person or group.
- Violation of a contractual obligation or publicized administrative policies.
- Sexual misconduct includes any unauthorized form of sexual contact with another person without the consent of that person.
- Sexually harassing another person.
- Acts of retaliation - words, actions, or written communication that implies or states another individual of the university community will be harmed or harassed for serving as a witness or victim or testifying in a conduct violation case.

Non-Compliance

The following shall be regarded as acts of non-compliance:

- Failure to comply with the direction of an individual identified as an authorized university official or other official acting in the performance of his/her duties.
- Complicity-presence during any violation of university policies in such a way as to condone, support, or encourage that violation. Students who anticipate or observe a violation of university policy are expected to remove themselves from participation and encourage the violation.



Hate Free Policy

Members of the university should not be subject to hate-motivated offenses. Those who believe that an action is hate-motivated, are strongly encouraged to report these incidents. Such incidents can be reported to a variety of offices including the dean or president. Reporting discriminatory or hate-motivated incidents does not in itself constitute a formal complaint nor compel one to file a formal complaint of misconduct. However, it does allow those affected by such violations to have a support system and an avenue for recourse. Students proven responsible for hate-motivated violations are subject to a range of disciplinary actions up to an including disciplinary expulsion from the university. The dean may impose harsher sanctions when behavior is proven to be motivated by hate. As in all cases of misconduct, including hate-motivated offenses, both the accused student and the complainant have rights that are granted through the university conduct process.

Student Appeals

The university allows the student a right to appeal to the program dean when claims have been filed against the student. The appeal to the dean must detail a specific response to the claim. The dean may consult with faculty in assessing the situation and a response to the appeal will be made within five business days.

If the student disagrees with the decision of the dean, a final appeal may be made to the Chief Academic Officer (CAO). The written request for CAO appeal must be made within seven business days of the issuance of the decision letter from the dean. An appeal is not a review of a case, but instead is an independent review of the process utilized to reach the original finding or decision. Students may appeal the decision to the CAO on one or more of the following grounds:

- a. There is new evidence, which was not known at the time of the administrative meeting which is likely to change the result.
- b. There was a violation of due process.
- c. The ramifications imposed are too harsh given the finding of fact.

If the CAO decides to appeal the dean's decision or impose a lesser penalty, the CAO may do so. The CAO's decision will be final.

Student Loan Deferrals

Students are generally eligible to defer repayment of existing federally insured student loans during their enrollment period. Applicants are encouraged to check with their lenders to confirm deferral eligibility in their circumstances before enrollment.

Student Privacy

Student records are regarded as confidential for all schools receiving funding under programs administered by the U.S. Department of Education in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA). Generally, information pertaining to students' records shall not be released to a third party without the written authorization of the student, judicial order, or a lawfully issued subpoena. As such, student confidential information is protected.

Release of Academic Information

WHTU adheres to the provisions of FERPA. Therefore, students may review the contents of their permanent records as they are maintained at the TUS offices. Such an inspection must be completed in person by the student at the location where the information is retained.

In compliance with FERPA, the following student record information may be disclosed by WHTU without the prior written consent of the student, a judicial order, or a lawfully issued subpoena.

- Dates of attendance at the university
- Dates of admission to the university
- University programs of study
- University degree completion dates and types of degrees earned.
- Student's current enrollment status (full-time, part-time, withdrawn)

If a student submits a written request that his or her directory information not be released, no information will be released, absent a judicial order or a lawfully issued subpoena. A request of this nature is only valid throughout the student's term of enrollment.



Student Records, Transcripts, and Transfer of Credit

A transcript will be maintained by the university in a readily understandable format in perpetuity. Other student records will be maintained for a period of not less than five years. WHTU will provide each student with two transcripts at no charge. Additional copies of transcripts are available at a minimal charge.

Applicants may submit unofficial transcripts with the application for admission. Official transcripts must be received within 30 days of signing their original enrollment agreement, or the student will not be permitted to register for additional coursework and may be subject to being administratively withdrawn. For students receiving financial aid, no financial aid will be disbursed until official transcripts have been received. Any student seeking transfer credit or portfolio credit should note that an official credit evaluation requires the submission of official transcripts prior to being awarded.

Students should always keep a copy of all assignments and other correspondence submitted to the institution. It is recommended if students elect to save assignments and correspondence on their hard drives, appropriate backup procedures are followed.

Transferability of Credits and Credentials Earned at WHTU

The transferability of credits you earn at WHTU is at the complete discretion of an institution to which students may seek to transfer. Acceptance of the (credits, degree you earn in WHTU is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, students should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending (name of institution) to determine if your (credits or degree, diploma, or certificate) will transfer.

Student Rights and Grievances

In addition to the specific policies outlined in this catalog regarding harassment and appeals for reevaluation of grades, the Taft University System, which operates William Howard Taft University provides the following process to file a formal grievance in the unlikely event that a dispute cannot be easily or immediately resolved. Fundamental to the process is the principle that all parties make good-faith efforts to resolve all issues prior to initiating a formal grievance. The following actions are recommended to resolve any issue, complaint, or grievance.

Informal Resolution

The complainant is encouraged to resolve the issue informally with the student, faculty, or staff member involved.

Formal Grievance Filing

Students are required to work with their faculty and the program deans to resolve issues. If the situation is not resolved, the student may use the process outlined below:

- If a prompt resolution cannot be achieved through informal discussion the complainant should document in writing and submit it to the director of student affairs. A formal grievance must clearly and concisely set forth what is sought, the reasons therefore, and any supporting information or documentation.
- The director of student affairs will conduct an initial review of the grievance and convene the faculty and administration as necessary to arrive at a resolution. Additional information may be requested from the complainant. If the requested information is not received within 15 days, the complaint may be considered abandoned and may not be continued. If no resolution can be reached in a reasonable amount of time (generally 1-2 days weeks), the grievance and supporting documentation will be forwarded to the dean who will render a decision in writing within one week. The dean's decision shall be final.

In all cases, WHTU will take follow-up action as necessary based on the review and the decisions rendered. The complainant will be kept informed of progress throughout the grievance process. Records of all formal grievance filings are kept on file at the university.



Any complainant that does not believe that his or her grievance has been satisfactorily resolved following the process outlined above, may lodge a complaint with WHTU's home state regulatory body, the Colorado Department on Higher Education, The National Council for State Authorization Reciprocity Agreement (SARA), the Distance Education Accrediting Commission, and The State of California Bureau for Private Postsecondary Education. Information to contact all of these agencies is listed below:

Distance Education Accrediting Commission (DEAC)

1601 18th Street, NW, Washington, D.C. 20009

Phone: 202-234-5100

DEAC Policy on Complaints:

<http://www.deac.org/Student-Center/Complaint-Process.aspx>

Colorado Department of Higher Education

1600 Broadway, Suite 2200, Denver, CO 80202

Phone 303-862-3001 Fax 303-996-1329

Colorado Department of Higher Education Policy on Complaints:

<https://higher.ed.colorado.gov/filing-student-complaint>

NC SARA

3005 Center Green Drive, Suite 130, Boulder, CO 80301

Phone: (720) 680-1600

<https://www.nc-sara.org/student-complaints>

California Students

California Bureau for Private Postsecondary Education (BPPE)

1747 North Market, Suite 225

Sacramento, CA 95834

Or

California Bureau for Private Postsecondary Education (BPPE)

PO Box 980818

West Sacramento, CA 95798-0818

(888) 370-7589

<https://www.bppe.ca.gov/enforcement/complaint.shtml>

Time to Complete

Accreditation regulations and WHTU policy dictate minimum and maximum time to complete for degree programs. In no case may a student complete a degree program in less than one calendar year. The maximum time to complete an academic program is outlined below:

Bachelor's Degree Program	5 years
Master's Degree Program	5 years
Master of Laws in Taxation (LLM)	3 years
Education Specialist	5 years
Doctorate Degree Program	7 years

A student may be administratively dismissed for failure to complete a program within the timeframe outlined.

Title IX Statement

In compliance with federal law, including the provisions of Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, the university does not discriminate on the basis of race, sex, religion, color, national or ethnic origin, age, disability, sexual orientation or military service in any of its:

- Educational policies, programs, or activities



- Admissions policies, grant, scholarship, or loan programs
- Hiring practices

Title IX of the Education Amendment protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. Sexual harassment is a form of sex discrimination prohibited by Title IX. Incidents of sexual harassment, sexual violence, stalking, and relationship violence are encouraged to be reported in a timely manner to the university president’s office.

Tuition Refund Policy

The university has adopted the following refund policy. Refundable tuition is defined as the tuition set in the enrollment documentation. For the purposes of refunds, each eight-week session is considered independent of other sessions. If a student cancels enrollment within the first week of a session (first seven days), the university will refund all tuition paid by the student. If the student withdraws or is dismissed after seven days of the start of the session, the student shall be entitled to a prorated refund as outlined below.

The chart below outlined tuition refunds based upon the date the university receives notification of intent to withdraw.

<u>Week</u>	<u>Day of Semester</u>	<u>% of Tuition Refund</u>
First Week	Day 1 to 7 of the 8-week session	100% tuition refund
Second Week	Day 8 to 14 of the semester	80% tuition refund
Third Week	Day 15 to 21 of the semester	60% tuition refund
Fourth Week	Day 22 to 28 of the semester	40% tuition refund
Fifth Week	Day 29 to 35 of the semester	20% tuition refund
Sixth Week	Day 36 or later	No Refund

No refunds are payable after the start of week six in the eight-week session. Refunds are not payable for completed courses. As an example of the refund policy, a student who withdraws the fourth week of the eight-week session (day 25), having paid tuition in the amount of \$1,000 would receive a refund of \$400 (\$1,000 multiplied by 40%).

For refund calculation purposes, any withdrawal shall be based on the date student notifies the university with an intent to withdraw. Withdrawal does not relieve students of the obligation to pay for charges incurred prior to the date of withdrawal. Unless otherwise noted in writing, university fees are non-refundable. The university will issue refunds pursuant to the above conditions within 30 days of notification.

Dismissals shall be effective on the date such action is taken by the administration or when a student fails to maintain the academic standards set forth in the catalog, whichever shall occur first. If a loan was obtained to pay for tuition, it is the student’s responsibility to repay the full amount of any loan plus any interest. Student is advised that some financial institutions require the university to repay any refunds due directly to the lender and student expressly authorizes the university to comply with such requests.

Return of Funds

When a Title IV student withdraws from the university, a return to Title IV (R2T4) calculation is completed, which may require the student to return unearned funds to the Department of Education. A student will not receive additional Title IV awards until the dollars have been repaid.

Although a student may receive financial aid funds at the beginning of a term, the student must “earn” funds over the course of a term by continuing to meet academic and attendance requirements. When a student does not complete a term of study, the university will determine the earned and unearned portion of the student’s aid within federal regulations.

During a Return to Title IV Funds calculation, the payment period is defined as the semester the student withdrew. To determine the percentage earned, divide the total number of days completed before the student withdrew from the course or program by the total number of days in the payment period. If a student meets academic participation requirements for over 60% of the term before the withdrawal occurs, the student has earned all their federal financial aid and is not required to return any funds. If a student withdraws having met 60% or less of academic participation requirements, there will be unearned funds to return.



Withdrawal and Readmission

Voluntary Withdrawal

Students may withdraw without prejudice by written notification to student support at any time within the semester as indicated in their enrollment agreement. Additional procedures to terminate enrollment may be found in the enrollment agreement.

A student who has not voluntarily withdrawn and who fails to complete a course or courses within the required time period will receive an **administrative dismissal** for the subject course(s) unless the student has appealed for additional time and such appeal was approved by WHTU.

Refunds of tuition upon withdrawal will be granted in accordance with the refund policy set forth in the enrollment agreement.

Students who find they must withdraw because of financial difficulties are urged to seek counseling before taking action to ensure that they have considered all of the financial assistance options which are available to WHTU students.

Readmission After Withdrawal in Good Standing

A student who has successfully completed any credits at WHTU and who has taken an approved leave of absence longer than one calendar year must appeal to the dean (or his/her designate) to be allowed to reenroll as a continuing student. As a condition to their readmission, a student who has withdrawn for longer than one calendar year may be required to repeat courses taken prior to his/her withdrawal. Readmission after withdrawal is at the discretion of the dean and is reviewed on a case-by-case basis. If the student's absence has been greater than one calendar year, the student will also be required to complete the application process for re-entry.

Readmission After Dismissal

An individual who wishes to be readmitted after dismissal must appeal to the Admissions Office directly and show the requisite ability for successful study or evidence demonstrating a stronger potential for study. If the student's absence has been greater than one calendar year, the student will also be required to complete the application process for re-entry.



WHTU Faculty

TUS employs terminally degreed faculty to teach most courses. All faculty possess degrees or credentials appropriate to the courses or programs that they are assigned. Some faculty listed below may no longer be teaching with the University based on the timing of the catalog release.

Dr. Veronica Allende-Ayad, Deming School of Business

EdD, Leadership and Management, William Howard Taft University

EdS, Education Administration, William Howard Taft University

MS, Education, Nova Southeastern University

BA, Art, University of Nevada, Las Vegas

Dr. Angela Au, Deming School of Business

DBA, Marketing, Walden University

MBA, Global Management, University of Phoenix

BA, Communication Studies, Seattle University

Dr. Daniella A. Bianchi-Laubsch, Boyer Graduate School of Education

PhD, Education, Northcentral University

MAT, Education, University of Houston

Teaching Certification Program, Purdue University

Dr. Shirley J. Caruso, Deming School of Business

EdD, Educational Technology and Leadership, William Howard Taft University

MA, Human Resource Development, Northeastern Illinois University

BA, University Without Walls, Northeastern Illinois University

Dr. Anita Cassard, Dean, Deming School of Business and School of Government & Law

PhD, Leadership & Organizational Change, Walden University

MA, Professional Studies in Hospital & Health Administration, Milano the New School for Management and Urban Policy

Undergraduate coursework, The Economic Research Institute and Institute of Advanced Studies, Vienna Austria

Dr. Vivy Chao, Boyer Graduate School of Education

EdD, Higher Education Leadership, Argosy University

MEd, Postsecondary Administration in Student Affairs, University of Southern California

BA, Sociology, University of California Los Angeles

Dr. Lorraine Cleeton, Boyer Graduate School of Education

PhD, Education, University of Birmingham (UK)

MSc, Lehman College (CUNY)

BA, Philosophy/Elementary Education, Hunter College (CUNY)

Dr. Terrance L. Cusaac, Deming School of Business

PhD, Organization and Management, Capella University

MPA, Public Personnel Management, Troy State University

BS, Criminal Justice, Benedict College

Ms. Cynthia M. Geter, Deming School of Business

MBA, University of Phoenix

BS, Health Science, California State University Long Beach

Management Development Program in Health Care, Center of Excellence in Health Care Management, University of Southern California



Dr. Angela Golden, Deming School of Business

DBA, William Howard Taft University

MBA, Columbia Southern University

Graduate School, International Studies, Ohio State University

BA, International Studies, Ohio State University

Dr. Michael Gregory, Deming School of Business

DBA, Healthcare Management, Liberty University

MBA, Finance, University of Texas of the Permian Basin

BA, English, University of British Columbia

AA, Douglas College, New Westminster, British Columbia

Dr. Angel Grier, Deming School of Business

DBA, William Howard Taft University

MBA, University of Phoenix

BS, University of Phoenix

Lean Six Sigma Yellow Belt

Lean Six Sigma Green Belt

Mr. Terrell J. Grier, Jr., Deming School of Business

EMBA, Baldwin-Wallace University

BA, Liberal Arts, Baldwin-Wallace University

Dr. Jessica Guire, Boyer Graduate School of Education

EdD, Educational Leadership, University of Phoenix

MA, Mass Communication, Stephen F. Austin State University

BA, Speech Communications

Dr. Michael A.S. Guth, Deming School of Business

JD, College of Law, University of Tennessee Knoxville

PhD, Financial Economics, University of Tennessee Knoxville

MA, Mathematical Economics, California Institute of Technology

BA, Economics/Space Physics, Rice University

Dr. Gota Hayashi, Boyer Graduate School of Education

EdD, Leadership and Management, William Howard Taft University

MA, TESOL, Teachers College Columbia University, Tokyo Japan

BA, Music (Violin Performance), San Diego State University

Professional Scrum Master I Certificate

Certified Associate in Project Management

Dr. Jared Hogel, Boyer Graduate School of Education

EdD, Educational Technology & Leadership, William Howard Taft University

Advanced Certificate in School Building & District Leader, SUNY Plattsburgh

MA, Adventure & Experiential Education, Prescott College

BA, Elementary (preK-6) & Special Education (K-12), SUNY Plattsburgh

AS, Humanities and Social Science, Clinton Community College

Mr. Michael James, Deming School of Business

MA, Accounting and Financial Management, Keller Graduate School of Management

MBA, Central Missouri State University, Harmon Business School

BSBA, Central Missouri State University, Harmon Business School

Certified in the Governance of Enterprise IT



Certified Information Systems Auditor
Certified Information Systems Security Professional
Project Management Professional
Certified E-Business Consultant
Mercury Interactive Winrunner Suite 8.0 Certification

Dr. Neil Johnson, Boyer Graduate School of Education

PhD, Experimental Psychology, Colorado State University
MS, Psychology, Colorado State University
BS, Psychology, Colorado State University

Dr. Michael W. Jones, Deming School of Business

PhD, Applied Management of Information Systems, Walden University
MS, Computer Information Systems, University of Phoenix
BS, Applied Mathematics, Valdosta State University
AS, Science, Abraham Baldwin Agricultural College

Dr. Karen L. Ledbetter, Deming School of Business

DBA, William Howard Taft University
EdD, Educational Leadership, University of Phoenix
MBA, Stevens-Henager College
MS, Information Management, Aspen University
MA, Education, St. Mary's College
BA, Speech and Drama, Brigham Young University

Ms. Aleta I. Ledendecker, Boyer Graduate School of Education

MA, Adult Education and Distance Learning, University of Phoenix
BA, Humanities, Thomas Edison State College
Elementary Teacher Diploma, St. Nicholas Montessori Centre, UK
Early Childhood Teacher Diploma, St. Nicholas Montessori Centre UK
12-Week Leadership Course, Montessori Foundation

Dr. Colleen Lindecker, Deming School of Business

PhD, Educational Psychology, Capella University
MSE, College Student Development and Administration, University of Wisconsin La Crosse
BA, Psychology, Winona State University

Dr. Joshua E. Long, Boyer Graduate School of Education

PhD, Adult Education, Pennsylvania State University
MA, Conducting Band/Wind Ensemble, Pennsylvania State University
MA, Music Education, Pennsylvania State University
MA, Music Euphonium Performance & Orchestral Conducting Focus, University of Hartford
BS, Music Education/Psychology, Pennsylvania State University

Danielle F. Lowe, Boyer Graduate School of Education

EdD, Education, William Howard Taft University
MS, Elementary Education, State University of New York
BS, Elementary Education, State University of New York

Dr. Maple Melder-Crozier, Boyer Graduate School of Education

EdD, William Howard Taft University
MEd, Education, Educational Psychology Option, California State University Hayward
BA, Biological Science, California State University Hayward



Dr. Mitchell Miller, Deming School of Business

DBA, Finance, Nova Southeastern University

MBA, Corporate Finance, Pace University

BA, Economics

CFP, License #0555443

Dr. Laurie Nalepa, Deming School of Business

Edd, Computer and Information Technology, Nova Southeastern University

MBA, University of Southern California

BA, Sociology, University of California Los Angeles

Dr. Melinda Payton, Boyer Graduate School of Education

Edd, Higher Education, Concordia University

MA, Curriculum and Instruction/E-Learning and Technology, Concordia University

BA, Liberal Arts, History, Texas State University

Dr. Casey S. Reason, Boyer Graduate School of Education

PhD, Educational Administration, Bowling Green State University

EdS, Administration and Supervision, University of Toledo

MEd, Administration and Supervision, Bowling Green State University

BA, Secondary Education, Bowling Green State University

Dr. Lisa D. Reason, Boyer Graduate School of Education

PhD, Leadership for K-12 Programs, Capella University

Post-Masters Certification, Principal, Bowling Green State University

MA, Educational Administration, Bowling Green State University

BA, Education, University of Toledo

Praxis Certified

Laureate Certificate in Teaching and Learning in Higher Education

Ohio Department of Education Teaching License Certification

Dr. Ronald S. Rizzo, Boyer Graduate School of Education

PhD, Leadership in Higher Education, Capella University

MA, Educational Leadership, Western Michigan University

BA, Music Education, Western Michigan University

Dr. Hillary Sawyers, Boyer Graduate School of Education

Edd, Educational Technology and Leadership, William Howard Taft University

MEd, Teaching and Learning, Liberty University

BS, University of the West Indies, Kingston, Jamaica

Dr. Stanley F. Seat, Deming School of Business

MST, William Howard Taft University

JD, Oak Brook College of Law

DMin, Brite Divinity School, Texas Christian University

MDiv, Perkins School of Law, Southern Methodist University

BSBA, Accounting, University of Texas at Arlington

Dr. Blanche A. Shenosky, Deming School of Business

DBA, California Intercontinental University

MS, Human Organization Science, Villanova University

BSPA, Health Care Administration, Saint Joseph's College



Mr. Terry W. Shorey, Boyer Graduate School of Education

MS, Instructional Leadership, National University
BA, Government/Business, California State University Sacramento
CA State Multiple Subject Elementary Education. 2022
Business Education Supplementary Authorization. 2022
English Language Development proficiency exam
California Administrative Tier I Credential

Dr. Jillian R. Skelton, Boyer Graduate School of Education

EdD, Educational Leadership, University of Alabama
EdS, Educational Leadership, University of Alabama
MAT, Early Childhood Education, Piedmont College
BA, Speech Communications, University of Georgia

Dr. Carole A. Smith, Boyer Graduate School of Education

EdD, William Howard Taft University
MS, Exceptionality, University of Southern Maine
BS, Education, Fitchburg State College

Dr. Randall E. Stone, Deming School of Business

PhD, Business Administration, Northcentral University
MST, William Howard Taft University
MAcc, Taxation, University of Central Arkansas
BS, Accounting, University of Arkansas, Fort Smith
AA, University of Arkansas, Fort Smith

Dr. Robert Waddington, Deming School of Business

DBA, California Southern University
MBA, Management, California State University Dominguez Hills
BSBA, Information Technology, Colorado Technical University

Ms. Lori Y. White, Deming School of Business

CPA
MS, Management, Troy University
BSBA, Accounting, Auburn University

Dr. Cynthia Willard, Deming School of Business

DBA, William Howard Taft University
MPA, Disaster and Emergency Management, Park University
BS, Public Administration, Park University

Dr. Pattie Williams, Boyer Graduate School of Education

MS, Instructional Design, Saint Leo University
EdD, Organizational Leadership, Argosy University
MBA, Management, Strayer University
BS, Management and Organizational Development, Mount Olive College

Dr. Eileen L. Yantz, Boyer Graduate School of Education

EdD, Educational Leadership and Administration, William Howard Taft University
MS, Educating Exceptional Children, Nova Southeastern University
BS, Elementary Education, Nova Southeastern University



Catalog Addendum for California Residents

Student Tuition Recovery Fund

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd., Suite 225, Sacramento, CA 95834, Phone (916)574-8900, Toll-Free (888)370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or the location of the institution or were enrolled in an educational program within the 120 days before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary awards by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncancellation may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.



2024 Academic Calendar

Term	Term Start Date	Term End Date
Spring I	January 2, 2024	February 26, 2024
Spring II	February 27, 2024	April 22, 2024
Summer I	April 30, 2024	June 24, 2024
Summer II	June 25, 2024	August 19, 2024
Fall I	August 27, 2024	October 21, 2024
Fall II	October 29, 2024	December 23, 2024

Directed Study students may enroll at the start of any semester (i.e., Spring I, Summer I, or Fall I) but not mid-semester.

Independent Study students may enroll and move onto a new course at the start of any term throughout the year.

University Holidays

January 1, 2024
 January 15, 2024
 February 19, 2024
 May 27, 2024
 July 4, 2024
 September 2, 2024
 November 28-29, 2024
 December 24-25, 2024

New Year's Observed
 Martin Luther King Jr. Day
 President's Day
 Memorial Day
 Independence Day
 Labor Day
 Thanksgiving Holidays
 Christmas Holidays