



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

Boyer Graduate School of Education

Master of Education (MEd)

A Non-Resident Independent Study Degree Program

The 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 education programs.

This catalog supplement should be carefully reviewed in conjunction with the University's *General Catalog* by individuals considering application to the *MEd* program. Additional catalog supplements are available for other University degree programs.

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

William Howard Taft University

*3333 S. Wadsworth Blvd., Suite D228
Lakewood, Colorado 80227*

(877) 894-TAFT (8238)

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William Howard Taft University has served students for over three decades.

Message from the Dean

From its beginnings in July of 1995, The Boyer Graduate School of Education has drawn students from all regions of the United States and many foreign countries. Superintendents, principals, classroom teachers and many other individuals involved in both public and private education and training have benefitted from our practical approach and affordable tuition.



Students tell us the one thing that stands out in their education from our graduate education programs is practicality – they use what they learn and learn from what they do.

All of our faculty members have current professional experience to draw upon, making our School relevant to today's changing educational climate – not yesterday's. They are involved in a sundry of administrative posts around the country – superintendents, curriculum experts, principals and human resource managers to name a few.

We believe the distance learning nature of our School and affordable tuition structure has opened educational opportunities to individuals who would otherwise find the commitment to pursue a graduate degree too great a burden on their personal and professional lives.

We encourage you to compare The Boyer Graduate School of Education to other similar graduate degree programs in education. I am confident you will find our faculty's credentials, the rigor and relevance of our curriculum and our commitment to serve our students is second to none.

Barry P. Resnick, Ed.D.
Dean

Barry P. Resnick has been a Dean of William Howard Taft University's Boyer Graduate School of Education since its inception in 1995. He holds a Bachelor of Science degree from the University of Southern California, a Master of Arts degree in Occupational Studies from California State University, Long Beach, a Master of Arts degree in Counseling Psychology from National University, and a Doctor of Education degree from Brigham Young University.

(Dr. Resnick has over twenty years of higher education experience as an instructor, professor, and department chair for regionally accredited colleges. He has also served as President of the Board of Trustees of a public school district with a total student enrollment of over 27,000.)



OVERVIEW OF THE PROGRAM

The online *Master of Education (MEd)* program emphasizes coursework in leadership, management and instruction in a variety of educational and public service settings. The *MEd* 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 on their district's compensation schedules. Additionally, the *Master of Education* program features a focused elective track designed specifically for Montessori educators.

OBJECTIVES

The objectives of the *Master of Education (MEd)* program are:

1. To offer a program of coursework and practical exercises in leadership, management, and instruction that will enhance the professional and personal lives of its students.
2. To improve general educational skills allowing students to advance on school district compensation schedules.
3. To prepare professional educators to serve the needs of both public and private institutions from the elementary to postsecondary level in their community and beyond.

Successful graduates of the program will demonstrate:

- A working knowledge of the concepts, dependencies, and relationships of the social and philosophical foundations of education.
- How to make appropriate recommendations based on sound reasoning and analysis.
- Effective and appropriate instructional and leadership techniques that support educational and administrative objectives.
- Use of theoretical knowledge and contemporary research for evidence-based decision-making.
- Professional expertise in a number of areas supported by the elective course options of the program.

Students electing the *Montessori Educator* track will demonstrate a comprehensive understanding of the Montessori educational theories and applications.

The University acts to fulfill the purposes of the Master of Education 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 Master of Education Program is designed to service a national market and does not purport to provide licensure or credential certification in any particular state and/or school district. Applicants interested in licensure, credential certification, and/or salary advancement are encouraged to contact the relevant licensing body(ies) and their respective human resources department before enrollment.

PRESENTATION

The Program is presented on a semester basis. Students are generally enrolled in 3 courses per semester with the exception of the capstone, which is taken separately at the end of the program. Each semester consists of a minimum time period of 16 weeks from the date study commences. Students not completing all semester coursework in the 16-week period will be granted an automatic two-month extension of time to complete the semester. Students may take a break between semesters; however, except in special circumstances, the entire program must be completed within five years.

Coursework is submitted and graded via the University's 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.

The Program is available to enrolled students from anywhere there is an internet connection.

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.



DIRECTED INDEPENDENT STUDY

The advantages to independent study are obvious – flexibility in the study schedule, the ability to complete coursework from almost anywhere in the world, and the ability to interact with instructors and students with common interests from all regions of the United States and many foreign countries. However, independent study education is not the best alternative for all students.

While there are exceptions and every individual is different, experience has shown certain personal attributes are often helpful or detrimental in the successful completion of distance learning courses. Students who have been successful in independent study programs often have many of the following attributes:

- Are good at prioritizing tasks and often get things done ahead of time without being reminded and, as a result, are excellent time managers;
- Are highly motivated;
- Recognize independent study is an alternative means to achieve educational goals – not an “easy way” to achieve such goals;
- Have a strong desire to complete their educational goals.

Because students won't be sitting in a classroom on a regular basis and won't have an instructor or classmates nearby to remind them of assignments, a student must be self-directed and conscientious about completing assignments to succeed in the program. As with all things in life, the greater the motivation to do something, the greater the chance of success.

Individuals who possess the following attributes *may not* be a good candidate for an independent study program:

- Students who strongly prefer face-to-face interaction with instructors and classmates;
- Students who find classroom discussion is almost always helpful;
- Students who need feedback from their instructor immediately and often;
- Students with poor self-discipline and planning skills.

The first three points are not possible in our directed independent study modality. The flexibility that makes this type of program attractive to many students requires greater self-discipline and planning than in a traditional classroom program where the timing of the course is predetermined. While the University will assist the student

in preparing a study plan, a student must exercise self-discipline in the completion of the degree requirements.

Commitment and self-discipline are the keys to success. No applicant will be admitted to the program unless the University believes they have the academic ability to succeed. However, the degree of commitment and self-discipline cannot always be accurately assessed at the time of admission.

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. The majority of applicants to this program are adults working in a variety of professional settings.

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 earned in the United States. This could be a degree earned outside the United States or a combination of academic units 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.

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.

FOREIGN 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.

APPLICATION PROCESS

To apply for admission to the program, an applicant must complete the University'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 the highest relevant degree at the time of application; however, official transcripts will need to be received directly from the institution of origin 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.

TRANSFER CREDIT AND CREDIT BASED UPON EXPERIENTIAL LEARNING

The acceptance of transfer credits between academic institutions lies within the discretion of the receiving college or university. Therefore, the University cannot guarantee that any course or degree completed at another educational institution will be accepted by the University nor can the University guarantee that any course or degree program completed at the University 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: 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. Courses must have been completed in the last seven years to qualify as transfer credits toward the MEd 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.

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. Enrollment may begin on the 15th of any month.

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

DEGREE REQUIREMENTS

To earn the *Master of Education (MEd)* degree a student must complete the courses listed in the curriculum section of this *Catalog Supplement* in good academic standing and pass all examinations.

The requirements may be completed in as little as 12 months. All requirements must be completed within five years from the date of initial enrollment.

FACULTY

The University employs faculty qualified to undertake the level of instruction or course development that they are assigned. They possess degrees or credentials appropriate to the degree program and level they teach. A complete listing of faculty and their qualifications is set forth in the *Faculty Catalog Supplement* available on the website.

INCOME TAX CREDITS AND DEDUCTIONS

Many students may qualify for the Lifetime Learning Credit (equal to 20% of their qualified education expenses) on their federal income tax return. Additional information on the Lifetime Learning Credit can be found on the University's website. 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.

FINANCIAL INFORMATION

Tuition for the MEd program is \$275 per unit. Current information on financial aid can be found on Taft University’s website.

Enrollment in the Program will generally qualify students for payment deferrals on existing federally insured student loans. Applicants seeking deferrals on existing student loans should check with their lenders prior to enrollment.



FEE SCHEDULE

Application Fee*	\$75
Transfer Credit Evaluation Fee*	\$55
Portfolio Credit Evaluation Fee*	\$100
Registration Fee (per semester)	\$50
Computer Library Fee (per semester)	\$45
Diploma Fee*	\$75
Transcript Fee (Two Provided at No Cost)	\$10
Late Payment Fee (Declined Credit Card, Per Item)	\$25

Students may pay any of the above fees Visa®, MasterCard®, Discover® or American Express®.

The cost of books and materials, other than each course syllabus, is not included in the tuition. Most books and materials may be purchased at local colleges, retail bookstores, directly from publishers, or on the internet. The cost is estimated to average approximately \$150 per course, but many sources offer great discounts.

EMPLOYER TUITION REIMBURSEMENT

The University will provide reasonable documentation to students seeking tuition reimbursement from their employer. However, if employer acceptance or tuition reimbursement is a material consideration, the University recommends applicants ascertain the policy of their employer prior or enrollment.

FINANCIAL AID

Advancing your professional education is an investment in your personal and professional development. The University makes every effort to make a post-graduate education an achievable goal for all qualified applicants.

The University participates in the Department of Veterans Affairs (VA) and Armed Forces Tuition Assistance (TA) education programs designed specifically for military active duty, reserve, veterans, or spouse and family.

LOAN DEFERRALS & GRANTS

Current information on financial aid is set forth on the University’s website. Enrollment in the program will generally qualify students for payment deferrals on existing federally insured student loans. Applicants seeking deferrals on existing student loans should check with their lenders prior to enrollment.



FREQUENTLY ASKED QUESTIONS

Q. How long does it take to complete the program?

A. The University's commitment to the Distance Education Accrediting Commission (DEAC) precludes any student graduating from a university degree program in less than one year. Students may take as long as five years to complete the program.

Q. Will you accept transfer credits?

A. Yes, students may apply to transfer up to a total of 15 semester units from comparable coursework completed at approved institutions. Applicants seeking transfer credit must pay the \$55 Transfer Credit Evaluation Fee and include full transcripts and course descriptions with their application to the program.

Q. I don't have a lot of computer knowledge. Will I have difficulty completing the assignments?

A. Computer requirements are detailed in the *General Catalog*. Basic knowledge of a program such as Word® is required to complete lesson assignments. Internet access is necessary to utilize Moodle™ and the electronic library. An email address is necessary to effectively communicate with university personnel and fellow students – *a University email is not provided to students.*

Q. I'm not sure I want to complete the entire program. Can I take just one course rather than enroll in the entire program?

A. No. Students are generally enrolled in three courses each semester. However, a student who elects not to complete the program or enroll in additional semesters has no financial obligation to the university beyond the current semester.

Q. Is this program approved for federal student aid?

A. No. We do not currently accept Title IV loans for the Master of Education (MEd) program.

Q. Are there any other financial aid options available to students not eligible for Title IV?

A. Yes. Many students are eligible for financial aid through employer tuition reimbursement programs and/or Taft University's *Partners in Professional Education (PIPE)* program. Additionally, the university offers a no-interest payment plan, which permits students to pay 30% of the semester's tuition at the time of enrollment and the remaining balance over a five-month period. Other financing sources or scholarship opportunities may also be available via the website's [Scholarships & Grants](#) page.

Q. Is there ever a need to attend a physical class?

A. No. Academic and administrative procedures are carefully designed so that students can complete all requirements for graduation entirely online without unreasonably disrupting their professional or family lives.

Q. Will I need to complete courses pursuant to a rigid timetable?

A. No. Each semester consists of a minimum time period of 16 weeks from the date study commences. Students not completing all semester coursework in the 16-week period will be granted an automatic 2-month extension. There are no assignments that must be submitted on a weekly or monthly schedule and students may take time off between semesters. However, except in special circumstances, the entire program must be completed within five years from the date of matriculation.

Q. How are examinations handled?

A. Students are required to pass one proctored examination each semester, totaling three examinations for the entire program. The exams can be proctored online by ProctorU under the supervision of a web camera and microphone – or students can select a member of the Consortium of College Testing Centers (CCTC). CCTC offers proctoring services at over 250 locations throughout the United States.

Q. What research tools are available to students?

A. The university provides all students with independent online research tools to assist in performing coursework through the *Library & Information Resources Network (LIRN) Virtual Library Collection*. LIRN is an extensive collection of scholarly information, sources, and reference titles from a variety of databases. Students pay a \$45 Computer Library Fee each semester.

Q. How soon can I get started?

A. The program utilizes an open enrollment policy. Students may commence study on the 15th of any month. Approved applicants may delay enrollment for a maximum of six months. If an approved applicant has not enrolled within six months of acceptance, a new application, including fees and documents, will be required.



CURRICULUM

The following courses are required in the *Master of Education (MEd)* program:

	Unit Value
First Semester	
EDU512 Social & Philosophical Foundations of Education	3
EDU504 Psychological Foundations of Education	3
EDU521 Teaching & Learning	4
Second Semester	
EDU522 Assessment & Evaluation	3
EDU513 Leadership	3
EDU520 Diversity	4
Third Semester Electives (Choose 10 Units)	
EDU528 Curriculum Design & Instructional Practices	3
EDU529 Early Childhood Education	3
EDU507 Educational Finance	4
EDU525 Educational Technology	3
EDU523 Introduction to Educational Administration	3
EDU530 Research	3
EDU526 Teaching Reading	3
Montessori Educator Elective Track	
EDU630 Montessori Philosophy	4
EDU635 Montessori Classroom Leadership	4
EDU640 Application of Montessori Philosophy at the Early Childhood Level	3
EDU645 Application of Montessori Philosophy at the Elementary Level	3
Total Credits	30
Total w/ Montessori	34

COURSE DESCRIPTIONS

First Semester

EDU512 – Social & Philosophical Foundations of Education (3 units)

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.

EDU504 – Psychological Foundations of Education (3 units)

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

EDU521 – Teaching & Learning (4 units)

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

Second Semester

EDU522 – Assessment & Evaluation (3 units)

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

EDU513 – Leadership (3 units)

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.

EDU520 – Diversity (4 units)

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.

Electives

EDU528 – Curriculum Design & Instructional Practices (3 units)

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

EDU529 – Early Childhood Education (3 units)

This course provides an overview of the stages of development and the learning strategies and assessment methods appropriate for the young learner.

EDU507 – Educational Finance (4 units)

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.

EDU525 – Educational Technology (3 units)

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

EDU523 – Introduction to Educational Administration (3 units)

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

EDU530 – Research (3 units)

This course places an emphasis on types of research designs and the skills in reviewing research-based programs and practices.

EDU526 – Teaching Reading (3 units)

This course explores the interrelated components of language arts regarding listening, speaking, reading, and writing.



Montessori Elector Elective Track

EDU630 – Montessori Philosophy (4 units)

This course focuses on the work of Maria Montessori (1870-1952), the first female to graduate from Italian medical school (1896). Her work as a physician led her to study children who were housed in asylums at the time. From observations of these “deficient” children, she devised exercises that allowed them to perform on an academic par with normal children. During this course, students will read extensively from Montessori’s own works. Although these are published in book form, many are compilations of lectures presented during public exhibitions and training courses. Contemporary educational practices often echo much of Montessori’s philosophy without giving credit to the woman who originated the method. During this course, students will become familiar with Montessori’s philosophy of education and integrate ways to implement it in the contemporary setting.

EDU635 – Montessori Classroom Leadership (4 units)

This course explores the integrated factors leading to effective management of a Montessori classroom, with special emphasis on the Montessori approach to discipline, observation, and communication. Students will read from original publications by Montessori as well as auxiliary material for developing and teaching effective communication skills. Students will also have the opportunity to devise a template for practicing observation and apply it to videos of an actual Montessori classroom. During the course, students will analyze current systems for formal record keeping in a Montessori classroom in order to develop a personal record-keeping method.

EDU640 – Application of Montessori Philosophy at the Early Childhood Level (3 units)

This course will focus on practical application of the Montessori approach with children aged three through six years old. The student will examine the scope and sequence of each curricular area of the Montessori Early Childhood Classroom, learn the basic types of lesson presentations utilized by Montessori teachers, and create appropriate activities to incorporate in the approach. Students will read extensively from original works by Montessori.

EDU645 – Application of Montessori Philosophy at the Elementary Level (3 units)

This course will focus on practical application of the curriculum of a Montessori program at the elementary level for children aged six through twelve years. Students will examine the scope and sequence of each curricular area of the Montessori Elementary classroom. Students will analyze Montessori’s concept of “Cosmic Education,” which is the organizing principle of learning at the elementary level. Students will read extensively from original works by Montessori.



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, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (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 location of the institution or were enrolled in an educational program within the 120-day period 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 award 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 the 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 non-collection 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.