



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

*W. Edwards Deming School of Business*

## **Doctor of Business Administration (DBA)**

*(A Non-Resident Independent Study Degree Program)*

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

This catalog supplement should be carefully reviewed in conjunction with the University's *General Catalog* by individuals considering application to the *DBA* 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:

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## Message from the Dean

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

Welcome to the W. Edwards Deming School of Business at William Howard Taft University. William Deming's (1900-1993) significant contributions to the theory of quality improvement include the Fourteen Points for Quality Improvement and the System of Profound Knowledge. Deming's Theory of Profound Knowledge consists of four parts: appreciation for a system, knowledge about variation, theory of knowledge, and knowledge of psychology. He believed in what Gestalt Theorists stated as: the whole is different and/or greater than its parts.

He knew that to improve/change/or fix a system, you have to understand it first. Deming helped create a system that proved to be holistic and dynamic, and is still used around the world in industry, government, and academia.

Dr. Deming was also known for his many quotes, and the following is one favorite: "It is not enough to do your best; you must know what to do, and then do your best." This quote that can be easily applied to your business studies here at William Howard Taft University. We will help you in acquiring the knowledge needed to do your best, and become the best in your future endeavors.

### **Anita Cassard, MPA, PhD**

*Dean*

*William Howard Taft University, W. Edwards Deming School of Business*

*Dr. Anita Cassard completed her undergraduate coursework at the Economic Research Institute and Institute of Advanced Studies in Vienna, Austria. She received her MPS from Milano The New School for Management and Urban Policy in New York City, and her doctoral degree from Walden University in Minneapolis, Minnesota (Applied Management and Decision Sciences).*

*Dr. Cassard is a member of Sigma Iota Epsilon-Zeta Rho Chapter and Delta Mu Delta, and has published papers in scientific journals including: Insight – A Journal of Scholarly Teaching, JABE- the Journal of Applied Business and Economics, and JSBHS- Journal of Social, Behavioral, and Health Sciences. VDM-Publishing in Germany with distributions in Europe, Asia, and the United States published her book, The Sherpa Leadership Model: A Model of Disempowerment.*

*Dr. Cassard has spent the past twenty years building bridges between higher education and the global business environment to empower people of all backgrounds to work together and become successful citizens.*

*Dr. Cassard received her PhD in Applied Management and Decision Sciences with a specialization in Leadership and Organizational Change from Walden University, Minnesota and her MPS from Milano The New School for Management and Urban Policy in NY/NY.*





## OVERVIEW OF THE PROGRAM

The Doctor of Business Administration Program is a practical, directed independent study program which emphasizes coursework in business leadership and management. The program is of particular interest to mid and senior 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 students from Asia, Europe, and the Middle East who wish to operate a business in the United States or conduct business with U.S. firms and would benefit from a better understanding of U.S. business operations.

## OBJECTIVES

The objectives of the Doctor of Business Administration program are as follows:

1. To offer a program of coursework and practical exercises in business administration, leadership, management, and sound operational practices that will enhance the professional and personal lives of its students.
2. To prepare professionals to serve in upper-level management and entrepreneurial objectives with a background of sound practices backed by current research and theory.
3. To employ faculty who are accomplished in their respective fields from both an academic and practical perspective.

Successful graduates of the program will demonstrate:

- Application of advanced knowledge in the legal, theoretical, and practical aspects of operating a business.
- The ability to evaluate complex business ethical issues and related legal issues and make appropriate decisions and recommendations based on sound reasoning and analysis.
- Appreciation for making socially responsible and environmentally sustainable choices when designing and implementing business strategy.
- The ability to communicate effectively in a variety of modalities.
- Effective management of individuals and teams in the business environment through application of contemporary leadership theories and concepts.
- How to author a properly formatted and presented Dissertation or Applied Doctoral Project that

represents a substantive research topic of original work or project that ties together the learning objectives of the coursework in a way that benefits an organization.

## PRESENTATION

The program is presented utilizing a directed independent study learning modality. It requires no classroom or seminar attendance.

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.

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. For example, a student may need to discuss the potential with a supervisor to gain that person's perspective on developing a recommendation for a new marketing thrust.

Some courses will have *Professional Development Projects* that connect the theory of the course to the student's work environment. These can become the basis for the student's *Dissertation/Applied Doctoral Project*.

The University believes evidence of computer literacy is required to earn a credible doctorate degree in any discipline. Technology also plays an important part in a student's ability to submit assignments, communicate with administration, faculty, and fellow students. Accordingly, all students must have access to a computer with the minimum specifications set forth in the University's General Catalog. Students are not expected to be computer experts. However, all students must have a working knowledge of Microsoft Windows®, Microsoft Word®, access to the Internet, and e-mail.

***William Howard Taft University acts to fulfill the objectives of the Doctor of Business Administration 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.***



## ADVANTAGES & DISADVANTAGES OF 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 fairly 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

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 the University's [Application for Admission](#) and pay the associated \$75 Application Fee. In addition, applicants must submit a resume, two letters of recommendation from professional peers, a personal statement, and copy of ID. Once all documentation is received, the applicant will be reviewed for acceptance into the program. Acceptance should be received within two business days.

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 who do not possess a degree from a postsecondary institution where English is the principal language of instruction must demonstrate college-level proficiency in English through one of a number of University-approved methods.

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
- 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 60 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.

The University will accept 9 units of transfer credit or credit for experiential learning (Portfolio Credit) in the

Doctor of Business Administration program. Courses must have been completed in the last seven years to qualify as transfer credits toward the DBA program.

## DEGREE REQUIREMENTS

To earn the Doctor of Business Administration degree a student must complete the courses listed in the curriculum section of this *Catalog Supplement* in good academic standing and pass the Qualifying and Comprehensive Examinations.

The requirements may be completed in as little as 27 months. All requirements must be completed within seven 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.

## HOW TO ENROLL

To be conditionally accepted, an applicant must complete the University's [Application for Admission](#) and pay the associated \$75 Application Fee. In addition, applicants must submit a resume, two letters of recommendation from professional peers, a personal statement, and copy of ID. Once all documentation is received, the applicant will be reviewed for acceptance into the program. Acceptance should be received within two business days.

If 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 is confirmed, a formal *Enrollment Agreement* will be prepared and sent to the applicant for review and signature. Enrollment may begin on the first day of any month.

**Official transcripts must be received directly from the institution of origin within 60 days of enrollment.**

Applicants are encouraged to contact the Admissions Office if there are any questions regarding enrollment procedures. Emails can be sent to [Admissions@Taft.edu](mailto:Admissions@Taft.edu) or phone calls made to 303-867-1155.



**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 is billed at the rate of \$420 per month during the term of enrollment. The obligation of students to pay tuition shall continue until the earliest of the following events:

- a. Satisfaction of all degree requirements;
- b. 48 monthly payments;
- c. Withdrawal from the program;
- d. Academic dismissal from the program.

**Continuation Fee**

If a student has not completed all degree requirements after four full years of active enrollment in the program, they will be assessed a continuation fee of \$125 per month *in lieu of tuition* for the balance of the enrollment period or until they have satisfied all degree requirements.

**FEE SCHEDULE**

Application Fee*	\$75
Registration and Orientation Fee*	\$100
Transfer Credit Evaluation Fee*	\$55
Dissertation/ADP Defense Fee (Payable when the Oral Defense is scheduled)	\$450
Dissertation Fee (Payable after the Oral Defense)	\$350
Continuation Fee (Per month, in lieu of tuition)	\$125
Diploma Fee	\$75
Transcript Fee (Two Provided at No Cost)	\$10
Late Payment Fee (Declined Credit Card, Per Item)	\$25
Student Tuition Recovery Fund (California Residents Only)	\$0

\*Non-Refundable

Students may pay any of the above fees by 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 discounts are readily available.

**EMPLOYER ACCEPTANCE & 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, 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.

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. This program does *not* qualify students for financial assistance under any Title IV Federal Student Loan Program.

Current grants and scholarships offered through Taft University and third parties can be found on the [Scholarships & Grants](#) page of our website.



## **THE DISSERTATION OR APPLIED DOCTORAL PROJECT (ADP) AND ORAL DEFENSE**

The doctoral dissertation is the culmination of study in the program, designed to demonstrate the student's ability to bridge theory and practice, to display their knowledge in a specialized area of study, and to demonstrate creative skills in defining a problem and conducting original research to define and/or provide a solution to the problem.

The University also offers an alternative to the traditional dissertation if a student prefers a more practical application of acquired knowledge. An Applied Doctoral Project (ADP) may be completed, in which the student is expected to apply knowledge and research to existing problems in their professional field.

The dissertation or ADP proposal will generally require several drafts, each one revised in response to feedback from the Chair, committee members, and the Institutional Review Board (if necessary).

When the Dissertation/ADP Chair determines that all committee suggestions have been incorporated or at least carefully considered (and it has been approved by the IRD, if necessary), he/she will consult the committee members for agreement that the proposal is ready for defense/presentation to the Dissertation Committee.

### **Scheduling of the Oral Defense**

The oral defense of the dissertation or ADP is scheduled at the mutual convenience of the student and the committee members. The student is expected to perform a 30-45 minute presentation that includes: the student's rationale for selection of the topic, a brief explanation of the Statement of the Problem, an explanation of the research methodology, a summary of the results of the research, and recommendations for further research and a plan for using the research results.

Following the presentation, the committee will have the opportunity to ask questions and discuss any issues that might have been raised in the presentation. Students and committee members may have guests attend the oral defense. Guests will only be in attendance as observers and do not enter into the discussion of the research. The oral defense is an opportunity for the student to display the knowledge gained as a result of doing the research and to confidently present that information in an organized

manner. It is also an opportunity to make recommendations for further research not covered in the document.

The oral defense may take place in the offices of the University or via an approved electronic medium (i.e. Skype™, teleconference, WebEx™, GoToMeeting™).



**FREQUENTLY ASKED QUESTIONS**

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

A. The minimum completion time for the program is 27 months. Since all courses are self-paced, the number of weeks necessary to complete a course may vary considerably based on the amount of time per week a student devotes to study, as well as the professional experience of the student.

Students are officially enrolled in one course at a time. Students may not complete the first course in less than one and a half months from the date of initial enrollment. For example, a student who enrolled on January 1<sup>st</sup> could submit three courses by May 15<sup>th</sup> or four courses by July 1<sup>st</sup>, etc.)

The average completion time of the program is approximately 48 months. All degree requirements must be satisfied within seven years from the date of initial enrollment.

**Q. I'm employed by a large international corporation and have no interest in small or developing businesses. Is this the right DBA program for me?**

A. Yes, the focus of the program relates to the goals, objectives, concerns, and problems of businesses of all sizes and is designed for existing or aspiring managers.

**Q. Will I be required to attend seminars or other classroom instruction?**

A. No.

**Q. What are "Qualifying Courses"?**

A. The first three courses in the curriculum are known as Qualifying Courses. A student must successfully complete these courses and take and pass a Qualifying Examination before they proceed on to the core and elective courses. The Qualifying Examination is a three hour proctored test that covers material from the qualifying courses.

**Q. How many hours does it take to complete a course?**

A. The amount of time it will take an individual to complete a given course will vary depending upon the background of the individual. For most individuals, the amount of time necessary to complete a course will be approximately equal for students in a classroom program covering the same subject.

**Q. In terms of educational quality, is DEAC accreditation equivalent to regional accreditation?**

A. Yes, DEAC is recognized by the US Department of Education (USDE) under the precise same criteria as all other institutional accrediting bodies. It has been recognized by USDE since 1959.

The US Department of Education (USDE) plays an important role in accreditation. You want to be sure that the organization that accredits your institution or program is reliable. USDE provides this assurance. In other words, they "accredit the accreditor" by thoroughly examining accreditors and giving accreditors a recognition status. Only accreditors that receive recognition are listed in the USDE database.

**Q. Does the University recommend a minimum number of years of occupational experience in education before commencing the program?**

A. Yes, it is recommended that an applicant have a minimum of five years of management or entrepreneurial experience before enrolling. The program emphasizes real world experience in business settings. Therefore, those with related experience will find the coursework very relevant. Without such experience, students may find it more difficult to relate the coursework to their business settings.

**Q. How soon can I get started?**

A. The program utilizes an open enrollment policy. Students may commence study on the first day 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 will be required.



**CURRICULUM**

Students are required to complete the courses in good academic standing and pass the Qualifying and Comprehensive Examinations.

The following courses are required in the Doctor of Business Administration program:

	Unit Value
<b>Qualifying Courses</b>	
BUS602 Business Research	4
BUS603 Strategic Planning & Implementation	3
MKT603 Problems & Methods in Marketing Management	3
BUS604 Qualifying Exam	-
<b>Core Courses</b>	
MGT607 Organizational Design	3
MGT605 Leadership Theory & Practice	3
FIN602 Designing Economic Business Strategies	3
HMR605 Corporate Social Responsibility & Ethics	3
MKT605 Marketing Research for Managerial Decision Making	3
BLW602 Business Law	4
BUS700 Comprehensive Examination	1
<b>Electives (15 units)</b>	
BLW607 Legal Environment for Managing Employees	3
BUS605 Global Strategic Management	3
BUS606 Negotiations & Dispute Settlement	3
FIN603 Conceptual Foundations of Accounting & Finance	3
FIN604 Global Economy	3
HMR606 Management of Organizations	3
MGT603 Leadership Solutions for Innovation, Change, & Decision Making	3
MGT604 Global Business Practices & Challenges	3
MKT604 International Marketing	3
MKT606 Competitive Analysis & Strategy	3
<b>Dissertation/ADP Phase</b>	
RES601 Research Seminar 2	2
<b>AND</b>	
DIS701 Dissertation Proposal	3
DIS703 Dissertation	12
<b>OR</b>	
BUS702 Applied Doctoral Project (ADP)	3
BUS704 Applied Doctoral Project (ADP)	12
<b>Total Credits</b>	<b>60</b>

**COURSE DESCRIPTIONS**

**Qualifying Courses**

**BUS602 – Business Research (4 units)**

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.

**BUS603 – Strategic Planning & Implementation (3 units)**

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.

**MKT603 – Problems & Methods in Marketing Management (3 units)**

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.

**Core Courses**

**MGT607 – Organizational Design (3 units)**

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.

**MGT605 – Leadership Theory & Practice (3 units)**

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.

**FIN602 – Designing Economic Business Strategies (3 units)**

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.





**HMR605 – Corporate Social Responsibility & Ethics (3 units)**

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.

**MKT605 – Marketing Research for Managerial Decision Making (3 units)**

Research is commonly looked at as a marketing tool and this course is a marketing course. The course goes beyond the basic marketing decision making process and identifies processes that managers must use, including knowing what questions to ask, being able to identify which issues are critical, and bringing the right resources together to analyze and recommend the best solutions.

**BLW602 – Business Law (4 units)**

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 the obvious legal problems and when to bring in the legal experts.

**BUS700 – Comprehensive Examination (1 unit)**

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.

**Electives**

**BLW607 – Legal Environment for Managing Employees (3 units)**

The leadership role in human resources management is full of legal potholes. This course would benefit human resources managers who need to understand the role of managers in the dealing with the complex world of legal employee management.

**BUS605 – Global Strategic Management (3 units)**

Managing a global business is much different than a US business. This course delves into how managers, as part of the decision making process, investigate and integrate knowledge about social and business cultures, management techniques, and local government regulations as part of how to manage their international business units.

**BUS606 – Negotiations & Dispute Settlement (3 units)**

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 organizations policy on how their employees are to operate in these situations.

**FIN603 – Conceptual Foundations of Accounting & Finance (3 units)**

Part of the financial role of managers is to lead the organization with the best financial program possible. In order 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 units)**

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.

**HMR606 – Management of Organizations (3 units)**

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

**MGT603 – Leadership Solutions for Innovation, Change, and Decision Making (3 units)**

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 units)**

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.

**MKT604 – International Marketing (3 units)**

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 units)**

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.

**Dissertation/Applied Doctoral Project Phase**

**RES601 – Research Seminar 2 (2 units)**

A three-week online seminar that covers all aspects of the dissertation or applied doctoral project proposal. Students leave the seminar with a quality draft proposal that can be presented to their chair and committee. *This course is graded Credit or No Credit.*

**EDU701 – Dissertation Proposal (3 units)**

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).

**EDU703 – Dissertation (9 units)**

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.

**EDU703 – Applied Doctoral Project Proposal (3 units)**

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.

**EDU705 – Applied Doctoral Project (9 units)**

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 development of an extensive scholarly document that will provide a professional value to the student's work as an educator.



## 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.