



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

Boyer Graduate School of Education

Doctor of Education (Ed.D.) Program

with a Concentration in

Charter School Administration

(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 *Ed.D.* 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

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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.)



**Doctor of Education (Ed.D.) Program
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OVERVIEW OF THE PROGRAM

The Education Specialist with a concentration in Charter School Administration Program is a practical, directed independent study program which emphasizes course work in educational leadership and management with a focus on charter school operations. The Education Specialist is a post-Master's degree designed primarily for P-12 educators and administrators seeking advanced knowledge beyond the Master's degree level, but who may not wish to commit to a full Ed.D. program. The program 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 – particularly in the charter school arena.

Charter schools are unique public schools that are allowed the freedom to be more innovative while being held accountable for advancing student achievement. Because they are public schools, they are:

- Open to all children;
- Do not charge tuition; and
- Do not have special entrance requirements.

Charter schools were created to help improve our nation's public school system and offer parents another public school option to better meet their child's specific needs. The core of the charter school model is the belief that public schools should be held accountable for student learning. In exchange for this accountability, school leaders should be given freedom to do whatever it takes to help students achieve and should share what works with the broader public school system so that all students benefit.

OBJECTIVES

The objectives of the Doctor of Education in Leadership & Management program are as follows:

1. To offer a program of coursework and practical exercises in educational leadership, management, and instruction that will enhance the professional and personal lives of its students;
2. To prepare professional educators and administrators to serve the needs of both public and private institutions from the elementary to postsecondary level in their community and beyond; and
3. To enable educational leaders to make meaningful contributions to the foundation of knowledge in charter school issues and operations.

Successful graduates of the program will be able to:

- Apply best practices, current concepts, theories, and research about educational technology, effective teaching, learning, and administration to improve one's professional practice as a teacher or administrator.
- Demonstrate an understanding of the administrative, legal, funding, budgeting and marketing issues unique to charter school operations.
- Employ effective and appropriate technology and leadership techniques that support educational and administrative objectives.
- Evaluate ethical issues, recognize administrative, legal and regulatory issues, and make appropriate decisions and recommendations based on sound research reasoning and analysis with sensitivity to stakeholder interests.
- Communicate effectively with authorizers, learners, their families, and other professionals in ways appropriate to purpose and content.
- Author a properly formatted and presented Dissertation that represents a substantive research topic of original work.

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 University acts to fulfill the purposes of the *Doctor 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 *Doctor of Education* degree 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. Coursework in the Program is geared toward those in school settings. Applicants are encouraged to contact the admissions office if they have questions regarding the curriculum and their individual professional backgrounds.



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Taft University acts to fulfill the objectives of the Education Specialist 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.

PRESENTATION

The program is presented utilizing a directed independent study learning modality and requires no classroom attendance and no mandatory discussion groups.

Each course in the program contains a series of lesson assignments generally consisting of assigned reading and research/writing projects. Students conclude the program with a dissertation or Applied Doctoral Project (ADP).

All students must have access to a computer with the minimum specifications set forth in the University's *General Catalog*, as well as demonstrate a level of computer literacy commensurate with the subject matter and degree level. All students must have access to the internet and a working email address.

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.

The founders of the *Boyer School of Education* have over sixty years of combined experience in offering independent study programs. 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.



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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 not holding a teaching certificate/credential or a Master's degree in education 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.

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.

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.

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 Education programs. Courses must have been completed in the last seven years to qualify as transfer credits toward the EdD program.

DEGREE REQUIREMENTS

To earn the Doctor of Education 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.





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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 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 <i>(Payable when the Oral Defense is scheduled)</i>	\$450
Dissertation Fee <i>(Payable after the Oral Defense)</i>	\$350
Continuation Fee <i>(Per month, in lieu of tuition)</i>	\$125
Diploma Fee	\$75
Transcript Fee <i>(Two Provided at No Cost)</i>	\$10
Late Payment Fee <i>(Declined Credit Card, Per Item)</i>	\$25
Student Tuition Recovery Fund <i>(California Residents Only)</i>	\$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.



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**EMPLOYER ACCEPTANCE & TUITION
REIMBURSEMENT**

Salary credits are generally a result of labor agreements in place between a school district and professional associations such as teacher groups. The agreements sometimes delineate eligible coursework and/or institutions where they can be taken. Past experience has shown that many districts will allow salary credit for program coursework. Additionally, many school districts award salary credit on a case-by-case basis. The School of Education will assist students in applying for salary credit and will supply the student or the school with any reasonable documentation.

The University will similarly 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™).



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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 1st could submit three courses by May 15th or four courses by July 1st, 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. Will I be required to attend seminars, lectures, 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. Will the completion of any of these courses apply towards a teaching and/or administrative credential?

A. Each state has its own set of criteria for the issuance and renewal of credentials. Prospective students interested in the credential process should check with the Credential Commission within their State’s Department of Education for detailed information before enrollment. The University will assist students in providing any reasonable information that may be required in the credential process.

Q. I work for a school district. Can I receive salary credit for completion of the entire program or for individual courses?

A. Salary credits are generally a result of labor agreements in place between a school district and professional associations such as teacher groups. The agreements sometimes delineate eligible coursework and/or institutions where they can be taken. Past experience has shown that the great majority of districts will allow salary credit if you complete our coursework. Additionally, many school districts award a salary credit on a case-by-case basis. The University will assist you in your efforts in applying for salary credit and will supply you and your school district with any reasonable documentation.

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 two years of occupational experience before enrolling. The program emphasizes real world experience in educational 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 professional 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.



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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 Education in Leadership & Management program:

	Unit Value
Qualifying Courses	
EDU501 Educational Administration	4
EDU503 Leadership in Institutional Settings	4
EDU507 Educational Finance	4
RES600 Research Seminar 1	1
EDU600 Qualifying Exam	-
Core Courses	
EDU505 The Laws and Politics of Education	4
EDU506 Organizational Behavior in the Educational Setting	4
EDU508 Principles of Curriculum Development	4
EDU509 Societal Diversity	4
EDU512 Social and Philosophical Foundations of Education	3
EDU514 Educational Psychology	3
EDU590 Charter School Marketing Management	3
EDU591 Charter School Governance & Administration	3
EDU511 Research Methods	4
Comprehensive Exam & Dissertation/ADP	
EDU700 Comprehensive Exam	1
RES601 Research Seminar 2	2
AND	
DIS701 Dissertation Proposal	3
DIS703 Dissertation	9
OR	
EDU703 Applied Doctoral Project Proposal	3
EDU705 Applied Doctoral Project	9
Total Credits	60

COURSE DESCRIPTIONS

Qualifying Courses

EDU501 – Educational Administration (4 units)

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.

EDU503 – Leadership in Institutional Settings (4 units)

This course explores concepts of leadership and leadership styles in the context of educational administration. Students examine the role of institutional leader, 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.

EDU507 – Educational Finance (4 units)

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

RES600 – Research Seminar 1 (1 unit)

A three-week online seminar on developing a concept paper or prospectus for the dissertation or applied doctoral project. Students leave the course with a quality draft prospectus for their dissertation or applied doctoral project. *This course is graded Credit or No Credit.*

Core Courses

EDU505 – The Laws and Politics of Education (4 units)

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.

EDU506 – Organizational Behavior in the Educational Setting (4 units)

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

EDU508 – Principles of Curriculum Development (4 units)

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.





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EDU509 – Societal 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. 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.

EDU511 – Research Methods (4 units)

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.)

EDU512 – Social and 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.

EDU514 – Educational Psychology (3 units)

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

EDU590 – Charter School Marketing Management (3 units)

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 units)

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.

Dissertation/Applied Doctoral Project (ADP)

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



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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.