



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

Boyer Graduate School of Education

Education Specialist (Ed.S.) 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.S.* 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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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 Education Specialist 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 *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 *Education Specialist with a Concentration in Charter School Administration* 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.
- Employ effective and appropriate technology and leadership techniques that support educational and administrative objectives.
- 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 learners, their families, and other professionals in ways appropriate to purpose and content.

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.

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

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.



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.

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.

An applicant may be conditionally admitted into the program based on a completed Application for Admission form, and student copies of transcripts reflecting the applicant’s highest relevant degree. Official copies of all relevant college level credits received directly from the institution of origin will be required within 60 days of enrollment.

The vast majority of the program’s applicants are mature adults working in a variety of professional settings. Many have not attended college for several years. Consequently, prior class rank and grade point average are not significant factors in the admission process.



ADMISSION POLICIES AND REQUIREMENTS – CONCLUDED

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 does not accept transfer credit or credit for experiential learning (Portfolio Credit) in the Education Specialist programs.

DEGREE REQUIREMENTS

To earn the Education Specialist 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

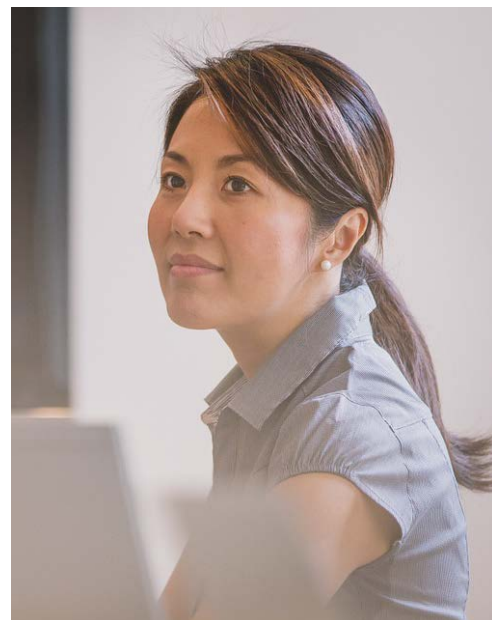
To apply for admission to the program, an applicant must complete the University's Application for Admission, which can be found at <https://www.taft.edu/apply-now>, and pay the associated \$75 Application Fee.

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 conditional acceptance to the program. All applicants must include a resume or CV.

Applications are generally reviewed weekly. The applicant will be contacted if additional information is required.

If the applicant is conditionally accepted for admission to the program, a supplemental information form will be forwarded in which the applicant will indicate his/her desired start date (within six months of acceptance). After receipt of the Supplemental Information Form, 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.

Applicants are encouraged to call the Admissions Office if there are any questions regarding enrollment procedures.





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
Continuation Fee (Per month, in lieu of tuition)	\$125
Graduation Check/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 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.



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 five years from the date of initial enrollment.

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 council for Higher Education Accreditation (CHEA) and the United States Department of Education (USDE) play an important role in accreditation. You want to be sure that the organization that accredits your institution or

program is reliable. CHEA and USDE provide 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 on the CHEA and USDE databases.

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 five 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.



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 Education Specialist with a concentration in Charter School Administration program:

	Unit Value
Qualifying Courses	
EDU501 Educational Administration	4
EDU503 Leadership in Institutional Settings	4
EDU507 Educational Finance	4
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
EDU590 Charter School Marketing Management	3
EDU591 Charter School Governance and Administration	3
EDU700 Comprehensive Exam	-
Total Credits	30



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.

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.

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 and 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.