



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

(An Educational Division of the Taft University System)

The W. Edwards Deming School of Business

The Boyer Graduate School of Education

2019 GENERAL CATALOG

Revised 12-2018

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

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

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Lakewood, CO 80227

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William Howard Taft
University

(A Member of The Taft University System)

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The University reserves the right to amend the information set forth in the Catalog through future printings or supplements.

Statement of Affiliation

The Boyer Graduate School of Education and The W. Edwards Deming School of Business are schools within William Howard Taft University. William Howard Taft University is an educational division of The Taft University System which also includes Taft Law School.

Statement of Equal Opportunity and Non-Discrimination Policies

Consistent with sound educational policy, The Taft University System, William Howard Taft University, and Taft Law School do not discriminate on the basis of sex, race, color, ancestry, religious creed, national origin, disability, medical condition, age, marital status, political affiliation, sexual orientation, or veteran status.

APPLICANTS INTERESTED IN ANY TAFT DEGREE PROGRAM SHOULD CAREFULLY REVIEW THE CATALOG SUPPLEMENT FOR THAT PARTICULAR PROGRAM, THE FACULTY CATALOG SUPPLEMENT, AND THE CONSUMER INFORMATION GUIDE CATALOG SUPPLEMENT. ALL ARE AVAILABLE ON THE UNIVERSITY'S WEBSITE.

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Message from the President

*Over four
decades of
service to
students.*

Welcome. As an educational division of The Taft University System, comprised of William Howard Taft University and Taft Law School, we have been providing quality distance education programs since 1976. Our accredited online university offers you an opportunity to get ahead in your career while balancing job, family and quality of life issues.



Recent labor analytics research by Boston-based Burning Glass Technologies, has noted that “up-credentialing is affecting a wide range of jobs from executive assistants to construction supervisors.” Employers increasingly require a college degree with the expectation that the graduate is motivated, can think analytically, and brings a strong, disciplined work ethic to the job. These are qualities and skills that Taft University both teaches and requires.

At William Howard Taft University we offer a variety of undergraduate and graduate programs and specializations designed to help mature adults achieve their academic and career goals. Students in the Boyer Graduate School of Education and the W. Edwards Deming School of Business are mentored by faculty, who are terminally degreed practitioners in their fields, and strongly committed to the academic and career success of our students.

As we approach our fifth decade of providing quality distance education, I look forward to ensuring that we remain a highly respected distance education institution and that we continue to graduate students with functional knowledge and skills directly applicable to employer needs.

Warm regards,
Neil A. Johnson, Ph.D.



William Howard Taft
University

(A Member of The Taft University System)

Institutional Mission, Purpose, and Objectives

*Offering unique
and innovative
distance learning
educational
programs.*

The mission and purpose of William Howard Taft University is to offer unique and innovative distance learning educational programs at a reasonable cost to qualified applicants, with a particular focus on those who are mature adults, employed on a full-time basis, or for whom place of residence, travel requirements, or finances are constraining factors.

The University is committed to providing quality distance education programs responsive to the needs of society, now and into the future. Valuing the rich variety of cultures, races, ages, religions and ethnic backgrounds in the world today, the University seeks students from all regions of the United States, and English-speaking students from around the world.

It is an objective of the University to utilize advancing technologies in the delivery of its educational services.





Accreditation & Affiliations

William Howard Taft University is accredited by the Accrediting Commission of the Distance Education Accrediting Commission.



Distance Education
Accrediting Commission
1101 17th Street NW,
Suite 808, Washington, D.C.
20036

Tel: 202.234.5100
www.deac.org

As an education division of the Taft University System, William Howard Taft University is accredited by the Distance Education Accrediting Commission (DEAC). DEAC, founded in 1926, is the standard setting agency for distance education institutions. It is listed by the United States Department of Education as a nationally recognized accrediting agency.

The University is also an institutional member of the Council for Higher Education Accreditation (CHEA). CHEA is a non-profit organization serving as the national advocate for voluntary accreditation and quality assurance to the U.S. Congress and U.S. Department of Education. In addition, Taft is affiliated with ACE, DANTES, VA, and AACSB.

Academic Programs and Learning Modalities

The University offers nationally accredited distance education degree programs in business, education, and taxation. It employs two learning modalities in the delivery of educational services. Most programs employ a **Directed Independent Study modality**. One program utilizes a **Telecommunications modality**.

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

In all programs, students are provided with login information to the University's online learning platform which provides access to course syllabi, a list of required and recommended course materials, and the official *Student Handbook* for the program. The learning platform also allows for electronic submission of assignments, retrieval of grades and feedback from the faculty, and access to text communication boards.

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

The Directed Independent Study Modality

Independent study recognizes that education can be an individual process where students with different learning needs and study schedules can be accommodated.

Students enrolling in Directed Independent Study programs work independently at their own pace and can commence study in any month.

Independent study is the most flexible option for busy professionals with varied working and family schedules. Students submit assignments and retrieve feedback from faculty, completing courses within the time limits of the semester. There are no specific assignment due dates, interaction/communication requirements, or log-in times.

The Telecommunications Modality

One program, *The Master of Business Administration (with a concentration in Professional Practice Management)* Program is a telecommunications program. Unlike the Directed Independent Study modality, the telecommunications program is provided in a more structured format with fixed start dates, cohort groups, and *requires regular and substantive interaction with faculty*. The structured cohort format allows for meaningful interaction with other student professionals and faculty in a group context.

Weekly assignments contain research/writing projects or quizzes, which are submitted electronically and evaluated by faculty.

Students enrolling in this program can only commence study in February or August.



The Boyer Graduate School of Education

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

The Boyer Graduate School of Education currently offers four degree programs, the Master of Education (M.Ed.) and the Doctor of Education (Ed.D.) with two concentrations. The *Programs* are Directed Independent Study programs requiring no classroom attendance. All assignments are submitted electronically.

The *Programs* are designed to service a national market and do not purport to provide licensure or credential certification in any particular state. 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.

The Master of Education (M.Ed.) Program

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

Admission to this *Program* requires the applicant to hold a Bachelor's degree. Applicants should be employed in public or private education at the elementary, secondary or higher education level. To earn the degree, students must complete a minimum of 30 semester units. No thesis or capstone project is required.

The Doctor of Education (Ed.D.) Programs

The Doctor of Education Programs emphasize course work in leadership and management in a variety of educational and public service settings. The *Programs* are 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.

Ed.D. students can select the general Doctor of Education program, a concentration in Educational Technology and Leadership, or a concentration in Charter School Administration.

Admission to these *Programs* require the applicant to hold a Master's degree. To earn the degree, students must successfully complete a minimum of 60 semester units including the preparation and successful defense of a dissertation.



“In the end, inspired teaching keeps the flame of scholarship alive. Almost all successful academics give credit to creative teachers - those mentors who defined their work so compellingly that it became, for them, a lifetime challenge. Without the teaching function, the continuity of knowledge will be broken and the store of human knowledge dangerously diminished.” Dr. Ernest L. Boyer

APPLICANTS INTERESTED IN ANY UNIVERSITY DEGREE PROGRAM SHOULD CAREFULLY READ THE CATALOG SUPPLEMENT FOR THAT PARTICULAR PROGRAM.



The W. Edwards Deming School of Business

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

The Bachelor of Science in Business Administration (B.S.B.A.) Degree Completion Program

The Bachelor of Science in Business Administration (B.S.B.A.) Degree Completion Program is a Directed Independent Study undergraduate degree program designed for students who have already earned a minimum of 60 semester units or an Associate Degree from an accredited institution.

The *Program* is designed to develop well-rounded business professionals. This is accomplished through the presentation of the technical and interpersonal skills necessary to obtain entry-level positions in business, or as independent business operators.

The *Program* offers 48 units of business foundation curriculum and 12 units from one of six concentration areas designed to meet specific professional applications. Foundation courses build a broad understanding of the important elements of business management and administration. Concentration courses supplement the foundation by allowing students to develop a deeper understanding of a defined area of study. Students in the B.S.B.A. program may pursue a concentration in any one of the following areas:

- Marketing
- eBusiness
- Finance
- Accounting
- International Business
- Project Management

To be considered for admission to the *Program* applicants must have earned a minimum of 60 semester units (including a minimum of 30 units in General Education*) from a college or university accredited by an accrediting agency recognized by the United States Department of Education. Students may transfer up to a maximum of 90 semester units from other accredited institutions.

* For this purpose, General Education courses include those that address English, human communications (including, but not limited to, foreign languages and speech), mathematics, natural sciences, social sciences, the arts and the humanities.

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The W. Edwards Deming School of Business

The Master of Business Administration

Directed Independent Study Programs

Said by many to be the most popular professional degree program in the world, the Master of Business Administration (M.B.A.) degree has become a threshold requirement for promotion into management in many organizations. The M.B.A. program developed by The W. Edwards Deming School of Business is an internationally recognized degree program designed to develop the skills required for careers in business. The major objective of the *Programs* is to provide graduates with the preparation and practical skills needed to excel in management and leadership positions.

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

In the Directed Independent Study modality, the University offers three M.B.A. programs:

- **The Master of Business Administration Program**

This traditional program is of particular interest to individuals interested in acquiring the skills and educational qualifications needed to succeed in almost any business environment. The Program can benefit those in executive and managerial positions as well as individuals providing consulting services to enterprises of varying size and structure.

- **The Master of Business Administration with concentration in Entrepreneurship and Small Business Management Program**

This program should be considered by individuals interested in starting or purchasing a small business as well as individuals providing consulting services to entrepreneurial enterprises. The Program will not be of material benefit to individuals seeking a career objective of employment in a large national or multi-national company.

- **The Master of Business Administration with a concentration in Health Care Administration Program**

This program emphasizes coursework in health care management practices, health care law, and entrepreneurial principles. The program allows for a number of electives, focused on various healthcare administrative and management issues and procedures. It will be of particular interest to individuals employed or seeking employment in hospitals and health maintenance organizations and individuals providing consulting services to such organizations.

All Master of Business Administration Programs require students to successfully complete 36 semester units.

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William Howard Taft
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The W. Edwards Deming School of Business

The Master of Business Administration

With a Concentration in Professional Practice Management Program

A Telecommunications Program

The *Master of Business Administration Program - with a concentration in Professional Practice Management (MBA-PPM)* is the first degree program of its kind. **Enrollment is limited to qualified applicants** holding a Juris Doctorate degree.

The Great Recession of 2007 resulted in a sea change for law students and newly admitted attorneys. Overnight, for most law students, the days of multiple job offers with six figure salaries vanished. While the Great Recession has ended, thousands of law school graduates have been left to sink or swim on their own. Unfortunately many are sinking in a sea of debt and low income. But some, those who have the skills to run a small or solo practice, are thriving.

The MBA-PPM™ program is designed specifically to teach the skills necessary to manage a successful solo or small legal practice. It combines a traditional M.B.A. curriculum with assignments directly related to the practice of law.

For those that qualify, it is also the ***only University program approved for Title IV Federal Financial Aid***, allowing some to borrow tuition and living expenses while also deferring repayment of existing federal student loans.

This *Program* is only offered in a telecommunications format that differs from other University programs in its delivery. Students in this *Program* are enrolled in cohort groups with semesters starting in the first week of February and August. The Program requires submission of weekly assignments and weekly discussion postings where students interact asynchronously with faculty and other members of their cohort class about course topics.

The *Master of Business Administration Program - with a concentration in Professional Practice Management* program requires students to successfully complete 36 semester units.

Due to the unique curriculum, the University does not accept transfer credit or portfolio credit for this Program.



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The W. Edwards Deming School of Business

The Master of Science in Taxation (M.S.T.) Program

The Master of Science in Taxation (M.S.T.) Program is a Directed Independent Study graduate degree program specifically designed for certified public accountants and other tax professionals. Using many of the same reference materials found in the offices of tax professionals, the Program is designed to provide the graduate with the conceptual understanding and technical competence advantageous for advancement in the tax consulting profession, corporate finance departments, and government tax agencies. As important as learning the law and mastering research skills is the ability to communicate professional insights to others. The *Program* provides not only a broad understanding of taxation, but an appreciation for the complexities of decision-making and practice in explaining the tax implications of various courses of action.

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

Successful graduates of the *Program* will demonstrate:

- Research skills necessary to evaluate and apply current areas of tax law and tax related legal issues relating to business, corporate structure, and individual tax procedures and strategies.
- A solid foundation of understanding of the laws pertaining to tax procedure and how the IRS interprets/applies those laws.
- Techniques for analyzing and resolving taxation issues, including identifying problems, researching and locating relevant law, and applying the legal rules to facts to arrive at conclusions.
- The ability to effectively communicate tax research to clients and the community of tax professionals, and make appropriate recommendations based on sound reasoning and analysis.

M.S.T. students earn the degree by successfully completing 30 semester units.



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The W. Edwards Deming School of Business

The Doctor of Business Administration (D.B.A.) Program

The Doctor of Business Administration Program is a practical, Directed Independent Study program which emphasizes coursework in business leadership and management. It requires no classroom or seminar attendance.

The *Program* is of particular interest to mid and senior-level managers who desire high level education in the theoretical and practical aspects of operating a business. It focuses on how business is conducted in the United States but is open to international students that would benefit from a better understanding of U.S. business operations.

Though leadership skills are subject to cultural differences, the fundamentals apply all over the world for business managers who wish to emulate the successful U.S. business models.

Successful graduates of the *Program* will demonstrate:

- The 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.
- An Appreciation for making socially responsible and environmentally sustainable choices when designing and implementing business strategy.
- 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 Major Practical Project that represents a substantive research topic of original work or a project that ties together the learning objectives of the coursework in a way that benefits an organization.

DBA students earn the degree by successfully completing 60 semester units including the Dissertation or Major Practical Project.





Administrative Information



Enrollment

With the exception of the *Master of Business Administration with a concentration in Professional Practice Management Program*, all programs maintain open enrollment where students can commence study every month. Applicants should review the relevant *Catalog Supplement* to obtain more information on the enrollment process for a particular program.

Curriculum and Course Descriptions

Detailed information on all University programs including curriculum, course descriptions, and tuition are set forth in the *Catalog Supplement* for that particular program.

Faculty

The Taft University System employs faculty to undertake the level of instruction or course development that they are assigned. They possess degrees or credentials appropriate to the courses or programs that they are assigned.

A complete listing of faculty members and their qualifications is set forth in a separate *Faculty Catalog Supplement*.

Computer Requirements

The University believes evidence of computer literacy is required to earn a credible graduate degree in any discipline. Technology also plays an important part in a student's ability to communicate with administration, faculty, and fellow students.

All program lesson assignments are submitted electronically. Accordingly, all students must have access to a computer with the following minimum specifications.

Students are not expected to be computer professionals. However, all students must have a strong working knowledge of Microsoft Word®, reliable access to the Internet, and e-mail.

Hardware and Software

- A Personal Computer, Notebook or MAC® with a web browser and antivirus protection.
- Microsoft Office® *
- A dependable Internet Service Provider
- A personal email account.
- Adobe Acrobat Reader®
(Available at no cost when downloaded from the Internet)

*Substantial discounts are often available to students on software purchases. Additional information is available through the Admissions Office. MAC® system users must be able to work with Microsoft Office® applications including WORD® and Excel® and assume responsibility for compatibility.



Administrative Information

Library and Other Learning Resources



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

Transfer Credit, Portfolio Credit and Credit by Examination

Transfer credit, portfolio credit and credit by exam may be awarded consistent with University policies set forth in the *Catalog Supplements* for each program. The amount of possible credit will vary depending on the specific program.

Students seeking transfer or portfolio credit must complete the appropriate *Transfer Credit Request* form, which outlines the requirements necessary to appropriately document prior learning, at the time of application.

Credit requests are evaluated on a case-by-case basis. Applicants will be notified prior to enrollment what transfer or portfolio credit, if any, will be accepted.

The acceptance of transfer credits between academic institutions lies within the discretion of the receiving college or university. Credits earned at William Howard Taft University may or may not be accepted by another institution depending upon its own programs, policies, and regulations.

Foreign Applicants

All courses are presented in the English language. Applicants whose native language is not English and who have not earned a degree from an appropriately accredited institution where English is the principal language of instruction must demonstrate college-level proficiency in English through one of a number of University approved methods.

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

www.naces.org/members.htm

www.aice-eval.org/members

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



Administrative Information

University Standards for Student Achievement

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

Attendance Policies

Since all of the University's programs are presented on a distance learning basis, the University has no *residential* attendance requirement. Students may withdraw from the programs at any time within an academic period subject to the terms of the enrollment agreement. Leaves-of-absence beyond the normal time limits may be granted for good cause at the discretion of the University.

Student Services and Record Keeping

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

Grading Policies

Numerical grades are assigned on a four-point scale ranging from 0.00 to 4.00 with a grade of 0.66 or below considered failing.

The cumulative grade-point average (GPA) is determined by dividing the total "grade points" earned to date by the total number of "units" attempted to date. The total "grade points" earned is the product of the course units and the student's course grade, totaled for all courses in which a numerical grade was received.

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

When grading assignments, faculty considers three general components:

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





Administrative Information



Christine A. Baldwin
Director of Administration

Employer Acceptance and Tuition Reimbursement

Many businesses and professional firms recognize the value of nationally accredited distance learning programs for employee education. The University has established the *Partners in Professional EducationSM (PIPESM) Program*. This is a cooperative undertaking between employers and the University to provide graduate level educational opportunities to qualified employees. Through the *PIPESM Program* eligible employees may obtain tuition grants ranging between five and twenty percent.

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

Financial Aid and Tuition Financing

For semester-based programs, the University offers an interest-free short-term financing plan that permits students to pay tuition on an installment basis. This generally requires an initial payment equal to 30% of the tuition for the semester with the balance paid over a term of five months.

The Master of Business Administration with a Concentration in Professional Practice Management Program is the only University program that qualifies for participation in Federal Title IV Financial Aid programs. Please refer to the *Consumer Information Guide* catalog supplement for additional information about Title IV Financial Aid.

Military Education Programs

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

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

Release of Academic Information

The University adheres to the provisions of the Family Educational Rights and Privacy Act. Therefore, students may review the contents of their permanent records as they are maintained at the Taft University System offices. Such inspection must be completed in person by the student at the location where the information is retained. Since the University subscribes to the policy that a student's academic records are confidential, information will be released only upon written instructions from the student except as noted below.

Information regarding a graduate's city of residence, attendance dates of graduates, degrees earned, and date of degrees are considered public information and may be released at the option of the University.



Administrative Information

Student Loan Deferrals

Students are eligible to defer repayment of existing federally insured student loans during their enrollment period. Applicants are encouraged to check with their lenders to confirm deferral eligibility in their particular circumstances before enrollment. There is no charge for the completion of loan deferral forms.

Income Tax Credits and Deductions

Many University 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.

Consumer Information Guide

The Taft University System publishes a *Consumer Information Guide* catalog supplement that is made available to current and prospective students of Taft Law School and William Howard Taft University. This Guide, which is a supplement to this General Catalog, contains a great deal of useful information including but not limited to policies on student privacy, satisfactory academic progress, campus security and crime statistics, drug and alcohol abuse prevention, voter registration information, and Constitution Day.

Student Rights and Grievances

Specific policies regarding harassment and appeals for reevaluation of grades are outlined in the *Student Handbook*. In the unlikely event of a dispute that cannot be easily or immediately resolved, the process to file a formal grievance is outlined in the *Consumer Information Guide* catalog supplement.

Tuition Refund Policy

The University has adopted a refund policy which is believed to be fair, equitable, and in compliance with regulatory requirements. The University reserves the right to change this policy without notice in order to comply with any legislative or regulatory changes imposed by the government or accrediting agencies. Different programs are subject to different refund policies. Specific detailed refund formulas are included in the Consumer Information Guide Catalog Supplement and in each enrollment agreement.

Reservation of Rights

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

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





Administrative Information

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 noncollection 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.



2019 Academic Calendar

January 1	First Day of study for new Doctorate program students
<i>January 1</i>	<i>New Years Day (University Offices Closed)</i>
January 5	Last Day of September 2018 Semester (Undergraduate & Master's programs)
January 15	January 2019 Semester begins (Undergraduate & Master's programs)
<i>January 21</i>	<i>Martin Luther King Jr Day (University Offices Closed)</i>
January 28	All Diploma requests for January order must be received
February 1	First day of study for new Doctorate program students
February 4	Last Day of October 2018 Semester (Undergraduate & Master's programs)
February 15	February 2019 Semester begins (Undergraduate & Master's programs)
<i>February 18</i>	<i>President's Day (University Offices Closed)</i>
March 1	First day of study for new Doctorate program students
March 7	Last Day of November 2018 Semester (Undergraduate & Master's programs)
March 15	March 2019 Semester begins (Undergraduate & Master's programs)
April 1	First day of study for new Doctorate program students
April 6	Last Day of December 2018 Semester (Undergraduate & Master's programs)
April 15	April 2019 Semester begins (Undergraduate & Master's programs)
April 26	All Diploma requests for April order must be received
May 1	First day of study for new Doctorate program students
May 7	Last Day of January 2019 Semester (Undergraduate & Master's programs)
May 15	May 2019 Semester begins (Undergraduate & Master's programs)
<i>May 27</i>	<i>Memorial Day (University Offices Closed)</i>
June 1	First day of study for new Doctorate program students
June 7	Last Day of February 2018 Semester (Undergraduate & Master's programs)
June 15	June 2019 Semester begins (Undergraduate & Master's programs)
July 1	First day of study for new Doctorate program students
<i>July 4</i>	<i>Independence Day (University Offices Closed)</i>
July 5	Last Day of March 2019 Semester (Undergraduate & Master's programs)
July 15	July 2019 Semester Begins (Undergraduate & Master's programs)
July 26	All Diploma requests for July order must be received
August 1	First day of study for new Doctorate program students
August 5	Last Day of April 2019 Semester (Undergraduate & Master's programs)
August 15	August 2019 Semester begins (Undergraduate & Master's programs)



2019 Academic Calendar - Continued

September 1	First Day of study for new Doctorate program students
<i>September 2</i>	<i>Labor Day (University Offices Closed)</i>
September 4	Last Day of May 2019 Semester (Undergraduate & Master's programs)
September 15	First Day of September 2019 Semester (Undergraduate & Master's programs)
September 17	<i>Constitution Day Program</i>
October 1	First day of study for new Doctorate program students
October 5	Last Day of June 2019 Semester (Undergraduate & Master's programs)
October 15	October 2019 Semester begins (Undergraduate & Master's programs)
October 28	All Diploma requests for October order must be received
November 1	First day of study for new Doctorate program students
November 4	Last Day of July 2019 Semester (Undergraduate & Master's programs)
<i>November 11</i>	<i>Veterans Day Observed (University Offices Closed)</i>
November 15	November 2018 Semester begins (Undergraduate & Master's programs)
<i>November 28 & 29</i>	<i>Thanksgiving Holidays (University Offices Closed)</i>
December 1	First day of study for new Doctorate program students
December 5	Last Day of August 2019 Semester (Undergraduate & Master's programs)
December 15	December 2019 Semester begins (Undergraduate & Master's programs)
<i>December 24 & 25</i>	<i>Christmas Holidays (University Offices Closed)</i>

Frequently Asked Questions

1. Q. Is online study as effective as classroom study?

A. Yes, and in many cases even more effective. In May 2009, the United States Department of Education released a report that looked at 12 years' worth of education studies, and found that online learning has clear advantages over face-to-face instruction. The study, "Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies," stated that "students who took all or part of their class online performed better, on average, than those taking the same course through traditional face-to-face instruction."

2. Q. Is DEAC accreditation equal to "regional" accreditation?

A. Yes, in every measurable way. DEAC accreditation is just as valid as any regional accreditation, and the Secretary of Education has officially recognized DEAC (Formerly the Distance Education and Training Council-DETC) since 1959. DEAC is also recognized by the Council for Higher Education Accreditation (www.chea.org) and its predecessors since 1975. DEAC accreditation meets the precisely same standards as the regional accrediting bodies, and has vastly more experience and tougher, more stringent standards for distance learning than any other agency in the U.S.

3. Q. Will I be able to transfer courses completed in the Program to other colleges or universities?

A. In the United States, the acceptance of transfer credits between institutions lies within the discretion of the receiving college or university taking into account such factors as course content, date completed, grades, and accreditation. In spite of the view of the U.S. Department of Education that all accreditation recognition is equal, some institutions have very restrictive policies for accepting transfer credit. If you plan to transfer credit earned at Taft University or enroll in a program at a later date, you are urged to check with the other institution(s) before enrollment in the Program.

4. Q. Is there a need to come to the University?

A. No. Academic and administrative procedures are carefully designed so that students can complete coursework entirely through directed independent study, without unreasonably disrupting their professional and family lives. Students may elect to take examinations via webcam or at one of over 300 approved testing sites.

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



A. Computer requirements are detailed on page 9. Basic knowledge of Microsoft Windows® and Word® is necessary to complete the assignments. Internet access is necessary to access the courses and the library. An e-mail address is necessary to effectively communicate with University personnel and fellow students.

6. 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 approximate the amount of time students in a classroom program covering the same subject.

7. Q. Who will be available to me to answer questions while I am enrolled?

A. Faculty members are subject matter experts for the courses they facilitate and are available to answer questions and clarify concepts presented in the curriculum. Questions about administrative issues can be addressed by the Student Services Coordinator. Specific contact information for university administration is provided in the *Student Handbook*.

8. Q. How are exams taken if the programs are 100% online?

A. Proctored examinations are typically administered at one of over 300 approved testing facilities throughout the country, or via web camera from the comfort of the student's home. Detailed proctored examination options and procedures are outlined in the *Student Handbook* provided after enrollment.

9. Q. How is the course material delivered? Are there any online lectures?

A. A typical course always consists of readings and assignments. Acquisition of required course text books is the responsibility of the student and they may be purchased from any source at their discretion. Often text books may be available to purchase used or as e-books to save cost. Assignments are outlined in the course syllabus provided in the online class platform in PDF format and can be downloaded and printed at the option of the student. The inclusion of online lectures, video, or other multimedia content varies from course to course. Students will not be required to log in at any specific time of day to view them. They will always be available to view asynchronously – at a time convenient to the student.



William Howard Taft, 27th President, Chief Justice



For additional information on William Howard Taft, former President of the United States and Chief Justice of the Supreme Court, visit our website.
<http://www.taft.edu>

Distinguished jurist, effective administrator, but a reluctant politician, William Howard Taft spent four uncomfortable years in the White House. Large, jovial and conscientious, he was caught in the intense battles between Progressives and Conservatives, and got scant credit for the achievements of his administration. Born in 1857, son of a distinguished judge, he was a member of the Yale University baseball team and later started the tradition of the President throwing out the first ball on the opening day of the major league baseball season. After graduation from Yale, he returned to Cincinnati to study and practice law. He rose in politics through Republican judiciary appointments, through his own competence and availability, and because, as he once wrote facetiously, he always had his “plate the right side up when offices were falling.”

But Taft preferred law to politics. He was appointed a Federal circuit judge at age 34. He aspired to be a member of the Supreme Court, but his wife, Helen Herron Taft, held other ambitions for him.

His route to the White House was via administrative posts. President McKinley sent him to the Philippines in 1900 as chief civil administrator. Sympathetic toward the Filipinos, he improved the economy, built roads and schools, and gave the people at least some participation in government.

President Roosevelt made him Secretary of War, and by 1907 had decided that Taft should be his successor. The Republican Convention nominated him the next year.

Taft disliked the campaign - “one of the most uncomfortable four months of my life.” But he pledged his loyalty to the Roosevelt program, popular in the West, while his brother Charles reassured eastern Republicans. William Jennings Bryan, running on the Democratic ticket for a third time, complained that he was having to oppose two candidates, a western progressive Taft and an eastern conservative Taft.

Progressives were pleased with Taft’s election. “Roosevelt has cut enough hay,” they said; “Taft is the man to put it into the barn.” Conservatives were delighted to be rid of Roosevelt — the “mad messiah.” Taft recognized that his techniques would differ from those of his predecessor. Unlike Roosevelt, Taft did not believe in the stretching of Presidential powers. He once commented that Roosevelt “ought more often to have admitted the legal way of reaching the same ends.”

Taft alienated many liberal Republicans who later formed the Progressive Party, by defending an Act, which unexpectedly continued high tariff rates. A trade agreement with Canada, which Taft pushed through Congress, would have pleased eastern advocates of a low tariff, but the Canadians rejected it. He further antagonized Progressives by upholding his Secretary of the Interior, accused of failing to carry out Roosevelt’s conservation policies.

In the angry Progressive onslaught against him, little attention was paid to the fact that his administration initiated 80 antitrust suits and that Congress submitted to the state’s constitutional amendments for a Federal income tax and the direct election of Senators. A postal savings system was established, and the Interstate Commerce Commission was directed to set railroad rates.

In 1912, when the Republicans re-nominated Taft, Roosevelt bolted the party to lead the Progressives, thus guaranteeing the election of Woodrow Wilson.

Taft, free of the Presidency, served as a Professor of Law at Yale and as President of the American Bar Association until President Harding appointed him Chief Justice of United States Supreme Court in 1921, a position he held until just before his death in 1930. To Taft, the appointment was his greatest honor. He is the only person to serve as both President of the United States and as a member of the Supreme Court.