



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

An Educational Division of the Taft University System Consisting of:

Deming School of Business

Boyer Graduate School of Education

The School of Government & Law

2023 ACADEMIC CATALOG

*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, email, or phone numbers below:

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William Howard Taft University

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, Deming School of Business, and School of Government & Law 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 does 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.

This Catalog applies to all programs offered through William Howard Taft University except the [Juris Doctor Executive Track](#) program.

Taft Law School, a division of the Taft University System, offers the *Juris Doctor Attorney Track and Bachelor of Science in Law programs*. Please reference the [Taft Law School Catalog](#) for information specific to these programs.

Applicants interested in any Taft degree program should carefully review the catalog supplement for that program and the faculty information, available on the University's website.



Message from the President

Is seeking a college degree during times of societal and economic stress always worthwhile? Perhaps the answer to this question is found with our history, purpose, and graduates.

There is nothing more central to The Taft University System's identity than our community of adult learners who, without accessible online programs, would not be able to advance their careers. When our founder, David Boyd, reached out to the first group of students in 1976, a commitment of "welcome, how can we help?" was established, and that commitment does not end with your enrollment. We know that to be a successful online learner you must be an essential part of the education offered and practiced.

During the past year, many students attending campus-based programs were suddenly forced into online classes that were put together in a crisis by institutions who, in most cases, were unfamiliar with offering online degree programs. For most of the student population at William Howard Taft University, online learning offers an opportunity for higher education when weekly attendance in a classroom is simply not an option. We provide an academically rigorous education to high-achieving adults who are balancing educational and professional aspirations with life's commitments. Taft offers adult learners an academically challenging and collegiate educational experience that is transformative.

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, Deming School of Business, and The School of Government & Law are mentored by faculty who are terminally degreed practitioners in their fields and strongly committed to the success of our students.

As an educational division of The Taft University System, comprised of William Howard Taft University and Taft Law School, we have provided 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.

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

Warm regards,

Dr. Amy Kahn





Institutional Mission, Purpose, and Objectives

The mission and purpose of The Taft University System, comprised of William Howard Taft University and Taft Law School, is to offer unique, innovative distance learning educational programs at a reasonable cost to qualified applicants, providing for positive career outcomes in the law, business, and education sectors.

Offering unique and innovative distance learning educational programs.

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.





Distance Education Accrediting Commission

1101 17th Street NW
Suite 808
Washington, D.C. 20036

202.234.5100
www.DEAC.org

Accreditation & Affiliations

As an education division of TUS, William Howard Taft University is accredited by the Distance Education Accrediting Commission. The Distance Education Accrediting Commission is listed by the U.S. Department of Education as a recognized Accrediting Agency. The Distance Education Accrediting Commission is recognized by the Council for Higher Education (CHEA). This accrediting commission was founded in 1926 and is the standard setting agency for distance education institutions.

TUS is affiliated with the Defense Activity for Non-Traditional Education Support (DANTES), The American Association of Collegiate Registrars & Admissions Officers (AARCO), and the Veterans Administration (VA). In addition, the university is a member of The National Council for State Authorization Reciprocity Agreements (NC-SARA),

Academic Programs and Learning Modalities

The University offers accredited distance education degree programs in business, education, law, and taxation. It employs two learning modalities in the delivery of educational services. Programs offer either an *Independent Study* or a *Directed Study* modality.

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

Students are provided with login information to the University's online learning platform, which provides access to course syllabi and a list of required and recommended course materials for the program. The learning platform also allows for online submission of assignments, retrieval of grades and feedback from the faculty, and access to discussion 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 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. As such, Independent Study is the most flexible option for busy professionals with varied working and family schedules. Students enrolling in Independent Study programs may work independently at their own pace. Students submit assignments and retrieve feedback from faculty, completing courses within the time limits of the semester. Title IV Federal Financial Aid cannot be used to cover the costs of this learning modality. However, the University has established interest-free payment plans that permit a student to make monthly cash payments to cover the cost of their education. Students may begin a program offered in the Independent Study at the start of an 8-week term (six times per year), as outlined on our [Academic Calendar](#).

The Directed Study Modality

The *Directed Study* programs are offered in a more structured format with cohort groups and require regular and substantive interaction with faculty. The cohort format allows for meaningful interaction with other professionals and faculty in a group context. Students are required to participate in weekly discussion boards to meet attendance and the academic requirements of the program. A student may use Title IV Financial Aid to cover the cost of this learning modality, as they are eligible. New students may begin study three times a year, at the start of each semester, as noted on our [Academic Calendar](#).



A Comparison of Learning Modalities

	Independent Study	Directed Study
<i>Highly credentialed faculty with real-world experience</i>	X	X
<i>Nationally recognized curriculum that addresses contemporary workplace issues</i>	X	X
<i>Accredited by the Distance Education Accrediting Commission (DEAC)</i>	X	X
<i>Facilitated courses designed to fit in your busy life</i>	X	X
<i>New students may begin enrollment at the start of any semester (three times per year)</i>		X
<i>New students may begin a program six times per year, at the start of an 8-week term.</i>	X	
<i>Weekly reading and assignments</i>	X	X
<i>Weekly discussion board participation required</i>		X
<i>Affordable tuition rates (tuition rates are the same regardless of the modality)</i>	X	X
<i>No classroom or residency requirements</i>	X	X
<i>Federal Financial Aid is available to cover 100% of tuition & fees for those who qualify</i>		X
<i>Interest-free, payment plans are available</i>	X	X

Students may alternate between the *Directed Study* and *Independent Study* programs; however, a signed Enrollment Agreement is required when a student changes program modality. A student may transfer programs or program modality only prior to the start of a semester. Please submit requested changes a minimum of 30 days before the start of the semester to provide time for schedule changes and potential changes to Title IV financial aid funding.

Accelerated Course Delivery

All students are enrolled in accelerated 8-week sessions. Two accelerated 8-week sessions fit into one 16-week semester. Most students complete one course in an 8-week session, representing an average of 20 hours of academic work per week. After completion of the first semester, a student may appeal to take additional credit hours in subsequent semesters.

No program may be completed in less than one year.



Boyer 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 School of Education currently offers three degree programs: *Master of Education (MEd)*, *Education Specialist (EdS)*, and the *Doctor of Education (EdD)*. A variety of concentrations are available in each academic program. All programs are offered in the *Independent Study* or *Directed Study* modality.

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 or credential certification are encouraged to contact the relevant licensing body for their state before enrolling: <https://nc-sara.org/professional-licensure-directory>

Applicants interested in salary advancement are encouraged to contact the relevant licensing body/bodies and their respective human resources department before enrollment.

Master of Education (MEd) Program

The *Master of Education (MEd)* 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 their district's compensation schedules. The *Master of Education* program is not designed to lead to Professional Licensure or certification and applicants must already be employed at the elementary, secondary, or higher education level in their state. Consequently, a determination has not been made whether the *Master of Education* program will meet professional licensure for any state. Applicants interested in licensure or credential certification are encouraged to contact the relevant licensing body for their state before enrolling: <https://nc-sara.org/professional-licensure-directory>.

Successful graduates of the program will demonstrate:

- A working knowledge of the concepts, dependencies and relationships of the social and philosophical foundations of education.
- How to make appropriate recommendations based on sound reasoning and analysis.
- Effective and appropriate instructional and leadership techniques that support educational and administrative objectives.
- Use of theoretical knowledge and contemporary research for evidence-based decision-making.
- Professional expertise in a number of areas supported by the elective course options of the Program.
- Students electing the Montessori Educator's track will demonstrate a comprehensive understanding of the Montessori educational theories and applications.

The university acts to fulfill the purposes of the Master of Education program through appropriate coursework, coupled with continuing direction, evaluation of student progress, and regular assessment of student learning outcomes, supervised and administered by qualified faculty.

The *MEd* program represents 30 credit hours and may be completed in as little as 12 months, with most students completing the program in less than two years. A concentration in Montessori Education is available. Up to 15 credit hours maybe transferred into the program, based upon review and approval of the Dean. No thesis or capstone project is required.

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 post-secondary education level.

Tuition is \$275 per credit.



Education Specialist (EdS) Programs

The Education Specialist (EdS) program is a post-Master's practical distance education program emphasizing coursework in leadership and management in a variety of educational and public service settings.

The program provides students with advanced study in organizational development, education finance, law, ethics, and curriculum development. The EdS is of particular interest to individuals with public or private school teaching experience who seek administrative positions or middle level managers or who are interested in moving into higher levels of administration.

Students may select one of three academic concentrations in pursuit of the EdS degree program: Leadership & Administration, Educational Technology, or Charter School Administration.

The EdS degree program is presented through distance education using online technology requiring no classroom or seminar attendance. The program is offered in both the *Independent Study* and *Directed Study* modalities.

Successful graduates of the program will demonstrate:

- Apply best practices, current concepts, theories, and research about effective teaching, learning, and administration to improve one's professional practice as a teacher or administrator.
- Demonstrate an understanding of the use of current and emerging technologies in a variety of educational settings
- 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.
- Discuss with a level of authority on the funding and budgeting practices and legal principles of the American public school system.
- Use information and technology to plan instructional and administrative strategies, and improve learning, productivity, and professional practice.
- Communicate effectively with learners, their families, and other professionals in ways appropriate to purpose and content.

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.

Tuition is \$360 per credit.

Doctor of Education (EdD) Programs

The online Doctor of Education Degree program emphasizes course work in leadership and management in a variety of educational and public service settings. It requires no classroom or seminar attendance. 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.

Successful graduates of the program will demonstrate:

“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



- Apply best practices, current concepts, theories, and research about effective teaching, learning, and administration to improve one's professional practice as a teacher or administrator.
- Employ effective and appropriate leadership techniques that support educational and administrative objectives.
- Use multiple strategies in efforts to help students of various levels and backgrounds to learn subject matter.
- Discuss with a level of authority on the funding and budgeting practices and legal principles of the American public-school system. Use information and technology to plan instructional and administrative strategies, and improve learning, productivity, and professional practice.
- Develop, organize and perform sound research studies in institutional settings.
- Communicate effectively with 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.

Tuition is \$360 per credit.

The Deming School of Business

The Deming School of Business offers a variety of undergraduate and graduate degrees including the *Bachelor of Science in Business Administration (BSBA)* degree completion program, *Master of Business Administration* (with *General* and *Health Care Administration* concentrations), *Master of Science in Taxation (MST)* and the *Doctor of Business Administration (DBA)* degree programs. The *MBA* and *DBA* programs are offered in both *Independent Study* and *Directed Study* delivery modalities. The *BSBA* completion program is offered only in the *Independent Study* format.

Bachelor of Science in Business Administration (BSBA) Degree Completion Program

The 120-credit hour *Bachelor of Science in Business Administration (BSBA)* degree completion program is designed for students who have already earned a minimum of 60 semester credit hours or an Associate's Degree from an accredited institution. The program is offered in only the Independent Study modality. As such, Title IV Federal Financial Aid is not available. The University extends interest-free monthly payment plans for students to pay tuition.

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 18 credit hours of business foundation curriculum and 42 credit hours from specialized courses designed to meet specific professional applications (60 semester credit hours total). Foundation courses build a broad understanding of the important elements of business management and administration. Specialization courses supplement the foundation by allowing students to develop a deeper understanding of a defined area of study.

To be considered for admission to the program, applicants must have earned a minimum of 60 semester credit hours (including a minimum of 30 credits in General Education¹) 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 credit hours from other accredited institutions, requiring students to complete a minimum of 30 credit hours from William Howard Taft University.

The 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.

¹ 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. Please



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see [www.whtu.edu](#) Catalog Supplement for more information.

Academic Catalog



Successful graduates of the program will demonstrate:

- Application of research and knowledge in the following broad-based areas: business management, accounting, marketing, economics, organizational behavior, and finance.
- The ability to evaluate ethical issues, recognize business, legal and regulatory issues, and make appropriate decisions and recommendations based on sound research reasoning and analysis with sensitivity to stakeholder interests.
- An ability to identify the connections between business and community and make socially responsible and environmentally sustainable choices when incorporating business operations and strategy.
- An understanding of the use of information systems to gather data, assess information, and formulate meaningful reports to make effective business decisions.
- The traits and actions of effective leaders and how to effectively manage individuals and teams in the business environment.

The university acts to fulfill the purposes of the BSBA 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.

Tuition is \$225 per credit.

Master of Business Administration (MBA) Degree Programs

Said by many to be the most popular professional degree program in the world, the *Master of Business Administration (MBA)* degree has become a threshold requirement for promotion into management in many organizations. The *MBA* program developed by The 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 program 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 consulting professions.

The *Master of Business Administration (MBA)* program requires students to successfully complete 30 credit hours and is offered in both *Independent Study* and *Directed Study* modalities. The program may be completed in as little as 12 months, with most students completing the degree in less than two years. The GMAT is not required as a condition of admission. Students may transfer 15 credits into the program, based upon review and approval by the Dean. A student must have completed an undergraduate degree prior to admission into the *MBA* program.

Successful graduates of the program will demonstrate:

- Application of knowledge in the legal, regulatory, theoretical, ethical and practical aspects of operating businesses of varying size and structure.
- The ability to evaluate common business and related legal issues and make appropriate decisions and recommendations based on sound research, reasoning and analysis.
- Appreciation for making socially responsible and environmentally sustainable choices when designing and implementing business strategy.
- How to author a properly formatted and presented Business Plan or Capstone project that represents substantive original work that ties together the learning objectives of the coursework.

The university acts to fulfill the purposes of the MBA 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. Several concentrations are available.

Tuition is \$295 per credit.



Master of Business Administration

This program is of particular interest to individuals interested in acquiring the skills and educational qualifications needed to succeed in almost any business environment, including small business management and entrepreneurialism. The program can benefit those in executive and managerial positions as well as individuals providing consulting services to enterprises of varying sizes and structures.

Master of Business Administration in Health Care Administration

This program emphasizes coursework in health care management practices, health care law, and health care finance. The program is focused on various health care 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.

Doctor of Business Administration (DBA) Program

The *Doctor of Business Administration (DBA)* is a professional degree program, which emphasizes coursework in business leadership and management. It requires no classroom or seminar attendance. The program is offered in the *Directed Study* or *Directed Study* modality.

The DBA 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 to the global marketplace for business managers who wish to emulate successful U.S. business models.

Students in this program are required to successfully complete 60 semester credit hours, including the Dissertation or Applied Doctoral Project, to graduate. A Master's degree is required for admission into the program. The program may be completed in as little as 27 months, with most students requiring three years to complete the degree. A maximum of 9 hours may be transferred into the program.

Successful graduates of the program will demonstrate:

- Application of advanced knowledge in the legal, theoretical, and practical aspects of operating a business.
- The ability to evaluate complex business ethical issues and related legal issues and make appropriate decisions and recommendations based on sound reasoning and analysis.
- Appreciation for making socially responsible and environmentally sustainable choices when designing and implementing business strategy.
- The ability to communicate effectively in a variety of modalities.
- Effective management of individuals and teams in the business environment through application of contemporary leadership theories and concepts.
- How to author a properly formatted and presented dissertation or major practical project that represents a substantive research topic of original work or project that ties together the learning objectives of the coursework in a way that benefits an organization.

Tuition is \$360 per credit.



School of Government & Law

William Howard Taft University offers three graduate degrees through the School of Government & Law including the *Master of Public Administration (MPA)*, *Master of Laws in Taxation (LLM)*, and *Juris Doctor – Executive Track (JDET)* programs. The *JDET* and *MPA* programs are offered in both *Directed Study* and *Directed Study* formats. However, the *LLM* and *MST* programs are available only in the *Independent Study* modality. Please reference the [Juris Doctor Executive Track Catalog](#) for information specific to this program of study.

Master of Public Administration (MPA) Program

A recognized leader in the field of education, William Howard Taft University now offers a *Master of Public Administration (MPA)* degree. This is an intensive, 18 to 24 month professional graduate degree program that provides students with the skills, knowledge, and network they will need to be successful professionals and engaged citizens serving the public good across local, national, and international government, nonprofit, and private sectors.



Our *MPA* program is designed to meet the growing need to advance public policy, enhance public management, and bridge the private and public sectors. Its curricular focus is grounded in a comprehensive view of public service education that equips students with the skills needed to implement effective policy; manage organizations with diverse stakeholders; and apply rigorous, evidence-based analysis to inform decision-making. The program is designed to equip graduates to make an impact by serving the public good, and finding jobs in national, state, local, and international government, nonprofit organizations, and for-profit companies throughout the US and around the world.

Students enrolled in this program must successfully complete 30 credit hours and a final capstone project to graduate. A student may transfer 15 credit hours into the program. Admission to the program is dependent upon the completion of an undergraduate degree.

Successful graduates of the program will demonstrate:

- Have an advanced understanding and appreciation of the theoretical and historical foundations of professional public administration thereby enable students to critically think and to link theory with practice as they address current issues in the public and non-profit sector.
- Develop core competencies necessary for helping to shape the organizational environment (broadly defined in which they operate and for managing individuals, groups, clients, and programs.
- Develop an ethical perspective based on the public service values of personal integrity, accountability, the public's interest, and equity and fairness.
- Apply the knowledge and skills necessary to make a practical difference in the quality of operations in public organizations and communities.
- Effectively summarize, appraise, and communicate technical and professional information, through both oral and written media.

Tuition is \$295 per semester credit hour.

Master of Laws in Taxation (LLM) Program

The *Master of Laws in Taxation (LLM)* program is specifically designed for practicing attorneys and other law school graduates. ***Completion of this program is not intended to, and will not, qualify graduates to sit for any bar examination.***

Using many of the same reference materials found in the offices of tax professionals, the program provides the conceptual understanding and technical competence advantageous for advancement in the tax consulting profession, corporate finance departments, and government tax agencies. Using many of the same reference materials found in the offices of tax professionals,



the program provides the conceptual understanding and technical competence advantageous for advancement in the tax consulting profession, corporate finance departments, and government tax agencies.

The *Master of Laws in Taxation (LLM)* program is offered only in the *Independent Study* modality. The University extends interest-free monthly payment plans for students to pay tuition. The *Master of Laws in Taxation* degree program represents 24 credits and an earned Juris Doctor degree is required for admissions. No transfer credit is accepted.

Successful graduates of the program will demonstrate:

- To develop research skills necessary to apply current areas of tax law to issues encountered by individuals and organizations
- To analyze the laws pertaining to tax procedure and evaluate how the IRS interprets and applies those laws
- To develop a comprehensive understanding of the taxation implications of various corporate structures
- Allow for a number of electives, which will allow the student to focus on various taxation issues and procedures relevant to the student's circumstances.

Tuition is \$495 per semester credit.

Master of Science in Taxation (MST) Program

The *Master of Science in Taxation (MST)* program is specifically designed for certified public accountants, enrolled agents, 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. The program provides not only a broad understanding of taxation but also an appreciation for the complexities of decision-making and practice in explaining the tax implications of various courses of action.

The *Master of Science in Taxation (MST)* program is offered only in the *Independent Study* modality. The University extends interest-free monthly payment plans for students to pay tuition. Students enrolled in this program must successfully complete 30 credits to graduate. The program may be completed in as little as one year. *MST* students may apply to transfer up to a total of 15 credits hours of transfer credit; however, the courses considered for transfer must be equivalent in both content and degree level and must have been earned within the last three years.

In addition to a Bachelor's degree, applicants are expected to have a minimum of three years of 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.

Tuition is \$495 per credit.



Administrative Information

Contact Information

Hours: 8AM-5PM Mon-Fri (Mountain Time)
Phone: (303) 867-1155 or (877) 894-8238
Fax: (303) 867-1156
Address: William Howard Taft University
3333 S. Wadsworth Blvd #D228
Lakewood, CO 80227

Admissions Email: Admissions@Taft.edu

For questions or concerns about your application or enrollment.

Financial Aid Email: whtufinancial.aid@Taft.edu

For assistance with previous student loan deferment & financial aid packaging/disbursements.

Student Support: Student_Support@TaftU.edu

For any current student questions, concerns, or issues.

Technical Support Email: Technical.Support@TaftU.edu

For any issues with Moodle.

Accounting Email: Cruz@TaftU.edu

For any issues with payment or changes to payment method/information.

Business Dean (Anita Cassard): Cassard@Taft.edu

Government & Law Dean (Anita Cassard): Cassard@Taft.edu

Education Dean (Barry Resnick): Resnick@Taft.edu

Initial Enrollment & Matriculation

Most University programs are offered in both *Independent Study* and *Directed Study* modalities. Please review the characteristics and limitations of each modality in the introduction of this *Catalog*.

Three semester start dates a year are available to students with an interest in the *Directed Study* programs. Students with an interest in the *Independent Study* modality may begin enrollment on six start dates per year, at the beginning of each 8-week term. Please see the [Academic Calendar](#) for specific information. Applications are accepted year around. Applicants should review the relevant program *Catalog Supplement* to obtain more information on the admissions requirements, program modality, and enrollment requirements for a particular program.

Once accepted, an admissions representative will confirm the applicant's start date and payment method before sending an enrollment document.

Your admissions representative will confirm your first-course registration and faculty assignment. New students receive their student ID number via email from [Student Support](#).

[Technical Support](#) will send each new student their username and password for Moodle in two separate emails. All the above emails will be sent the business day before the student's selected start date.

Military Education Programs

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

The Taft University System complies with the Veterans Benefits and Transition Act of 2018, Section 3679 of title 38. The complete policy can be found at <https://www.taft.edu/military-education-program>.

The University is a Defense Activity for Non-Traditional Education Support (DANTES) 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.



The evaluation of previous postsecondary education and training is mandatory and required for VA beneficiaries. For students utilizing Veterans benefits who are approved for transfer credit as a result of this evaluation, the institution will grant appropriate credit, reduce the program length proportionately, notify the student and Veterans Affairs in writing of this decision, and adjust invoicing of the VA accordingly.

International 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 evaluation agencies. Requirements vary by program. Please reference the appropriate *Program Supplement* for specific information.

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)*.

NACES Members List: www.naces.org/members.htm

AICE Members List: www.aice-eval.org/members

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

Verification of Student Identification

The University is required to verify the identity of all students. Therefore, a copy of valid government-issued photographic identification is required with the [Application for Admission](#). Students are also required to submit identification when completing proctored assessments throughout the academic program.

Transcript Submission Requirements

Applicants may submit unofficial transcripts with the application for admission. Official transcripts must be received within 30 days of matriculation, or the student will not be permitted to register for additional coursework. No financial aid will be awarded until official transcripts are received. Transfer credit evaluation requires the submission of official transcripts.





University Tuition

Effective Fall 2021

Tuition for each course must be paid according to the terms and conditions as outlined on the tuition and fees exhibit in the student's *Enrollment Agreement*.

Deming School of Business

	Credits	Cost per Credit	Program Tuition
<i>Doctor of Business Administration (DBA)</i>	60	\$360	\$21,600
<i>Master of Business Administration (MBA)</i>	30	\$295	\$8,850
<i>Bachelor of Science in Business Administration** (Degree completion program)</i>	120	\$225	\$6,750 for 30 credits

Boyer Graduate School of Education

<i>Doctor of Education (EdD)</i>	60	\$360	\$21,600
<i>Education Specialist (EdS)</i>	30	\$360	\$10,800
<i>Master of Education (MEd)</i>	30	\$275	\$8,250

School of Government & Law

<i>Master of Laws in Taxation (LLM)*</i>	24	\$495	\$11,880
<i>Master of Science in Taxation* (MST)</i>	30	\$495	\$14,850
<i>Master of Public Administration (MPA)</i>	30	\$295	\$8,850

*Programs offered in only the Independent Study format with no financial aid available.

**The Bachelor of Science degree is a degree completion program requiring student to complete a minimum of 30 credit hours at the University.

Program tuition is presented at the current rates. The University reserves the right to periodically amend tuition rates. The program totals do not include required student fees or books/supplies for the program of study

Student Fees

Application Fee – Undergraduate Students (Due with Application Submission)	\$50
Application Fee – Graduate Students (Due with Application Submission)	\$75
Enrollment Fee (Due Upon Signing Enrollment Agreement Prior to First Term)	\$100
Transfer Credit Evaluation Fee (Due with Transfer Credit Submissions)	\$55
Portfolio Credit Evaluation Fee (Due with Experiential/Portfolio Credit Submission)	\$100
Technology & Library Fee (Due each semester)	\$95
Oral Defense/Final Presentation Fee (Due in Final Term of Doctorate Program Upon Scheduling Presentation)	\$450
Diploma Fee (Due when the diploma is ordered)	\$50
Transcript Request Fee	\$10
APA Reader/Editor Fee (University Pays for the First 5 Hours)	\$55/hr.

Students may incur additional fees for late payment of tuition, payment declines, or for other University business.



Books & Materials Costs

The cost of books and materials, other than each course syllabus, is not included in the tuition. The average costs below include books at their full list price, though sources often offer discounts. A full list of required materials for all courses can be found on the [Course Materials](#) page of our website.

Deming School of Business

	Estimated Total Program Book Cost
<i>Bachelor of Science in Business Administration (BSBA)</i>	\$2,850
<i>Master of Business Administration (MBA)</i>	\$1,350
<i>Doctor of Business Administration (DBA)</i>	\$2,250

Boyer School of Education

	Estimated Total Program Book Cost
<i>Master of Education (MEd)</i>	\$2,250
<i>Education Specialist (EdS)</i>	\$1,200
<i>Doctor of Education (EdD)</i>	\$1,950

School of Government & Law

	Estimated Total Program Book Cost
<i>Master of Laws in Taxation (LLM)</i>	\$1,200
<i>Master of Public Administration (MPA)</i>	\$1,500
<i>Master of Science in Taxation (MST)</i>	\$1,500

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 transfer credit will vary depending on the specific program.

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.

Students seeking transfer or portfolio credit should reach out to their admissions representative for full requirements and procedures prior to matriculation into a program of study. Credit requests are evaluated on a case-by-case basis. Official transcripts must be received to finalize the transfer credit calculation. Applicants will be notified prior to enrollment what transfer or portfolio credit if any, will be accepted.

Computer Requirements

TUS faculty believe 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. Accordingly, all students (including students enrolled in independent study courses) must have access to a computer with the minimum specifications set forth in the current Taft Law School General Catalog.

Minimum Hardware Requirements

Any modern internet connected desktop or laptop computer capable of meeting the below software requirements will be sufficient. While course materials are accessible to mobile devices, access to a desktop or laptop computer is required for completion of assignments and examinations. Some supplemental materials and activities will require a functioning audio device and speakers. Reliable and consistent access to the internet is required.

- Intel® Celeron® 2.0GHz (or AMD® equivalent) Processor
- 2 Gigabytes of RAM

Software Requirements

- Microsoft Windows® Vista / 7/8/10/11.
- Microsoft Office® or comparable software (must be able create .DOC or .DOCX files)
- Microsoft Edge® (Available at no cost when downloaded from the Internet. Any modern browser will be acceptable. Google Chrome is recommended for the best experience.)
- E-Mail Capability (Available at no cost from various providers)
- Adobe Acrobat Reader® (Available at no cost when downloaded from the Internet)



(A Macintosh® environment may not be compatible with the school's system and will receive minimal support by the school's technical support)

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 primarily employs terminally degreed faculty to teach most courses. All faculty 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*.

Library and Other Learning Resources

Due to the distance learning modality of its programs, the Taft University System does not maintain a traditional library for student use. The availability of information on 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. *Master of Science in Taxation* and *Master of Laws in Taxation* 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.

To aid in research and capstone projects, a [Research Assistant](#) is available to all current students at the University and will help locate and access information from the institution's electronic library resources and databases, as well as traditional libraries when needed. The [Research Assistant](#) will typically answer questions submitted Monday-Friday, within 24 hours. During weekends and holidays, a response may take a little longer. The [Research Assistant](#) cannot provide legal advice, review assignments, or perform any of the work required as a part of a student's program of study.

Copyright Policy

The University expects its students, faculty, staff, and affiliates to comply with U.S. copyright laws. Although most people understand that copying from books or other published materials may be a copyright violation, sharing digital files may also be a violation. Most software, music, and other original works of creativity have intellectual property protections. Violation of copyright right law can subject a person to both civil and criminal penalties.

Change of Address and Other Contact Information

It is the responsibility of the student to inform the University in writing of **any change in mailing address, telephone number, or e-mail address** from that reflected on the *Application for Admission Form*. Please submit changes to [Student Support](#).

Student Records & Transcripts

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.

Students should always keep a copy of all assignments and other correspondence submitted to the institution. It is recommended if students elect to save assignments and correspondence on their hard drives, appropriate backup procedures are followed.

Student Privacy

Student records are regarded as confidential for all schools receiving funding under programs administered by the U.S. Department of Education in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA). Generally, information pertaining to students' records shall not be released to a third party without the written authorization of the student, judicial order, or a lawfully issued subpoena. As such, student confidential information is protected.



Release of Academic Information

The University adheres to the provisions of the Family Educational Rights and Privacy Act (FERPA). 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.

In compliance with FERPA, the following student record information may be disclosed by the University without the prior written consent of the student, a judicial order, or a lawfully issued subpoena.

- Dates of attendance at the University
- Dates of admission to the University
- University programs of study
- University degree completion dates and types of degrees earned
- Student's current enrollment status (full-time, part-time, withdrawn)

If a student submits a written request that his or her directory information not be released, NO INFORMATION MAY BE RELEASED, absent a judicial order or a lawfully issued subpoena. A request of this nature is only valid throughout the student's term of enrollment.

Academic Freedom

The University encourages and supports its faculty in the pursuit of academic freedom for faculty, staff, and students. Such individuals are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and writing. Faculty are required to provide expertise and guidance to students in the learning outcomes specified by the University's curriculum. However, faculty are encouraged to discuss any additional topics relevant to the course being taught, regardless of the presence of a topic within the prescribed curriculum.

Disability Services

The University's Coordinator of Disability Services strives to uphold the mission of the University by providing reasonable accommodations to all students with disabilities to help them achieve their academic goals. The University complies with the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973, prohibiting discrimination based on a disability and requiring the University to provide reasonable accommodations to qualified disabled students in all programs and activities. The University promotes an environment of respect and support for all individuals. Students have the responsibility to both self-disclose and request accommodation through The Office of Disability Services.

Taft University's requirements for documentation are based on the Best Practices published by Association on Higher Education and Disability (AHEAD). It is the responsibility of the student to advise the Disability Coordinator of the disability impacts they experience in the learning environment and the potential accommodations that may support their learning. Accommodation requests are authorized by the Disability Coordinator based on the guidelines below for disability documentation. If the student has received an accommodation from a prior institution, those decisions may be submitted as documentation to validate the student's self-reported information. Documentation from external sources may include educational or medical records, reports, and assessments created by health care providers, school psychologists, teachers, or the educational system. This information is inclusive of documents that reflect education and accommodation history, such as an Individual Education Program (IEP), Summary of Performance (SOP), and teacher observations. External documentation will vary in relevance and value depending on the original context, credentials of the evaluator, the level of detail provided, and the comprehensiveness of the narrative. However, all forms of documentation are meaningful. To request academic and/or testing accommodations download and complete the [Accommodations for Students with Disabilities Form](#) including supporting documentation.

After reviewing the student's Accommodation Request and the subsequent documentation, the Disability Coordinator will determine reasonable accommodations for the student. These reasonable accommodations will be outlined on the Student Accommodations Form, which will be given to students granted accommodations for use in their courses/proctored exams.



It is the responsibility of the student to provide the Student Accommodations Form to their instructor within the first week of their course. Failure to comply with this rule will not hold the instructor to the accommodations. A student may request accommodations at any point in their program. However, accommodations will not take effect until the beginning of the student's next course after the accommodations have been granted. A student cannot retroactively request accommodations for any past courses/proctored exams. Accommodations are not retroactive. For more complete information about services for disabled students, please contact the [Office of Disability Services](#).

Student Rights and Grievances

Students are required to work with their faculty and the program Dean to resolve issues. If the situation is not resolved, the student may use the process outlined below:

- If a prompt resolution cannot be achieved through informal discussion the complainant should document in writing and submit it to the Director of Student Services. A formal grievance must clearly and concisely set forth what is sought, the reasons, therefore, and any supporting information or documentation.
- The Director of Student Services will conduct an initial review of the grievance and convene the faculty and administration as necessary to arrive at a resolution. Additional information may be requested from the complainant. If the requested information is not received within 15 days, the complaint may be considered abandoned and may not be continued. If no resolution can be reached in a reasonable amount of time (generally 1 -2 days or weeks), the grievance and supporting documentation will be forwarded to the Dean who will render a decision in writing within 1 week. The Dean's decision shall be final.
- In all cases, the University will take follow-up action as necessary based on the review and the decisions rendered. The complainant will be kept informed of progress throughout the grievance process. Records of all formal grievance filings are kept on file at the University.

Any complainant that does not believe that his or her grievance has been satisfactorily resolved following the process outlined above, may lodge a complaint with either The Taft University System's home state regulatory body, the Colorado Commission on Higher Education, or its accrediting body the Distance Education Accrediting Commission.

Distance Education Accrediting Commission – [www. Deac.org](http://www.Deac.org), (202) 234-5100

Colorado Department of Higher Education – www.cdhe.colorado.gov, (303) 862-3001

Social Media

Students must obtain advance permission before establishing any social media account which references The Taft University System, Taft Law School, or William Howard Taft University.

Financial Aid

Advancing your professional education is an investment in your personal and professional development. The University makes every effort to make a post-secondary education an achievable goal for all qualified applicants. Students that are U.S. citizens or eligible non-citizens enrolled in an eligible program may apply for student financial aid as a means of assisting with financing their education.

Students enrolled in *Directed Study* programs may be eligible for Title IV Federally insured student loans in amounts sufficient to cover 100% of tuition, fees, books, and related costs. **Financial Aid is not available for students enrolled in Independent Study programs and for students enrolled in the Bachelor of Science in Business Administration Completion Program, Master of Science in Taxation, and Master of Laws in Taxation programs.**

A student may apply for financial aid after applying for admission to the University. The following forms are required to begin the application process for student financial aid loans:

- Free Application for Federal Student Aid (FAFSA)



- Federal Direct Loan Master Promissory Note
- Entrance Counseling Form if an applicant is a first-time borrower, has discharged loans, or has paid off all prior loans
- University Enrollment Agreement documents
- If necessary, complete and submit a Withdrawal/Clearance Letter to release the prospective student's prior FSA obligation.

The average time for financial aid processing is 30 days. Prospective students should plan accordingly. The Department of Education restricts loan limits by the level of education and program of study. Affordability is a hallmark of a William Howard Taft University program. As such, the tuition for all applicable programs falls under the maximum annual loan limits. Please ask your financial aid advisor for more information.

We highly recommend following our online financial aid process listed on our website at: <https://www.taft.edu/federal-student-aid>. This link will give the student an overview of the steps to complete the required student financial aid documents, which begins with the Free Application for Federal Student Aid (FAFSA) form. A student must apply for Federal Student Aid for each academic year of study.

Entrance counseling is required of new students, following information from the US Department of Education's website. Students must take and pass an entrance counseling quiz.

Statement of Educational Purpose

Federal Financial Aid is to be used solely for the students' educational expenses related to their enrollment in The University System eligible programs.

Tuition Financing

Courses offered in the *Independent Study* modality are non-Title IV financial aid eligible. In addition, students enrolled in the *Bachelor of Science in Business Administration Degree Completion* program, *Master of Science in Taxation*, and *Master of Laws in Taxation* programs are also not eligible for financial aid. The University offers interest-free short-term financing plans that permit 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 four months.

Employer Acceptance and Tuition Reimbursement

Many businesses and professional firms recognize the value of accredited distance learning programs for employee education. The University has established the *Partners in Professional Education (PIPE)* program. This is a cooperative undertaking between employers and the University to provide graduate-level educational opportunities to qualified employees. Through the *PIPE* program, eligible employees may obtain tuition discounts 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.

Student Loan Deferrals

Students are generally 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 circumstances before enrollment.

Income Tax Credits and Deductions

Many University students may qualify for the Lifetime Learning Credit on their Federal income tax return. 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.



Full-Time Attendance

All new graduate students must register as full-time students, scheduled to complete a minimum of six credits per semester or one class per 8-week term. However, after the first semester, graduate students may elect to register as part-time students, registered for a minimum of three credit hours per semester. Undergraduate students may matriculate as part-time or full-time learners. A minimum of twelve semester hours is required for full-time enrollment for undergraduate students. Nine hours is classified as $\frac{3}{4}$ time and six hours represents part-time undergraduate enrollment. Students are considered active, not attending during the 8-week session they are not registered for coursework if the student is registered to attend the next semester. The minimum time for completion should be considered to ensure the student completes the program of study within the University requirement.

Graduation Requirements & Diplomas

Please contact the Office of Student Support in your last term for graduation information. The required *Diploma Fee* (as noted in the Fees section of this Catalog) must be submitted before a diploma can be mailed.

The following table illustrates the requirements to successfully complete your individual degree.

Program	Tuition Per Credit	Timeframe Completion	Required Credits to Graduate
Bachelor of Science in Business Administration (Completion)	\$225 per Credit	1 Year Minimum 5 Years Maximum	120 Credits
Master of Business Administration	\$295 Per Credit	1 Year Minimum 5 Years Maximum	30 Credits
Master of Public Administration	\$295 Per Credit	1 Year Minimum 5 Years Maximum	30 Credits
Master of Science in Taxation	\$495 per Credit	1 Year Minimum 5 Years Maximum	30 Credits
Master of Education in all Specializations	\$275 per Credit	1 Year Minimum 5 Years Maximum	30 Credits
Master of Laws In Taxation	\$495 per Credit	1 Year Minimum 5 Years Maximum	24 credits
Education Specialist in all Concentrations	\$360 per Credit	1 Year Minimum 7 Maximum	30 Credits
Doctor of Education in all Concentrations	\$360 per Credit	27 Months Minimum 7 Maximum	60 Credits
Doctor of Business Administration	\$360 per Credit	27 Months Minimum 7 Maximum	60 Credits

No documentation will be provided by the University to or for any student or graduate who is delinquent in the payment of any tuition or fees.

Title IX Statement

In compliance with federal law, including the provisions of Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, The University does not discriminate on the basis of race, sex, religion, color, national or ethnic origin, age, disability, sexual orientation or military service in any of its:

- Educational policies, programs, or activities
- Admissions policies, grant, scholarship, or loan programs
- Hiring practices

Title IX of the Education Amendment protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. Sexual harassment is a form of sex discrimination prohibited by



Title IX. Incidents of sexual harassment, sexual violence, stalking, and relationship violence are encouraged to be reported in a timely manner to the University President’s Office.

Harassment Policy

The University strives to provide an academic environment that is free from intimidation, hostility, or other offenses, which might interfere with student performance. Harassment of any sort - verbal, physical, or visual - will not be tolerated.

A. What Is Harassment?

Harassment can take many forms. It may be but is not limited to, words (including email communications), signs, jokes, pranks, intimidation, physical contact, or violence. Harassment is not necessarily sexual in nature. Sexually harassing conduct may include unwelcome sexual advances, requests for sexual favors, or any other verbal or physical contact of a sexual nature that prevents an individual from effectively performing assignments or creates an intimidating, hostile, or offensive academic environment, or when such conduct is made a condition of objective evaluation of the student’s performance, either implicitly or explicitly.

B. Responsibility

All students, employees, and particularly faculty, have a responsibility for keeping the institution free of harassment. Any student or employee who becomes aware of an incident of harassment, whether by witnessing the incident or being told of it, must report it to [Student Support](#) or any administration representative with whom they feel comfortable. When the administration becomes aware that harassment might exist, it is obligated by law to take prompt and appropriate action, whether or not the alleged victim wants the institution to do so.

C. Reporting

Any incidents of harassment must be *immediately* reported. The University can only act if it is made aware of a problem. Appropriate investigation and disciplinary action will be taken. All reports will be promptly investigated with due regard for the privacy of everyone involved. Any employee found to have harassed a student will be subject to severe disciplinary action including possible discharge. Students found to have engaged in harassment are subject to disciplinary action including administrative dismissal. The institution will also take any additional action necessary to appropriately remedy the situation. No adverse action will be taken for any student making a *good-faith* report of alleged harassment.

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 to comply with any legislative or regulatory changes imposed by the government or accrediting agencies.

For the purposes of refunds, each 8-week session is considered independent of other sessions. If a student cancels enrollment within the first week of a session (first seven days) the University will refund all tuition paid by Student. If the Student withdraws or is dismissed after 7 days of the start of the session, the Student shall be entitled to a prorated refund, as outlined below.

First Week	Day 1 to 7 of the 8-week session	100% tuition refund
Second Week	Day 8 to 14 of the semester	80% tuition refund
Third Week	Day 15 to 21 of the semester	60% tuition refund
Fourth Week	Day 22 to 28 of the semester	40% tuition refund
Fifth Week	Day 29 to 35 of the semester	20% tuition refund
Sixth Week	Day 36 or later	No Refund

Unless noted otherwise, all fees are non-refundable. Tuition will be refunded within 30 days of the Withdrawal.



Return of Funds

When a Title IV student withdraws from the University, a Return to Title IV calculation is completed, which may require the student to return unearned funds to the Department of Education. A student will not receive additional Title IV awards until the dollars have been repaid.

Although a student may receive financial aid funds at the beginning of a term, the student must “earn” funds over the course of a term by continuing to meet academic and attendance requirements. When a student does not complete a term of study, the University will determine the earned and unearned portion of the student’s aid within Federal Regulations.

During a Return to Title IV Funds calculation, the payment period is defined as the semester the student withdrew. To determine the percentage earned, divide the total number of days completed before the student withdrew from the course or program by the total number of days in the payment period. If a student meets academic participation requirements for over 60% of the term before the withdrawal occurs, the student has earned all of his or her federal financial aid and is not required to return any funds. If a student withdraws having met 60% or less of academic participation requirements, there will be unearned funds to return.

Student Code of Conduct

The University is an institution of higher online education. As a community of scholars dedicated to the transmission of knowledge, the pursuit of truth, and the development of moral and cultural values, the University strives to provide an environment in which the rights of inquiry, expression, and communication coexist with the responsibilities each member has to the community. Respect for the rights and privileges of others, the development of high standards of personal integrity, self-discipline, and control, and the exercise of wise ethical decisions are goals espoused for each person. Students enrolling in the University assume an obligation to conduct themselves in a manner compatible with the rights and responsibilities below.

A student is defined as a person enrolled at the University and is considered to be a student until such time as he/she graduates, withdrawals, or is dismissed. Students between academic years are not considered enrolled.

Student Rights

As a participant in the processes of the University, each member of this academic community has the right to develop the capacity for critical judgment and to engage in the sustained and independent search for knowledge and truth. Students are entitled to appropriate due process protections as a part of the Student Code of Conduct. Students have the right to be treated fairly and with dignity regardless of race, ethnicity, gender, religion, age, disability, sexual orientation, or political affiliation.

Responsibilities

The University is committed to fostering ethical and moral values. Among the core values of the University is the inherent dignity of every individual as well as the right of each student to hold and express his or her viewpoint. When these views conflict, it is the obligation of members of the community to respect other perspectives. In keeping with these values, and the recognition of the cultural diversity of the University community, the University will not tolerate discriminatory or hate-motivated conduct, behavior, or harassment based on race, ethnicity, gender, religion, age, disability, sexual orientation, or political affiliation with the intention to intimidate or injure an individual(s) physically, mentally, or emotionally.

Student Code Violations

For the welfare of the entire community, all individuals in the community shall obey the enforcement of orders or directions given by all University officials in the performance of his/her duties or the operation of his/her office. Members of the University community who interfere with the rights of others by failing to fulfill their responsibilities will be subject to disciplinary actions. Students are all expected to observe standards of conduct consistent with the pursuit of knowledge and truth.

The following list of unacceptable behaviors is intended to be illustrative in nature rather than all-inclusive.

- Dishonesty or knowingly furnishing false or incomplete information to the University with the intent to deceive.



- Making, possessing, or using any falsified University document or record; altering any University document.
- Knowingly making false accusations against a member of the University community.
- Illegal possession, consumption, distribution, or furnishing of alcohol or other drugs on University property.
- Disorderly conduct including Obstruction or interfering with the reprimand, discipline, or apprehension of another person involved in the commission of an offense under the conduct code or any other University policy or regulation.
- Lewd or offensive an improper behavior.
- Possessing, using, or storing firearms, explosives, or weapons on University controlled property.
- Disregard for the safety of others.
- Behavior or language that threatens or endangers the health, safety, or well-being of any person or group.
- Violation of a contractual obligation or publicized administrative policies.
- Sexual Misconduct including any unauthorized form of sexual contact with another person without the consent of that person.
- Sexually harassing another person.
- Acts of retaliation - Words, actions, or written communication that implies or states another individual of the University community will be harmed or harassed for serving as a witness or victim or testifying in a conduct violation case.

Non-Compliance

The following shall be regarded as acts of non-compliance:

- Failure to comply with the direction of an individual identified as an authorized University official or other official acting in the performance of his/her duties.
- Complicity-Presence during any violation of University policies in such a way as to condone, support, or encourage that violation. Students who anticipate or observe a violation of University policy are expected to remove themselves from participation and encourage the violation.

Hate Free Policy

Members of The University affected by hate-motivated offenses are strongly encouraged to report these incidents. Such incidents can be reported to a variety of offices including the Dean or President. Reporting discriminatory or hate-motivated incidents does not in itself constitute a formal complaint nor compel one to file a formal complaint of misconduct. However, it does allow those affected by such violations to have a support system and an avenue for recourse. Students proven responsible for hate-motivated violations are subject to a range of disciplinary actions up to an including disciplinary expulsion from The University. The Dean may impose harsher sanctions when behavior is proven to be motivated by hate. As in all cases of misconduct, including hate-motivated offenses, both the accused student and the complainant have rights that are granted through the University conduct process.

Appealing to the President

The University allows the student a right to appeal to the Chief Academic Officer when claims have been filed against the student. The Appeal to the Chief Academic Officer must detail a specific response to the claim. The Chief Academic Officer may consult with the Dean and Faculty in assessing the situation and a response to the appeal will be made within five (5) business days.

If the student disagrees with the decision of the Chief Academic Office, a final appeal may be made to the President. The written request for Presidential appeal must be made within seven (7) business days of the issuance of the decision letter from the Chief Academic Officer. An appeal is not a review of a case, but instead is an independent review of the process utilized to reach the original finding or decision. Students may appeal the decision to the President on one or more of the following grounds:

- a. There is new evidence, which was not known at the time of the administrative meeting which is likely to change the result;



- b. There was a violation of due process or;
- c. The ramifications imposed are too harsh given the finding of fact.

If the President decides to appeal the Chief Academic Officer's decision or impose a lesser penalty, the President may do so. The President's decision will be final.

Modification of Agreement

The *Enrollment Agreement* constitutes the entire and only agreement between Students and the University and supersedes all prior or contemporaneous agreements, representations, warranties, and/or understandings with respect to the same. The latest *Agreement* will be posted on the University website, and you should review the *Agreement* prior to participating in program offerings. By your continued participation in academic offerings, you hereby agree to comply with and be bound by, all of the terms and conditions contained within the *Enrollment Agreement* effective at that time.



University Standards for Student Achievement

All University programs and procedures have been reviewed by an Examining Committee appointed by the Distance Education Accrediting Commission (DEAC) 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.

As a rule, academic matters such as counseling, readmission, examinations, grades, and informal graduation requirement checks should be directed to [Student Support](#).

Attendance Policies

Students may cease enrollment at any time in their academic program, subject to the terms of the *Enrollment Agreement*. The official date of withdrawal for a voluntary withdrawal is the date [Student Support](#) receives notification from the student. Refunds and adherence to continuous enrollment policies are based on the official date of withdrawal.

Directed Study students must meet attendance requirements to demonstrate academic progress, as required by the Department of Education. Attendance is assessed through participation in a discussion forum, submission of an assignment, or by participating in a quiz or exam. Simply logging on to the learning management system does not represent attendance. A *Directed Study* student who does not post attendance in the first seven days of an 8-week term (*Add/Drop Period*) is withdrawn from the session and the registration is canceled. All tuition paid and/or financial aid dollars awarded will be refunded within 30 days.

Directed Study students who are not active for 14 consecutive days, after the first week of the session (*Add/Drop Period*) will be administratively withdrawn from the course. A withdrawal in the first four weeks of the 8-week course will receive a W on the transcript and no credit will be rewarded. The course will not be included in the cumulative GPA calculation.

A *Directed Study* student who withdraws after the first four weeks of a course (29th day) will be administratively withdrawn and a grade of WF will be posted on the academic transcript. The date of the withdrawal will be the last date of activity in the course or the notification date from the student, whichever is the earliest date. All withdrawals will be included in the credit hours attempted calculation in adherence to the Student Academic Progress policy.

Once a Doctorate student reaches the Dissertation or Applied Doctorial Project, the student must register for a minimum of three credit hours per semester, and the 14-day active student policy no longer applies.

Continuous Enrollment

All students must demonstrate continuous enrollment by beginning the next semester within 30 days after the completion of the current semester. After 30-days of inactive enrollment, the student's enrollment status will default to *Inactive* and the student will be reported to NSLDS in accordance with Federal Regulations. A student who is inactive for one year is Administratively Withdrawn and must reapply for admission to the University and must adhere to the program requirements at the time of admission.

Grading Policies

Numerical grades are assigned on a four-point scale ranging from 0.00 to 4.00 with a grade of 0.67 or below considered failing. Graduate-level programs, except for the *Master of Laws in Taxation* programs, require a student to receive a course grade of B- or better to receive credit towards the degree. An undergraduate student must receive a grade of C- or better to pass the course.

The cumulative grade-point average (GPA) is determined by dividing the total "grade points" earned to date by the total number of "credit hours" attempted to date. The total "grade points" earned is the product of the course credit hours 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.

In most courses, 80% of a Telecommunication course grade is based on written assignments. The remaining 20% is based on the student's regular and substantive interaction such that "regular" is defined as taking place on a "predictable and scheduled basis" and "substantive" means students are engaged through teaching, learning, and assessment. Faculty support will be provided through the following

- providing direct instruction
- assessing or providing feedback on a student's course work
- providing information or responding to questions about the content
- facilitating a group discussion regarding the content of a course

Assessment & Examinations

Accreditation standards of the Distance Education Accrediting Commission (DEAC) require that adequate steps be taken by an institution offering a degree program to assure that a student has personally fulfilled the course requirements stipulated by the institution. This assurance is accomplished through proctored examinations. You will generally be required to complete and pass at least one proctored final examination per semester.

Students will receive detailed information on the assessment or examination in the course shell. A student must pass the final examination for that course before the grade becomes official and recorded on the transcript.

Final examinations are graded on a credit/no-credit basis. **A passing grade on final exams is 70% or higher.**

All examinations must be proctored. *Students must provide the proctor with appropriate photo identification.* There is no exception to this rule. Students have the following options with respect to proctors:

1. Students may take examinations **under the supervision of an approved proctoring company** using a web camera and microphone. The purchase of the items and the cost of proctoring are the responsibility of the student. Additional details can be found here: <http://www.proctoru.com/taft>.
2. **Students may take examinations at any location of the Consortium of College Testing Centers (CCTC).** The CCTC is a group of college and University testing centers throughout the United States that has come together to support distance learning. In January 2020, there were over 250 member institutions representing 45 states and 3 foreign countries. CCTC's website address is <http://www.ncta-testing.org/cctc/find.php>. Students are responsible for any proctor fees incurred in connection with this alternative.
3. If a student resides or is employed more than one hour's drive from a CCTC testing site, a student may **arrange for examinations to be proctored at another educational institution more convenient to the student.** If a student does not meet this criterion but nevertheless wants to **nominate his/her proctor**, the student must appeal to [Student Support](#) specifically detailing how utilizing the alternatives above would constitute an unreasonable burden.



Course Grades

Numerical grades are assigned on a four-point scale ranging from 0.00 to 4.00 with a grade of 0.67 or below considered failing. The following grade scale prevails:

4.00	A	90-100%	(Outstanding)
3.67	A-	88-89%	
3.33	B+	84-87%	
3.00	B	80-83%	(Satisfactory)
2.67	B-	78-79%	
2.33	C+	74-77%	
2.000	C	70-73%	
1.67	C-	68-69%	
1.33	D+	64-67%	
1.00	D	60-63%	(Does not meet scholarship standard. Coursework must be repeated for credit.)
0.67	D-	59%	
<0.67	F	<58%	(Failure)

In addition, the following non-numerical grades may also be assigned:

CR = Credit

At the option of the University, courses and examinations may be graded on a Credit/No-Credit basis. Students will be notified in advance if a course is to be graded on a Credit/No-Credit basis.

U = Audit

I = Incomplete

I's are given to students in courses that they have not completed the course within the registered term. If work is not submitted within the approved time for completion, the grade for the course defaults to an F. Please see the section on Incomplete Grades for more information.

W = Withdrawal

W's are awarded to students who notify [Student Support](#) of the student's desire to formally withdraw from a course in the first 50% of the course. The W is not included in the student's cumulative GPA, but the course registration is included in the 150% attempted calculation. Withdrawal policies and deadlines are outlined in the Enrollment Agreement.

X = Administrative Dismissal

Xs are given for failure to comply with administrative policies, including failure to complete examinations, and are not computed in the grade-point average.

Re-Evaluation of Course Grades

Any student may, during the one-month period following receipt of a final course grade, request a reevaluation of the grade for any course in which the student has been awarded a grade of B- through F. The student must prepare an appeal pointing out specifically why the grade should be raised. This appeal should be addressed to the Dean of their academic program. The Dean, in their sole judgment, may raise the grade, lower the grade, or make no change. The decision of the Dean is final and resubmission of appeals will not be accepted.

Incomplete Status

Students in the *Directed Study* programs may apply for a 30-day extension to complete a course. The student must request approval for an *Incomplete* from the Dean prior to the end of the term. The student must have completed a minimum of 70% of the required coursework. Not all requests will be approved.

If an *Incomplete* is granted and the student does not complete the courses requirement in 30 days, the course grade converts to F. The final course grade and registration of the course are included in the Satisfactory Academic Progress (SAP) calculations. Student may progress in the program while meeting the incomplete requirement. However, additional Title IV financial aid funds will be not awarded to the student until the 30-day extension period has expired and grades have been posted to ensure SAP policy is met.



An *Independent Study* student who does not complete the required coursework in the 8-week session is automatically granted a 30-day extension to meet the course requirements. No appeal is required. If additional time is required beyond the automatic 30-day extension, the student may file an appeal for an additional 30 days to be reviewed and approved by the appropriate School Dean. If the student does not meet the course requirement at the conclusion of the approved appeal the course grade defaults to an F. An *Independent Study* student may not progress to the next course until the requirements are met for the current course.

Repeated Courses

If a failing grade has been received for a course, that course must be repeated. A student who repeats a course (with the prior approval of the University) receives the grade earned on the repeat effort only. Grade points, credit hours attempted, and credit hours earned for the prior attempt will not be included in grade point average (GPA) calculations. The repeated course will be included in the number of courses attempted calculation.

There is no automatic right to repeat a course. Appeals requesting permission to repeat a course must generally be received by the University within 5 days of the date the final grade is posted.

Satisfactory Academic Progress (SAP) Policies

This section applies to all students regardless of whether they are receiving financial aid through Federal Direct Student Loan programs. In this section, an individual receiving Title IV funds will be referred to as a “Title IV student.”

The Federal government has an interest in assuring that students who receive Federal Student Aid progress toward their academic goals at a reasonable pace and at a reasonable cost. Therefore, Federal regulations impose certain requirements on Title IV students beyond the academic requirements of the University. Although all students are held to the same academic and administrative standards, the consequences for failing to achieve satisfactory academic progress (SAP) can result in the loss of financial aid for Title IV students. With respect to Title IV students, in the event of a conflict between institutional policies and Federal regulations, Federal regulations shall control.

All students must continually maintain the following standards of satisfactory academic progress to remain in *Good Academic Standing*, as defined below. Failure to meet the *Satisfactory Academic Progress Policies* will result in the termination of Title IV financial aid funding and may result in *Dismissal* from the University.

The policies and procedures that make up the satisfactory academic progress requirements consist of:

- A Qualitative Component
- A Quantitative Component
- Appeal Procedures.

Qualitative and Quantitative Components

Once students have completed the first semester or a minimum of 6 credit hours in a program the student must have earned a minimum grade point average that would allow them to graduate with at least a 3.00 GPA (2.00 for undergraduate, *JD*, and *LLM* students) and maintain this minimum cumulative grade point average throughout the program.

Students must complete the program in not more than 150% of the published length of the program.

For purposes of this component, “published length of the program” refers to the number of credits needed to meet the degree requirements. For example, the MBA program requires the completion of 30 credit hours to meet the degree requirements. A student who does not complete the program with 45 credits (150% of the total credit required) will become ineligible for additional student loans and the student will be Administratively Dismissed from the University. Transfer and/or Portfolio Credit is included in this calculation. If a student fails or withdraws from a course, such course shall be calculated as credit hours attempted in the calculation in determining the 150% of the published length of the program. With respect to repeated



courses, students may only repeat courses that they withdrew from, were dismissed from, or failed. Only the most recent grade is computed into a student's grade point average. However, repeated courses are included in the 150% computation.

Title IV students must meet the Attendance Policies, as outlined in the Catalog or they will be *Administratively Withdrawn* from their course and deemed NOT to be making *Satisfactory Academic Progress*.

Academic Warning

A student whose cumulative grade point average (GPA) is less than 3.00 (2.00 for a student enrolled in the JD, LLM, or undergraduate programs) after the most recent semester is not making Satisfactory Academic Progress (SAP), will be placed on Academic Warning. A student will also be placed on Academic Warning when he/she re-enrolls in Taft University after being Academically Dismissed.

Students under Academic Warning will be placed on a Student Academic Improvement Plan (SAIP) for the following semester. A student may be on Academic Warning for only one semester. If at the end of the next semester of being on Academic Warning, a student fails to achieve the required cumulative GPA, a student will be placed on Academic Probation and is subject to dismissal. Students who are placed on Academic Probation are NOT eligible to participate in Title IV Financial Aid programs. However, they may submit an Appeal to be reviewed by the Chief Academic Officer, Dean, and Director of Financial Aid. If the Appeal is approved, that student maintains financial aid eligibility for one additional semester. If at the end of the payment period while on Financial Aid Probation, should the minimum SAP requirement not be achieved the student loses further financial aid eligibility and may be subject to dismissal.

Good Standing

Any student with a semester and cumulative grade-point average of 3.00 (2.00 for *JD*, *LLM*, and undergraduate students) or above is in good standing. A student must be in good standing to continue under any grant-in-aid/scholarship. Students must attain the minimum GPA to graduate from the program.

Qualifying for Federal Financial Aid (Title IV)

Federal Financial Aid is distributed in two disbursements per academic year (two semesters).

To qualify for the first disbursement, a student must:

- Successfully complete 30 days of enrollment.
- Submit all required enrollment documentation.
- Submit official transcripts for degrees required.
- Satisfy all financial aid requirements, including being fully packaged.

To qualify for the second and additional disbursements a student must:

- Remain in Good Standing for 30 days of enrollment in the second semester.
- Satisfy all financial aid requirements, including being fully packaged.

Continuation as a Non-Title IV Student on Academic Probation

If a student fails to maintain satisfactory academic progress the student will be on Academic Probation and cannot continue as a Title IV student. However, a student may be eligible to continue in a non-Title IV status. The decision to place a student on Academic Probation will be made by the Chief Academic Officer. During this period, the student is not eligible for federal financial aid but may be allowed to continue to take courses and will be responsible for payment of tuition and fees during this time.

Academic Appeal

A student may appeal a determination that the student is not making satisfactory academic progress by submitting [General Petition](#) form to [Student Support](#). The appeal should set forth in detail why the student believes that he or she has complied



with the above requirements. The appeal will then be given to the Academic Review Committee (the Committee) which will review the student's academic record and evaluate the student's written comments. The Committee may question the student or request additional information. Once the appeal is resolved and if any action is required, the Director of Financial Aid will be notified to reevaluate whether the student has met the Satisfactory Academic Progress standards.

Academic and Administrative Dismissal

A student may be dismissed if they fail to achieve satisfactory academic progress after being placed on Academic Probation.

A student will be **Academically Dismissed** from the program if he/she:

- Is placed on Academic Probation and fails to regain Good Standing within the required parameters.
- Fails to complete required coursework with the required GPA minimum,
- Remains on Academic Probation for two consecutive payment periods.
- Earns low grades in the coursework to the point where it becomes mathematically impossible to attain the
- required minimum GPA to graduate from the Program.

A student will be **Administratively Dismissed** from the program if he/she:

- Fails to comply with administrative policies including failure to complete examinations.
- Fails to finish within the maximum time to complete for the degree program.
- Fails to comply with University administrative rules and standards, including Plagiarism and Academic Integrity.
- Fails to meet the standards outlined in the Code of Conduct.

The University reserves the right to exclude or retain a student at any time in its sole discretion for academic reasons. In the exercise of this prerogative, the University attempts to analyze the totality of the circumstances in light of what it believes to be an ethical obligation not to continue the student beyond the point where it becomes clear that, at that point in time, for whatever reason(s), the student is not succeeding in his/her studies. In this regard, it should be remembered that the longer the period of study involved, the more conclusive the student's record becomes. For this reason, the retention policy is generally enforced to the letter.

Reinstatement as a Title IV Student

A student may, subject to the approval of the Financial Aid Director, be reinstated as a Title IV student eligible for federal financial aid after failing to make satisfactory academic progress if the student meets the following minimum criteria:

- The student has successfully completed at least one payment period (semester) on Academic Probation since it was determined that the student failed to make satisfactory academic progress.
- A recalculated grade point average indicates that the student now has a cumulative grade point average of 3.0 or higher (2.00 or higher for LLM and undergraduate students); and
- It is possible for the student to complete the Program within 150% of the courses attempted.

The student should reach out to the Director of Financial Aid for reinstatement consideration when the student believes they have met the SAP requirements.

Appeal Procedures

The *General Petition Form* has been devised as a convenient medium to create effective communication between the student and the administration and to receive a reply when appropriate. A copy of this form, which may be reproduced, is included on the University website. Each appeal must clearly and concisely set forth what is sought, the reasons, therefore, and such supporting information or documentation as is required.

Time to Complete

Accreditation regulations and University policy dictate minimum and maximum time to complete for degree programs. **In no case may a student complete a degree program in less than one calendar year.**



The maximum time to complete an academic program is outlined below:

Bachelor’s Degree Program	5 years
Master’s Degree Program	5 years
Master of Laws in Taxation (LLM)	3 years
Doctorate Degree Program	7 years

A student may be Administratively Dismissed for failure to complete a program within the time frame outlined.

Academic Integrity

The University encourages collaborative discussion and solicitation of feedback among students, faculty, and outside experts. However, written assignments including the Dissertation and Applied Doctorial Project are required to be performed independently. It is expected that you will conduct your own independent research and the writing or calculations that you do are your own. If an assignment or essay is permitted for group authorship it will be defined as such. Violations of academic integrity include cheating on any examination; plagiarism; misuse or fabrication of data to draw conclusions that may not be warranted by the evidence; omission or concealment of conflicting data for the purpose of misleading other scholars; paraphrasing or summarizing another’s material in a way to misrepresent the author’s intentions; and use of privileged material or unpublished work without permission.

Plagiarism and Using Sources

Plagiarism is the most common form of violation of the standards of academic integrity. For the purposes of academic work submitted as a student of Taft University, plagiarism is defined as (intentionally or unintentionally) submitting work, ideas, or writings of someone else without adequately providing credit in the form of a citation. An act of plagiarism is not just limited to the direct copying of someone else’s work and submitting it as your own, it also includes using a combination of information from multiple sources, and changing a few words without adequate citation.

Generally, “common knowledge” is the only source material that can be reproduced in your essays without citation. If you are unsure if a source of information is considered to be common knowledge, it is better to err on the side of safety and cite the source. If your writings are significantly influenced by collaboration or class discussions, it is also appropriate to include a footnote in your paper disclosing that. **If you have any questions about academic integrity or plagiarism, or when in doubt about whether it is appropriate to collaborate on work for any course, you should always consult with the faculty member first.**

The following examples were retrieved from the Purdue University website: Academic Integrity. (n.d.). *Academic Integrity*. Retrieved May 7, 2014, from <http://webs.purduecal.edu/integrity/examplesp/examples-of-plagiarism/>

Following are examples of plagiarism:

Here’s the **ORIGINAL** text, from page 1 of Lizzie Borden: A Case Book of Family and Crime in the 1890s by Joyce Williams et al.:

The rise of industry, the growth of cities, and the expansion of the population were the three great developments of late nineteenth-century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farmhands into industrial laborers and provided jobs for a rising tide of immigrants. With industry came urbanization the growth of large cities (like Fall River, Massachusetts, where the Bordens lived) which became the centers of production as well as of commerce and trade.

Here is an **UNACCEPTABLE** paraphrase that is plagiarism:

The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth-century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for the large wave



of immigrants. With industry came the growth of large cities like Fall River where the Bordens lived which turned into centers of commerce and trade as well as production.

What makes this passage plagiarism?

The preceding passage is considered plagiarism for two reasons:

1. *The writer has only changed around a few words and phrases, or changed the order of the original's sentences;*
2. *The writer has failed to cite a source for any of the ideas or facts.*

If you do either or both of these things, you are plagiarizing.

NOTE: This paragraph is also problematic because it changes the sense of several sentences. (For example, “steam-driven companies” in sentence two misses the original’s emphasis on factories.)

Here is an **ACCEPTABLE** paraphrase:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the US, they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (Williams 1).

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

1. *Accurately relays the information in the original*
2. *Uses her own words*
3. *Lets her reader know the source of her information*

Here is an example of a quotation and paraphrase used together, which is also **ACCEPTABLE**:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. As steam-powered production shifted labor from agriculture to manufacturing, the demand for workers “transformed farm hands into factory workers,” and created jobs for immigrants. In turn, growing populations increased the size of urban areas. Fall River was one of these manufacturing hubs that were also “centers of commerce and trade” (Williams 1)

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

1. *Records the information in the original passage accurately*
2. *Gives credit for the ideas in this passage*
3. *Indicated which part is taken directly from her source by putting the passage in quotation marks and citing the page number.*

NOTE: If the writer had used these phrases or sentences in her own paper without putting quotation marks around them, she would be plagiarizing. Using another person’s phrases or sentences without putting quotation marks around them is considered plagiarism even if the writer cites in her own text the source of the phrases or sentences she has quoted.

Basics on citing sources and other resources can be found at <http://www.plagiarism.org/citing-sources/cite-sources>.

Citation Machine: <http://www.citationmachine.net/>

Citation Machine is an online tool to assist in the proper citation of researched information.

William Howard Taft University requires APA format in all of its programs.

Consequences of Violations of Academic Integrity

In some cases, a student may legitimately be unaware that they have committed an act of academic misconduct. If a faculty member suspects that an unintentional violation has occurred, they will typically offer corrective action and the student will be monitored for future offenses. If a faculty member believes that a student has committed an intentional or repeated violation of standards of academic integrity, the current course grade will be suspended and the matter will be referred to the Academic



Review Committee (ARC) for investigation. The ARC will collect relevant information and review the issue at the earliest possible convenience. A summary will be provided for evaluation and ruling by the Program Dean, Chief Academic Officer. **Violating standards of academic integrity is a serious offense that may result in the failure of a course or dismissal from the University** altogether.

The unauthorized sharing of coursework, examination information, or research results with another student is also a violation of academic integrity and is punishable in the same manner as plagiarism.

Reservation of Rights

The University reserves the right to change any of its policies without prior notice, including but not limited to tuition, fees, credit 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.

Notices

With the exception of cancellation or withdrawal notices, any notices to the University under this agreement shall be sent by first class mail, postage prepaid to William Howard Taft University, 3333 S. Wadsworth Blvd., Suite D228, Lakewood, Colorado 80227. Notices to Student shall be sent to the address of record in Student's academic or financial file.

For the protection of Student, notices of cancellation or withdrawal should be in writing, signed by Student, and sent to the above address within five business days of the time Student expressed their intention to cancel or withdraw. In providing the notice of withdrawal, the University recommends that Student utilize certified mail or the services of a common carrier such as Federal Express or United Parcel Service. Provided Student follows the above procedure, refunds will be calculated based on the date Student expressed, in any manner, his or her intention to withdraw. If Student fails to follow this procedure, refunds will be calculated based on the date the University obtains verifiable information that Student intends to withdraw. Notices to Student shall be sent to the address of record in Student's academic or financial file.



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, 1747 North Market Blvd., Suite 225, Sacramento, CA 95834, Phone (916)574-8900, Toll-Free (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 the location of the institution or were enrolled in an educational program within the 120 days 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 awards 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 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 noncancellation 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 of a taxpayer identification number.



2021 – 2023 Academic Calendar

Fall Semester 2021

Fall I Start Date	August 31 st
Labor Day (University Offices Closed)	September 6 th
End of Fall I Add/Drop Period	September 6 th
Fall I Withdrawal Deadline	September 27 th
Fall I End Date	October 25 th
Fall II Start Date	October 26 th
End of Fall II Add/Drop Period	November 1 st
Veterans Day (University Offices Closed)	November 11 th
Fall II Withdrawal Deadline	November 22 nd
Thanksgiving Holidays (University Offices Closed)	November 25 th & 26 th
Fall II End Date	December 20 th
Winter Break	December 21 st – January 1 st
Christmas Holidays (University Offices Closed)	December 24 th & 27 th
New Year's Observed (University Offices Closed)	December 31 st

Spring Semester 2022

New Year's Day (University Offices Closed)	January 1 st
Spring I Start Date	January 4 th
End of Spring I Add/Drop Period	January 10 th
Martin Luther King Jr Day (University Offices Closed)	January 17 th
Spring I Withdrawal Deadline	January 31 st
President's Day (University Offices Closed)	February 21 st
Spring I End Date	February 28 th
Spring II Start Date	March 1 st
End of Spring II Add/Drop Period	March 7 th
Spring II Withdrawal Deadline	March 28 th
Spring II End Date	April 25 th
Spring Break	April 26 th – May 2 nd

Summer Semester 2022

Summer I Start Date	May 3 rd
End of Summer I Add/Drop Period	May 9 th
Memorial Day (University Offices Closed)	May 30 th
Summer I Withdrawal Deadline	May 30 th
Summer I End Date	June 27 th
Summer II Start Date	June 28 th
End of Summer II Add/Drop Period	July 4 th
Independence Day (University Offices Closed)	July 4 th
Summer II Withdrawal Deadline	July 25 th
Summer II End Date	August 22 nd
Summer Break	August 23 rd – 29 th



Fall Semester 2022

Fall I Start Date	August 30 th
<i>Labor Day (University Offices Closed)</i>	September 5 th
End of Fall I Add/Drop Period	September 5 th
Fall I Withdrawal Deadline	September 26 th
Fall I End Date	October 24 th
Fall II Start Date	October 25 th
End of Fall II Add/Drop Period	October 31 st
<i>Veterans Day (University Offices Closed)</i>	November 11 th
Fall II Withdrawal Deadline	November 21 st
<i>Thanksgiving Holidays (University Offices Closed)</i>	November 24 th & 25 th
Fall II End Date	December 19 th
Winter Break	December 20 th – January 2 nd
<i>Christmas Holidays (University Offices Closed)</i>	December 23 rd & 26 th

Spring Semester 2023

<i>New Year's Observed (University Offices Closed)</i>	January 2 nd
Spring I Start Date	January 3 rd
End of Spring I Add/Drop Period	January 9 th
<i>Martin Luther King Jr Day (University Offices Closed)</i>	January 16 th
Spring I Withdrawal Deadline	January 30 th
<i>President's Day (University Offices Closed)</i>	February 20 th
Spring I End Date	February 27 th
Spring II Start Date	February 28 th
End of Spring II Add/Drop Period	March 6 th
Spring II Withdrawal Deadline	March 27 th
Spring II End Date	April 24 th
Spring Break	April 25 th – May 1 st

Summer Semester 2023

Summer I Start Date	May 2 nd
End of Summer I Add/Drop Period	May 8 th
<i>Memorial Day (University Offices Closed)</i>	May 29 th
Summer I Withdrawal Deadline	May 29 th
Summer I End Date	June 26 th
Summer II Start Date	June 27 th
End of Summer II Add/Drop Period	July 3 rd
<i>Independence Day (University Offices Closed)</i>	July 4 th
Summer II Withdrawal Deadline	July 24 th
Summer II End Date	August 21 st
Summer Break	August 22 nd – 28 th



Fall Semester 2023

Fall I Start Date	August 29 th
<i>Labor Day (University Offices Closed)</i>	<i>September 4th</i>
End of Fall I Add/Drop Period	September 5 th
Fall I Withdrawal Deadline	September 25 th
Fall I End Date	October 23 rd
Fall II Start Date	October 24 th
End of Fall II Add/Drop Period	October 30 th
<i>Veterans Day (University Offices Closed)</i>	<i>November 11th</i>
Fall II Withdrawal Deadline	November 20 th
<i>Thanksgiving Holidays (University Offices Closed)</i>	<i>November 23rd & 24th</i>
Fall II End Date	December 18 th
Winter Break	December 19 th – January 1 st
<i>Christmas Holidays (University Offices Closed)</i>	<i>December 25th – 26th</i>



Frequently Asked Questions

Q. Is online study as effective as classroom study?

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."

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

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. All Department of Education recognized accrediting bodies meet precisely the same standards, so distinguishing between regional and national accreditation no longer applies. The US Department of Education Final Rule (84 FR 58834) has removed the "artificial distinction" between regional and national accreditation and now refers only to "institutional" or "programmatic" accreditation. Additionally, DEAC has vastly more experience and tougher, more stringent standards for distance learning than any other agency in the U.S.

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

In the United States, the acceptance of transfer credits between institutions lies within the discretion of the receiving college or University considering 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.

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

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 250 approved testingsites.

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

Computer requirements are detailed in this Catalog. 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 fellowstudents.

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

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 samesubject.

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

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 [Student Support](#). Faculty and [Student Support](#) contact information is included in the course shell on the learning management system.

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

Proctored examinations are typically administered at one of over 250 approved testing facilities throughout the country, or via web camera from the comfort of the student's home.

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

A typical course always consists of readings and assignments. Acquisition of required course textbooks is the responsibility of the student and they may be purchased from any source at their discretion. Often textbooks 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, videos, 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, visit our website. 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 Progressive and Conservative politics and got scant credit for the achievements of his administration. Born in 1857, the 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 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.