

Doctor of Education in Teaching English to Speakers of Other Languages

January 1 – December 31, 2021

World-Renowned Linguist

Dr. Rod Ellis

Designer of the Doctor of Education
in TESOL Program



ANAHEIM UNIVERSITY MISSION

Anaheim University was established as a unique, innovative and sustainable institution of higher learning to meet the educational needs of a diverse and global student body through academic programs of the highest quality. Dedicated to a student-centered philosophy, Anaheim University makes higher education accessible to qualified students worldwide through both online and on-campus study.

ANAHEIM UNIVERSITY OBJECTIVES

Taking advantage of the newest technological innovations, Anaheim University is designed to be a sustainable global institution with a multicultural perspective, with programs designed to meet the needs of its diverse student population. To accomplish this, Anaheim University has the following objectives:

- Meeting the educational needs of our students by offering instructional programs otherwise unavailable because of access, cost, or work schedule
- Excellence of academic instruction through the guidance and expertise of dedicated faculty
- Provision of an instructional environment where students can take an active role in their own learning
- Utilization of the newest technologies
- Deployment of technology-based learning resources
- Development of interactive learning environments in both synchronous and asynchronous settings
- Support of an academic environment where professors are able to deliver the highest quality educational programs and take advantage of the University's learning resources
- Regular course and program assessments and evaluation to improve our offerings
- Development and maintenance of a University alumni support system to advance alumni professional skills, knowledge, and expertise and help them realize their lifelong educational goals
- Development of University culture and programs promoting sustainability

ABOUT US

Anaheim University is a private institution that was founded in Orange County, California in 1996. The University is accredited by the Distance Education Accrediting Commission (DEAC). The DEAC is listed by the U.S. Department of Education as a recognized accrediting agency and recognized by the Council for Higher Education Accreditation (CHEA). Anaheim University is also approved to operate by the California Bureau for Private Post-Secondary Education. "Approval to operate" means that Anaheim University operates in compliance with state standards as set forth in the California Education Code and the California Code of Regulations.

THE MISSION

The mission of the Graduate School of Education is to provide students with the knowledge, skills and ethics needed to serve effectively as educational leaders and practitioners in the face of language and cultural diversity, new technology and a rapidly changing global environment. The programs offered reflect the shift in orientation from teacher training to teacher education, in which teachers are involved in developing their own theories of teaching, in understanding the nature of teacher decision making, and in developing strategies for critical self-awareness and self-evaluation. Through Anaheim University's rich learning experiences and state of the art approach towards education, both experienced and prospective teachers will gain a comprehensive understanding of curriculum, the roles of teachers and students, methodology, and teaching skills as well as all of the theoretical background and practical applications they need to succeed.

EDUCATIONAL OBJECTIVES

The program aims to develop the knowledge and skills to:

- form a critical understanding of the interdisciplinary literature that informs the field of TESOL
- evaluate research-based evidence and consider its relevance to TESOL
- design and evaluate curricula and instructional materials
- undertake a leadership role in TESOL
- design and conduct research studies that address pedagogical issues relevant to TESOL

ANTICIPATED STUDENT LEARNING OUTCOMES

- identify and express informed views about a variety of theoretical and practical issues relevant to TESOL
- work collaboratively with peers
- design courses for specific groups of L2 learners and teachers
- prepare teaching materials and tests for specific groups L2 learners and teachers
- evaluate published research related to TESOL
- design, implement and report research studies in the preferred research tradition
- critically consider their professional development and assist in the professional development of others in the field

MESSAGE FROM THE GRADUATE TESOL DIRECTOR

There are many facets to second language learning and teaching. I find, and I hope you will too, that it is this complexity that makes TESOL such a fascinating field of study. It is also a field that is constantly changing and evolving as new research and technologies emerge. Consequently, there is always something new to learn and experience. I very much look forward to working together and to further developing your skills and knowledge in this exciting field!

Luke Plonsky, Ph.D.

Graduate TESOL Director, Graduate School of Education Anaheim University

DOCTOR OF EDUCATION IN TESOL OVERVIEW

WORK FULL TIME & STUDY ONLINE

The AU Ed.D. in TESOL degree program allows you to study online while working full time and fulfilling your personal responsibilities. All the courses are taught online and students participate in two required 4-day residential sessions, which are typically held to coincide with a weekend.

WHO IS THE ED.D. IN TESOL DEGREE FOR?

The Ed.D. in TESOL is designed for students who have completed an MA TESOL or MA Applied Linguistics or relevant area of education and who are interested in developing the technical and professional knowledge and research skills that are needed to assume leadership positions in the field of TESOL. Students completing the Ed.D. will be equipped to work as directors of programs where English is taught as a second or foreign language, contribute to English language teacher education programs, engage in research into language teaching and testing, and develop language courses and teaching materials amongst others.

OUTSTANDING FACULTY

One of the primary deciding factors for students who choose the Anaheim University Graduate School of Education's Doctor of Education in TESOL is the quality of the highly esteemed faculty who teach AU students in weekly real-time online classes via high definition webcam. In particular, the designer of the Ed.D. in TESOL is world-renowned linguist Dr. Rod Ellis, who was awarded the Duke of Edinburgh prize for the best book in applied linguistics for his Oxford University Press classic "The Study of Second Language Acquisition". Dr. Ellis is joined by some of the world's most renowned linguists and acclaimed TESOL authors for such publishers as Oxford University Press, Cambridge University Press, Thomson Publishing, Prentice-Hall, Longman, Palgrave Macmillan and McGraw-Hill. These include President Emeritus and designer of Anaheim University's MA in TESOL program Dr. David Nunan, and AU professors Denise Murray, MaryAnn Christison and Andy Curtis who are former Presidents of TESOL, the world's largest language teaching organization. 100% of the AU Ed.D. in TESOL faculty are regular plenary speakers at various international TESOL conferences and are considered to be experts in their field by the TESOL community.

Ed.D. in TESOL Degree Program Fees

Application Fee (Non-Refundable after 7 days)	\$ 75
Registration Fee (Non-Refundable after 7 days)	\$ 100
STRF Fee* (Non-Refundable, CA Residents Only)	\$ 22

Course Fees

Tuition Fee (\$500 per credit x four credits):	\$ 2,000/course taken
Records Fee	\$ 200/term

Per Course Fee Total \$ 2,200

Transfer credit fee (per course)	\$ 75 (optional)
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Residential Fees (2 required - \$1,200 each) (transportation, room & board not included)**	\$ 2,400
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End of Program Fees

Original Transcript	No cost
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Each Additional Transcript Copy (optional)	\$ 25
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Diploma	No cost
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Replacement Diploma (optional)	\$ 200
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Replacement Cover (optional)	\$ 75
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Official Completion Letter (optional)	\$ 35
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Total cost of program: **\$44,375 +**

**We offer a discounted on-campus housing option for the residential session -- the cost varies depending on location. You may opt for alternate accommodations. The cost of travel will vary, depending on your distance from the residential session and your mode of transportation. Anaheim University does not provide visa services. For Ed.D. in TESOL students attending the four-day residential sessions, it is the students' responsibility to ensure that they have taken care of proper visa procedures, if required. Any students traveling to the residential should have travel insurance, and any local students should have medical emergency insurance.

+ Assumes completion in 19 terms.

US Military: Anaheim University's programs are approved for VA benefits.

* The Student Tuition Recovery Fund (STRF) is administered by the California BPPE and applies only to California residents. The STRF fee is currently fifty cents (\$.50) per one thousand dollars (\$1,000) of institutional charges. 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.

The residential fee does not include housing, meals or transportation; costs vary depending on the originating location of the student and the chosen accommodations. Anaheim University endeavors to find housing at a reasonable cost for students. Any students traveling to the residential should have travel insurance, and any local students should have medical emergency insurance.

Course textbooks are not included in the program fees and are expected to average U.S. \$200/course. Dissertation publishing and textbook fees are extra. Doctoral students are also required to have a reserve fund of \$2000 for research materials. Refer to page 18 for details.

Affordable Pay-As-You-Learn System: Pay for only one course at a time, or receive a 10% discount on tuition by paying 100% of your program fees at the time you enroll.

Students may make payment by check, credit card (Visa, MasterCard, American Express or Discover), money order or bank transfer.

An extension may be granted by the Director of the Ed.D. program to students requiring more time to complete the program.

METHOD OF INSTRUCTION

Online Learning: Reading of textbooks and submission of assignments; weekly 90-minute real time online classes and discussion forums with professor & students

Residential Session: Two four-day seminars are held in California or in other selected locations in the world, most commonly in Asia. (Anaheim University does not provide visa services. It is the students' responsibility to ensure that they have taken care of proper visa procedures, if required).

The tuition for the Residential Session is included in the total program price, but students must pay for their own travel, room, and board. The Residential Session typically alternates between California and Asia.

Course Duration: Each course is nine weeks long. Courses begin every ten weeks.

Degree Program Duration: The Ed.D. in TESOL degree program will take under four years to complete. Maximum time allotted to complete program - 5 years from date of matriculation. Students may be granted an extension to their program at the discretion of the Director of the Ed.D. program.

Under no circumstances may the Ed.D. in TESOL program be completed in less than two years from the date of initial enrollment or more than ten years from the date of initial enrollment.

RESIDENTIAL SESSION

The Residentials are an integral part of Anaheim University's Ed.D. in TESOL program, and they are widely considered by students to be their favorite component of the program. The Residentials have two primary aims:

- To complement the existing curriculum by focusing on specific topics that are introduced in the online courses but not addressed in detail
- To enhance the sense of community among the students and faculty members in the programs through face- to-face communication.

At the Residentials, formal lectures are kept to a minimum. Instead, students work collaboratively, engage in debates, make presentations, and focus on practical assignments and tasks in ways that are limited in an online environment. The Residentials also provide the instructors with an opportunity to model pedagogical practices. By taking part in simulations, debates and other activities, students get to see firsthand how these activities can be incorporated into their own instruction. They complete a series of experiential application tasks that complement the theoretical and empirical input provided through the online courses.

Students must attend two four-day Residential sessions during their program. Students who register for a Residential will receive information prior to the start of the program that contains details about accommodations, schedule, pre-residential tasks and pre-residential reading. Typically, there are two groups -- one for the MA students and one for the Ed.D. students -- along with three plenary sessions that bring the two groups of students together

- Two four-day intensive Ed.D. TESOL residential sessions
- Study in Southern California or other select locations
- Study with AU world-renowned faculty while networking with local students at residential sessions



AU TESOL Faculty Dr. David Nunan, Dr. Rod Ellis and Dr. Kathleen Bailey with MA TESOL Students at April 9-12 2011 residential session in Anaheim, California



AU TESOL Faculty Dr. David Nunan, Dr. Kathleen Bailey and Dr. Martha Cummings with MA TESOL Students at Oct. 14-18 2010 residential session in Seoul, Korea

PROGRAM REQUIREMENTS AND SATISFACTORY ACADEMIC PROGRESS

The Ed.D. in TESOL program consists of 15 courses, 1 Dissertation Proposal Writing Course, and 3 Dissertation Writing terms, for a total of 19 terms and 76 units (19 courses, 4 units each). Each course is 9 weeks long, with a week between courses. Students must maintain a 3.0 grade point average (GPA) throughout the Ed.D. in order to graduate from the program. Any students whose GPA falls below a 3.0 will be put on Academic Probation and given two terms to bring his/her GPA back to a 3.0 level. Students who earn a grade lower than an 80% (a "C," "D," or "F") on any given course must repeat the course.

The Ed.D. schedule is set each year and typically announced in the Fall. Failure to take an available course when one is offered may prevent a student from completing his/her program in the allotted time. The maximum time allotted for completion of the Ed.D. program is five years. Students who have not completed their programs within the maximum allotted time are subject to academic dismissal. Students who need additional time must receive permission from the Dean or Program Director.

At the end of each of the student's first five courses, s/he must take a Qualifying Exam on that particular course subject. Once all five exams have been completed, the five scores are then averaged for a final Qualifying Exam grade. The Qualifying Exam is administered at the end of each course; the score does not count toward the

course grade or student GPA -- only toward the Qualifying Exam grade. Students must pass the Qualifying Exam with a minimum average score of 80% in order to continue in the program.

The Comprehensive Exam is administered after the student has successfully completed his/her coursework, and before s/he continues to the Dissertation Proposal Writing Course. The student must pass the Comprehensive Exam with a minimum score of 80% in order to continue to the Dissertation phase of the program. Students who fail the Comprehensive Exam will be enrolled in a Study Term and assigned a professor to mentor them through the process of studying and synthesizing their coursework. They will pay the standard tuition and records fee for this support and to re-sit the exam the following term.

Attendance at two residential sessions is a requirement for graduation from the Ed.D. program. The Residential Sessions are intensive, in-person seminars taught by TESOL faculty and are held over four days, typically in July or August. The tuition for the Residential Sessions is included in the total program price, but students must pay for their own travel, room and board. The Residential Sessions typically alternate each summer between California and Asia

PROGRAM STUDY SUGGESTIONS

Students are responsible for being knowledgeable of the course syllabus and course grading rubrics. Also, in order to assist you allocate your time, each course guide contains a weekly program break-down. It is a suggestion only, but one that students are advised to adhere to as closely as possible to keep up with the demanding schedule of the course. Below is an example:

Each week the student will:

1. Look briefly through the set readings, the tutorial questions, and the assignment for the week's work. (15 minutes)
2. Complete the set reading, making notes on the tutorial questions as you do. (4 hours)
3. Discuss the tutorial questions / tasks with other students via the online discussion forum. (3 hours)
4. Take part in one of the interactive tutorials. (1.5 hours)
5. Review the transcript of the real-time online class and make notes. (1 hour)
6. Further reading/note taking on the topic using the Anaheim library resources. (8 hours)
7. Ongoing work on assessment 1 or 2. (2 hours 15 mins)

Total: 20 hours for a 9-week course

DOCTOR OF EDUCATION IN TESOL CURRICULUM

Anaheim University's Doctor of Education in TESOL degree program is comprised of 16 courses (9 weeks each) and a three-term dissertation project. Each course is 4 units and the dissertation is 12 units for a total of 76 units.

Students will complete courses in four areas: Studies in Applied Linguistics, Aspects of Language Teaching, Professional Development, and Research Methods for Language Teachers. In addition, students will complete a 12-unit dissertation.

COURSES

- EDU 700 Instructed Second Language Acquisition
- EDU 701 Interlanguage Pragmatics
- EDU 702 Individual Learner Differences in Language Learning and Teaching
- EDU 703 Sociolinguistics and Language Teaching
- EDU 704 Discourse Analysis for Language Teachers
- EDU 705 Language Testing
- EDU 706 Special Topic
- EDU 710 Curriculum Design
- EDU 711 Technology and Language Education
- EDU 712 ELT Materials Development
- EDU 713 Special Topic
- EDU 720 ELT Leadership and Management
- EDU 721 Language Teacher Education
- EDU 730 Qualitative Research Methods
- EDU 731 Quantitative Research Methods
- EDU 732 Dissertation Proposal Writing
- EDU 733 Dissertation*

*The dissertation research and writing will be completed over 3 terms for a total of 12 units.

COURSE DESCRIPTIONS

EDU 700 INSTRUCTED SECOND LANGUAGE ACQUISITION

This course investigates research that has investigated the effects of form-focused instruction on L2 acquisition. It draws on theory and research in the field of second language acquisition and examines a number of options for conducting form-focused instruction. Students will be expected to use their knowledge of existing research to prepare a research proposal for a study using their own learners or a group of learners with whom they are familiar.

EDU 701 INTERLANGUAGE PRAGMATICS

This course will familiarize participants with research investigating interlanguage pragmatics and examine how instruction can effectively develop L2 pragmatic competence. Students will be required to prepare a set of teaching materials for teaching ONE speech act (e.g., requests or compliments). They will also be asked to try out and evaluate their materials on their own students or students with whom they are familiar.

EDU 702 INDIVIDUAL LEARNER DIFFERENCES IN LANGUAGE LEARNING AND TEACHING

This course reviews research that has investigated a number of key individual learner factors (e.g., language aptitude, motivation, learner beliefs) and how these impact on language teaching. The course also considers how individual differences in classroom learners can be accommodated instructionally. There will be opportunity for

students to analyse qualitative data in order to investigate individual learner factors. Students will be required to carry out a qualitative study of two language learners – one successful and one unsuccessful learner.

EDU 703 SOCIOLINGUISTICS AND LANGUAGE TEACHING

This course introduces participants to concepts and issues in sociolinguistics which are relevant to their lives as prospective or practicing language teachers. The course combines topics from two theoretical and research fields: sociolinguistics, which examines the relationship between language and society, and language teaching, which includes the examination of what happens in the classroom with teachers and learners, and also how these practices relate to the broader socio-political contexts in which the teaching and learning take place.

EDU 704 DISCOURSE ANALYSIS FOR LANGUAGE TEACHERS

This course will define 'discourse' and introduce students to a range of models for describing and critically evaluating authentic oral and written discourse.

EDU 705 LANGUAGE TESTING

This course will develop students' critical understanding of different types of language tests, their theoretical underpinnings, their design, and the uses to which they can be put.

EDU 706 SPECIAL TOPIC

The purpose of these Special Topic courses is to allow the student to work in a community of practice with other candidates and advisors and completes a range of activities, which help them work towards their dissertation.

EDU 710 CURRICULUM DESIGN

The aim of this course is to present theoretical and empirical aspects of curriculum development. Participants will look at tensions between different philosophical approaches to education, and at how different philosophical approaches play out in practice.

EDU 711 TECHNOLOGY AND LANGUAGE EDUCATION

This course takes the view that technology can be both tool and tutor in language education. The role of technology in language education is examined as an aspect of curriculum design, that is, the starting point is needs analysis and resulting curriculum, rather than technology. The course will describe the characteristics of various applications such as email, computer-assisted language learning (CALL) and webpages. It will help participants evaluate the role of information technology in language teaching and learning. Participants will explore the use of technology in different educational settings, and how to integrate it in course design. Students will be required to develop a unit of work for an ELT class, integrating technology and to prepare a research proposal to investigate an aspect of technology in language education.

EDU 712 ELT MATERIALS DEVELOPMENT

The course aims to help the participants to gain the knowledge and to develop the awareness & skills required by an expert practitioner of materials development for language learning & teaching. It intends in particular to help them to become principled and effective materials evaluators, adapters, writers, users & researchers. In addition, it aims to make use of materials development to deepen the participants' understanding of second language acquisition, of language use & of principled pedagogy as well as contributing to the further development of analytical, critical & creative thinking skills.

EDU 713 SPECIAL TOPIC

The purpose of these Special Topic courses is to allow the student to work in a community of practice with other candidates and advisors and completes a range of activities, which help them work towards their dissertation.

EDU 720 ELT LEADERSHIP AND MANAGEMENT

There is an on-going dearth of books, articles and other publications on leadership in education, and an even greater scarcity of publications on language education leadership (abbreviated in this course as 'LEL'). Consequently, courses like this often end up having to choose between out-of-date LEL publications, or using texts written by and from the corporate, for-profit world. However, education, including language teaching and learning, is a markedly different endeavour from making and selling, for example, cars or other commercial commodities. Therefore, the literature from the for-profit world is often not applicable to and not appropriate for language education. This course is designed to address those limitations and deficiencies by drawing on, to the greatest extent possible, leadership literature from education, and wherever possible, language education. This course also makes a significant distinction between management and leadership, rejecting the interchangeable use of those two terms. As the literature on leadership and on management has grown exponentially in recent years, the two areas can still be considered to overlap with each other, but the two areas are now also distinctive and identifiably different. This course will, therefore, focus as much as possible on leadership in language education.

EDU 721 LANGUAGE TEACHER EDUCATION

This course will examine the socio-cultural perspectives on the following:

1. how teachers learn to teach a second language
2. the nature of language
3. how second languages are taught and learned
4. social, cultural, and historical influences on the second language teaching profession
5. the spectrum and roles of second language teachers' professional development

EDU 730 QUALITATIVE RESEARCH METHODS

This course will define qualitative research and differentiate it from quantitative research, describe the evolution of qualitative research, provide a framework for doing qualitative research, present the 'ground rules' for doing qualitative research, and demonstrate the centrality of the writing process to qualitative research.

EDU 731 QUANTITATIVE RESEARCH METHODS

This course will enable students to design and evaluate quantitative studies of language learning and teaching and will equip them with the statistical tools for analyzing data.

EDU 732 DISSERTATION PROPOSAL WRITING

This course will assist students in preparing and critiquing a research proposal.

DISSERTATION

All students will be required to complete a dissertation. Students will be able to enroll for dissertation credits once all course work has been successfully completed and students have taken and passed the Comprehensive Examination.

The Dissertation is the culminating component of the Ed.D. program. The dissertation demonstrates your ability to conduct appropriate research in the field of TESOL and to interpret and apply the results of this research. The dissertation should report an original piece of research and make a significant contribution to the field. The following are criteria that students should bear in mind when preparing their proposal:

- The topic should be interesting and substantial.
- The research should aim to fill a gap in the scholarly literature.
- The methodology chosen for the research should be appropriate and the student should be able to provide a rationale for the choice of methodology.
- The dissertation should be written in accordance with the standard conventions for reporting research (i.e., those of the American Psychological Association Manual, 6th Edition).
- The author should provide implications of the findings of the research for the field of TESOL

Dissertation Team

Dissertation candidates have a dissertation supervisory team that begins during the Dissertation Proposal courses and extends to the final oral defense and the awarding of the degree. This team consists of the EDU 732 professor(s), the Dissertation Advisor, the Chair of Ethics, the Chair of Research, and the External Examiner.

The EDU 732 course professor mentors each student through the process of developing a topic into a workable proposal that is primed to become a dissertation. S/he is the initial person who will review the dissertation proposal.

The most central member of the dissertation candidate's supervisory team is the Dissertation Advisor. The student is responsible for nominating an advisor. The advisor is typically an Anaheim University faculty member, but s/he may also be an outside professor who meets the requirements for advising. Upon acceptance of the nomination and approval by the Chair of Research, the advisor guides the student through the dissertation process through regular meetings. These meetings include:

- a discussion of the research plan (firming up research questions and methodology);
- discussion of data and methods of analysis, once the data has been collected;
- discussion of results and the implications; and
- discussion of the chapters or pieces of the dissertation prior to submission.

At the end of each term, the student and advisor each submit a short progress report form indicating the student's progress and any outstanding issues.

The Chair of Ethics reviews the Ethics Application Form, including the Participant Information Sheet and the Participant Consent Form, to ensure that the student's research meets federal regulations, based on the Office for Human Research Protection (OHRP) laws regarding human research/subjects.

The Chair of Research gives final approval for a nominated professor to become the Dissertation Advisor, and s/he assists students to find an advisor when necessary. At the end of each term, the Chair of Research reviews the progress report submitted by the dissertation student and advisor. S/he makes any recommendations based on these reports and helps to mediate or resolve any conflicts or issues between the advisor and the student. The Chair of Research also serves as Chair of the Oral Defense Committee, approves the External Examiner, and submits the oral defense report. (If the Chair is also the student's advisor, the Chair will nominate a different faculty member to chair the defense).

The External Examiner may be a faculty member of Anaheim University or another institution with a terminal degree and knowledge of the student's research topic of type of study. This person can be recommended by the student, the student's advisor, or the Chair of Research, but s/he must be approved by the Chair of Research. Once the written dissertation has been submitted, the External Examiner reviews it, completes a report about it, and sends these remarks to the advisor(s) and the Chair of Research prior to the oral defense. The External Examiner also serves on the Oral Defense Committee.

All team members from outside Anaheim University must hold a doctorate degree, have faculty status in an accredited university, and have knowledge that is related directly to the dissertation topic. Outside faculty must also submit a CV to the Chair of Research, who decides whether the person is qualified to serve on the Oral Defense Committee. The student may nominate the Advisor, but AU reserves the right to make the final decision regarding the Advisor.

Ethics Policy

All students and staff intending to undertake research involving human participants must obtain signed permission from the Chair of the Ethics Committee before the research commences. The purpose of this is to ensure that any research conducted in the name of Anaheim University adheres to the standards of ethical research.

Ethical research is research:

- Where the informed voluntary consent of the participants has been obtained, including the consent of a parent/ guardian if the participant is a minor.
- Where the participants are made fully aware of the purpose of the research and what will be asked of them.
- Where the participants are informed of any remuneration they will receive before the research commences.
- Where the researcher ensures the anonymity of the participants in any report or publication emanating from the research.
- Where the participants are recruited without coercion or the appearance thereof.
- Where participants are informed as to any risks or benefits the research may have for them.
- Where the participants are informed that they can withdraw from the research at any time they wish with no adverse effect to them.
- Where the participants are informed that any data collected as part of the research will be destroyed six years after award of the degree.
- Where participants are informed that any data collected as part of the research will be held in a secure place (e.g., locked cabinets, password protected computer) until they are destroyed.
- Where the faculty supervisor agrees to the procedures the student uses to protect the participants.
- Where the participants are given the contact details of the primary researcher and the Chair of the Ethics Committee so that they can contact them whenever they wish.

The Ethics Application Form, Participant Information Form and Participant Consent Form must be submitted and approved before the student may proceed with his or her research.

Responsibilities of the Dissertation Candidate

The candidate is expected to engage in active preparation of the Dissertation process from the onset of the doctoral program. Candidates are responsible for choosing a topic, submitting proofread drafts of materials, preparing adequately for meetings, thoroughly reviewing all Dissertation policies and procedures, and communicating on a regular basis via email, phone, or other means.

The candidate is expected to maintain a respectful and professional attitude at all times. Candidates are expected to maintain contact with their dissertation team throughout the dissertation process to ensure that the research and writing adhere to the agreed-upon plan. As the project is the candidate's responsibility, s/he must frequently keep the Advisor and Chair of Research informed of progress. The candidate should also contact their Advisor and Chair of Research in the event of any significant changes in his/her personal or professional life which may interfere with program completion. In addition, candidates are expected to maintain regular contact with Student Services via email or phone.

Communicating with the Team

The Dissertation Advisor will determine when the dissertation is ready for review by the Oral Defense Committee. The candidate may not consult the full committee for feedback without prior approval of the Chair of Research. Team participation from a distance may be facilitated through video conference, phone conference, or other electronic media as approved.

Presenting Drafts to Team Members

It is common practice to share Dissertation drafts with the Advisor or Chair of Research via email. The document should be saved in Microsoft Word format and clearly labeled with the researcher's name and stage in the process (example: Jane Smith Prospectus Chapter 2). The document should include consecutively numbered pages and should adhere to program formatting and style guidelines. All drafts of defense documents should be shared with the Oral Defense Committee at least 14 days prior to any defense date(s).

For the Student: A Step-by-Step Guide for Planning and Writing the Dissertation

One semester prior to EDU 732, identify a topic you are interested in and approach potential advisors informally by asking if they might consider working with you. The Chair of Research has a general "Advisors Register" to help you find a suitable advisor, if need be. Don't forget that advisors can either be from within or outside Anaheim University.

NOTE: You will increase your chances of success if you clearly explain the topic you want to examine and your preliminary ideas of what you want to investigate and how. Please remember that you have only three terms in which to complete your dissertation, so be mindful of the scope of your topic!

The EDU 732: This "Dissertation Proposal Writing" course assists you in preparing and critiquing a research proposal.

- Discuss the feasibility and scope of your project with the professor teaching the course.
- Upon successful completion of your dissertation proposal, send it to your potential advisor.
- If s/he agrees, complete all advisory paperwork (Dissertation Advisor Nomination Form) and submit to Student Services.

- Establish guidelines and expectations pertaining to the frequency of formal meetings between you and your advisor; the extent and style of the advisor's input in your day-to-day activities; and turnaround time for feedback on written work.
- Establish a clear timeline for the completion of this dissertation and the submission of each piece to your advisor for feedback.
- Students need to earn a minimum grade of "B" in order to continue with the dissertation process.

EDU 733 (first term)

- Prepare and submit applications for ethics approval if needed (see [Ethics Review Procedure](#)). See documents here: [Ethics Application and Participant Consent Forms](#).
- The Chair of the Research will sit in on the first formal meeting between the student and the advisor in order to facilitate communication and verify that all expectations are clear.
- Submit your progress report to Student Services. You will need to submit the [Candidate's Report](#) and Advisors will submit the [Advisor's Report](#). Students will not receive credit for the course until this survey is received.

EDU 733 (second term)

- Ask your advisor to recommend a name for your External Examiner and submit that name to the Chair of Research. The Chair of Research and your advisor will serve as the other two members on your Oral Defense Committee.
- Submit your progress report to Student Services. You will need to submit the [Candidate's Report](#) and Advisors will submit the [Advisor's Report](#). Students will not receive credit for the course until this survey is received.

EDU 733 (third term)

- When your advisor recommends you for the final stage of the dissertation, you will submit your dissertation to the Chair of Research.
- Submit your progress report to Student Services. You will need to submit the [Candidate's Report](#) and Advisors will submit the [Advisor's Report](#). Students will not receive credit for the course until this survey is received.

EDU 733 (additional terms)

- Should your dissertation require additional terms beyond the three allotted, you may continue to enroll in EDU 733 until your dissertation is complete. Each additional term will require tuition and records fees, as well as documentation and progress reports.
- If a student chooses to take terms off during the dissertation phase, they will not have access to advisor resources until they resume taking EDU 733 courses.

Once the written dissertation has been finalized and approved by the Dissertation Advisor, you will need to submit it to Student Services. Upon submission of the written dissertation, Anaheim University will schedule the Oral Defense.

APA Format

The required format for the written dissertation is APA. It is recommended that students engage an editor to review the dissertation for errors in grammar, spelling, and formatting before submitting the final draft of the dissertation to the dissertation team. In order to help with the formatting, an APA template is available in the course resources. Please also review the APA checklist to verify that all elements of APA formatting are followed correctly.

Oral Defense

- AU tech support will schedule an oral defense date that is convenient to you, the Chair of Research (who will chair the oral defense), your advisor(s), and your External Examiner.
- The External Examiner will complete the first half of the External Examiner's report about the written dissertation, and s/he will send these remarks to the advisor(s) and the Chair of Research prior to the oral defense.
- The Defense will be conducted in an online classroom. It will normally last between 1 and 2 hours. You will open with a brief presentation of the dissertation, followed by an interactive discussion where you will be expected to address any points or questions raised by the three examiners.
- The committee will evaluate both the dissertation and your performance in the oral examination to determine whether or not you pass.
- The External Examiner will complete the second half of the External Examiner's report about the oral defense, and s/he will send the report to your advisor(s) and the Chair of Research. They will both have the opportunity to comment on or add to this report. The report will also be sent to Anaheim University.
- The External Examiner, advisor(s), and Chair of Research will complete the Oral Examination Form together. This report will likewise be sent to Anaheim University.
- Once it is finalized, the Oral Examination Form will be forwarded to the candidate.
- As part of the Oral Examination Form, the committee may request revisions to be made to the dissertation. You will make these changes or follow the recommendations, including whatever timeline is established.
- Unless otherwise directed, you will send the corrected version (with a list of page numbers/corrections) to your advisor(s).
- When the advisor(s) is satisfied that the final version has addressed all issues, the advisor(s) will send the final version to the Chair of Research and Anaheim University.
- All members of the Defense committee must sign off on the final version of the dissertation, including all requested revisions.
- Congratulations -- the process is complete!
- You may use the title of "Dr." upon the successful submission of the written dissertation with all revisions and the successful completion of the Oral Defense.

ONLINE LEARNING RESOURCES

AU ONLINE CLASSROOMS

Anaheim University Ed.D. in TESOL students meet in real-time interactive online classes with their professor and fellow students for ninety minutes every week during each of the courses. Transcripts of all online classes are recorded and are made available as soon as the class has been completed. This allows the students to stay focused on the live discussion during the class, and the opportunity to review the class discussion afterwards. For the schedule of the 90-minute online class times please see the University website.

AU ONLINE DISCUSSION FORUM

The Online Discussion Forum is an electronic bulletin board and e-mail list facilitating lively communication and interaction among students and their professor. When a student posts a message to the Forum, the message is automatically redistributed to the professor and all other students in the course, allowing students to discuss the week's readings in their free time. A weekly Student Host directs students to perform certain tasks as outlined in the online Course Guide. The Online Discussion Forum plays an integral part in AU's online programs by facilitating the out-of-class interaction between students necessary for an effective exchange of ideas. The AU Online Discussion Forum ensures that learning and interaction does not end when the real-time class does.

ONLINE BOOKSTORE

The Online Bookstore is the one-stop source for textbook and course material needs. Designed for students to buy textbooks based on their course schedule, track their textbook orders, and sell their textbooks back from a previous semester, the Online Bookstore offers money-saving used books, multiple shipping options, and access to hundreds of academic items related to your studies. In an effort to provide additional savings, textbooks or course materials may be available for purchase in an electronic format. Purchases will be subject to the refund policy of the bookstore.

LIBRARY

Anaheim University requires all of its students to make extensive use of library facilities and resources in the course of their program. The University's online resources provide a major boost in assisting and supporting a student's academic work. The login ID and password provided by the University to the student upon enrollment will provide the student access to the online resources.

Anaheim University makes certain provisions in order to provide access to library resources and library services for all students enrolled directly through Anaheim University. However, students enrolled in Anaheim University's online graduate degree programs are required to have an additional reserve fund to be used for the purchase of journals and research - materials that will aid them in their studies by providing information specific to their unique areas of interest and research - and to provide access to software and other resources that may help them in the completion of their studies. The research reserve fund is \$1,500 for master degree students and \$2,000 for doctoral students to be used over the duration of their program. Note: Students are not required to spend the entire research fund - only that amount necessary in order to carry out their research.

AU ALUMNI ASSOCIATION

Upon completion of their chosen programs of study, AU graduates have the privilege of becoming part of the university's Alumni Association. The AU Alumni Association is a highly regarded online network established to ensure that an AU graduate's learning never ends. The Alumni Association is an excellent way to network with other professionals in your field and keep abreast of recent developments. Members have access to the most recent updates regarding the latest news from the field, important events, suggested readings, cutting edge information and professional career opportunities

STUDENT SERVICES AND TECHSUPPORT

The policy of Anaheim University is "Students First, Always" and Anaheim University's Student Services staff is committed to providing students with the administrative services they need for course registration, textbook ordering, graduation, etc. Technical issues are addressed by the TechSupport Division of the University.

GRADUATION STORE

Alumni of Anaheim University have the opportunity to show Anaheim pride by ordering Anaheim University graduation rings and diploma frames online.

GRADUATE SCHOOL OF EDUCATION FACULTY

LUKE PLONSKY, PH.D.

GRADUATE TESOL DIRECTOR, GRADUATE SCHOOL OF EDUCATION

Luke Plonsky (Ph.D., Michigan State University) specializes in three main areas of applied linguistics and TESOL: second language acquisition, language pedagogy, and research methods. Recent and forthcoming work in these and other areas can be found in virtually all major journals in the field including Annual Review of Applied Linguistics, Applied Linguistics, Language Learning, Modern Language Journal, Second Language Research, and Studies in Second Language Acquisition and in book chapters published by Cambridge, De Gruyter, Routledge, and Wiley-Blackwell. Luke has also co-authored or edited four books including the best-selling 4th edition of Second Language Acquisition: An Introductory Course. In addition to an accomplished scholarly record, Luke has taught courses in applied linguistics/TESOL as well as English and Spanish as a second language in Spain, The Netherlands (National Graduate School of Linguistics), Puerto Rico (Caribbean University), and in the US at Michigan State University, Arizona State University, and Northern Arizona University.

MESSAGE FROM ROD ELLIS, PH.D.

VICE-PRESIDENT OF ACADEMIC AFFAIRS

DOCTOR OF EDUCATION IN TESOL PROGRAM DESIGNER

SENIOR PROFESSOR, GRADUATE SCHOOL OF EDUCATION

“The Ed.D. is the latest addition to the menu of programs in TESOL offered by Anaheim University. The courses have been developed by some of the leading experts in the field – Gary Barkhuizen, Rod Ellis, Denise Murray, David Nunan, and Brian Tomlinson, among others. The program aims to introduce you to current thinking in TESOL and the various disciplines that inform it. It will provide you with the knowledge and technical expertise to enable you to carry out research relevant to the teaching and learning of English as a second or additional language. The program consists of the following components:

- Studies in Applied Linguistics
- Aspects of Language Teaching
- Professional Development
- Researching Language Teaching
- Comprehensive Examination
- Dissertation

You will study using Anaheim University’s online course materials. There will be a weekly online class using the university’s state-of-art web-based classroom. You will become a member of a community of scholars exchanging views and ideas in the Discussion Forum. You will be asked to complete assignments that challenge you to use the knowledge and skills you have acquired to address cutting-edge issues in language pedagogy. You will be given guidance in developing a proposal for a dissertation and supported through the research you will need to undertake for it.

Studying for an Ed.D. with Anaheim University will be challenging. You will need commitment and hard work. But you will find it one of the most rewarding experiences of your life. I look forward to working with you.”

- *Ph.D. from the University of London & Master of Education from the University of Bristol.*
- *His textbook *The Study of Second Language Acquisition* was awarded the Duke of Edinburgh Prize for the best book in applied linguistics*
- *Has served as the Director of the Institute of Language Teaching and Learning at the University of Auckland, and has taught in numerous positions in England, Japan, the US, Zambia, and New Zealand*

MESSAGE FROM DAVID NUNAN, PH.D.

PRESIDENT EMERITUS

DESIGNER OF THE MASTER OF ARTS IN TESOL PROGRAM

DIRECTOR OF THE DAVID NUNAN TESOL INSTITUTE

“Welcome to Anaheim University’s Ed.D. in TESOL program. Despite the fact that you are studying in very different contexts and situations in many different parts of the world, we aim to give you the same quality of care, concern and support as we would if you were studying in conventional face-to-face mode. I have been involved in directing post-graduate and Certificate programs in applied linguistics and language education in many different parts of the world for over thirty years. However, I have never been involved in better quality programs than these. In addition to their innovative means of delivery, the programs are distinctive in a number of important respects. In the first place, the program offers principled links between theory, research and practice. Procedurally, the material reflects the experiential, task-based philosophy being advocated for the teaching of foreign languages. The medium and the message are therefore in harmony. I look forward to traveling with you on this exciting educational voyage, and trust that you find the programs as rewarding to complete as I found them to create.”

- *Ph.D. in Educational Psycholinguistics from Flinders University & Master of Education (Curriculum Studies) from the University of Exeter*
- *World’s leading author selling over 2,200,000,000 texts*
- *Past President of TESOL (1999-2000), the world’s largest language teaching organization*
- *Named one of the Top 50 Australians in the World & the 7th most influential Australian in Asia*

MESSAGE FROM HAYO REINDERS, PH.D.

CHAIR OF RESEARCH AND TESOL PROFESSOR

“As Chair it is my job to place our students first in everything we do. The Graduate School of Education has one of the best faculty teams in the world and together we aim to set the benchmark for online education. I look forward to sharing my passion for learning and teaching with you.”

- *Ph.D. in Language Education from the University of Auckland*
- *Director of Innovation in Language Learning and Teaching, an educational consultancy*
- *Was Head of Learner Development at Middlesex University in London*
- *Was Director of the English Language Self Assess Centre at the University of Auckland*
- *Has been visiting professor in Japan, Thailand, Mexico, and the Netherlands*
- *Editor of *Innovation in Language Learning and Teaching*, and Convenor of the AILA Research Network for CALL and the Learner*

MESSAGE FROM DENISE MURRAY, PH.D. TESOL PROFESSOR

"I am excited to be part of the team of faculty teaching this program because I value distance education, having experienced it firsthand myself. I completed much of my B.A. by distance— although in those days it was totally paper-based. I have been involved in English language education around the globe for more than thirty years, having developed an abiding love of language and its study from a very young age. While languages give us the opportunity to interact with people from different cultures, technology amplifies that opportunity."

- *Ph.D. (Education: Second Language Education)*
- *Past President of TESOL (1996-1997)*
- *Was founding Chair of the Department of Linguistics and Language Development at San José State University and Executive Director of the AMEP Research Centre and of the National Centre for English Language Teaching and Research (NCELTR) at Macquarie University*
- *Her work has been published in 17 books and more than 100 articles in professional journals, as book chapters, or conference proceedings.*

MESSAGE FROM MARYANN CHRISTISON, PH.D. PROFESSOR

"Welcome to Anaheim University. I am so pleased to be a part of the team of TESOL faculty members and so excited to work with you in some of your TESOL classes. Working in an online environment is exciting for me as a teacher because I get to work with you—students and teachers from all over the TESOL world, to learn about the challenges you face in English language teaching, and to work with you in finding solutions. Through this process I advance my own understanding of the world of English language teaching. There is always so much to learn about English language teaching no matter how many years one spends in the classroom. We are involved in a vibrant and expanding profession—expanding in terms of the number of teachers entering the profession and the amount of research about second language acquisition and second language pedagogy that we have available to us. I have been involved in the TESOL profession since 1976 and have worked as a language teacher and a teacher educator in many different contexts. I hope that I can draw on these experiences in my interactions with you to create an online environment that will be not only useful, but also exciting. I want you to feel that you have a community to which you belong. My research interests fall into three general categories—second language teacher development, teacher leadership, and language and the brain"

- *Ph.D. (English/Linguistics) from University of Utah*
- *Past President of TESOL (1997-1998) & Trustee for The International Research Foundation*
- *Teacher Educator for over 20 years working with teachers from over 30 countries*
- *Author of 18 textbooks and 80+ refereed journal articles*
- *Research interests in leadership, second language teacher development, and language and the brain*

MESSAGE FROM ANDY CURTIS, PH.D. PROFESSOR

"At the risk of too many welcomes, I would like to add my own to those of my distinguished colleagues. Although I have more than 20 years of experience in the field of TESOL, I am a new- comer to Anaheim University's TESOL professorial team, and I am very much looking forward to working with the students, the other professors, and the AU administrative support team, and to teaching and learning online and face-to-face. Having recently completed many years in language program administration, starting in Canada and eventually in China, I have become especially interested in the challenges of leadership and management in language education."

- *Ph.D. in International Education and MA in Applied Linguistics, the University of York*
- *President of TESOL International (2015-2016)*
- *Former English Language Teaching Director at Chinese University of Hong Kong*
- *Has worked with more than 20,000 ELT professionals in more than 25 countries*
- *Received the TESOL Leadership Mentoring Award from the TESOL Association*
- *Served as an elected member of the TESOL Board of Directors & numerous TESOL Committees and Task Forces*

MESSAGE FROM KEN BEATTY, PH.D. PROFESSOR

“Consider this: a medical doctor from just 100 years ago would be both completely lost and completely useless in a modern operating room. However, a teacher from 1,000 years ago could probably get by in most modern classrooms. Anaheim University is addressing this by offering innovative programs in TESOL that teach in the ways that students will be taught in the future. Anaheim University offers a clever mix of online resources, lectures, and discussions as well as intensive residential sessions, all with the participation of some of the brightest minds in the field. This combination makes for a great learning experience. As Professor David Nunan’s first PhD student in Hong Kong, I have watched from afar as Anaheim University has grown and prospered. My research area of computer-assisted language learning (CALL) helps me understand the programs’ attractions and, after more than a decade of teaching and writing in Asia, Canada, and the Middle East, I’m proud to join Anaheim University’s growing faculty. I particularly look forward to working with students interested in researching and writing their dissertations in CALL.”

- *PhD, Curriculum Studies, Faculty of Education, The University of Hong Kong, Hong Kong*
- *Taught the last 15 years at universities in the UAE, the People’s Republic of China and Hong Kong*
- *Author/co-author of more than 100 textbooks for Pearson, Longman, Oxford University Press, Thomson, Heinle & Heinle and Hong Kong Educational Press*
- *Involved in electronic media and was Academic Advisor to Hong Kong’s Educational Television from 1998 to 2004.*

MESSAGE FROM MARTHA CLARK CUMMINGS, PH.D. PROFESSOR

“Welcome to this online adventure in teaching and learning. I, too, have been involved in English language teaching and teacher training for over 30 years and have been teaching online since 1999. What I have learned is that there is always more to learn and that online classrooms tend to be places where some of the most whole-hearted learning takes place. My research interests include narrative inquiry in Second Language Acquisition, classroom management, and observation. I look forward to our conversations.”

- *Ph.D. from Teachers College Columbia University.*
- *Professor for online MA TESOL course for the New School Online University and The Monterey Institute of International Studies, as well as ESL courses for the University of Aizu in Aizuwakamatsu, Japan*
- *Has trained English language teachers in Cyprus, Thailand, Tunisia, and Turkey as part of the United States Department of State English Language Specialist Program*
- *Served on the Nominating Committee of TESOL and is currently a member of the Standing Committee on Diversity.*

MESSAGE FROM BRIAN TOMLINSON, PH.D. PROFESSOR

"I'm delighted to be joining the team of TESOL faculty members here at Anaheim and to be able to share my experience and enthusiasm as both a TESOL practitioner and an applied linguistics academic. I started my career, believe it or not, as a teacher trainer in Nigeria and only after that became a classroom teacher in Liverpool and then in Zambia. I moved on to being a curriculum developer in Zambia and then became a teacher trainer again. I continued as a teacher trainer in the UK and then in Vanuatu before becoming Director of Studies at a college in the UK. Since then I've been a university academic in Japan, the UK, Singapore and Oman but I've frequently returned to the language classroom as a teacher (for example as an EAP teacher in Oman). Throughout my career I've been interested in materials development and I've published coursebooks in China, Ethiopia, Japan, Nigeria, Singapore and Zambia. In the last fifteen years though I've specialized in publishing books, chapters and articles on materials development and I've focused on trying to bring researchers and practitioners together to ensure that the materials that teachers use in the classroom are principled and effective. To support this aim I formed the Materials Development Association (MATSDA) in 1993 and as Chair and now President I've been organizing conferences and workshops throughout the world to bring together researchers, writers, teachers and publishers."

- *PhD from the University of Nottingham, MA in TESL from the University of North Wales and PGCE in TESL from the University of London.*
- *Founder and President of MATSDA (the International Materials Development Association).*
- *Visiting Professor at Leeds Metropolitan University. Formerly Visiting Professor at Kobe University, Visiting Fellow and Research Coordinator at the National University of Singapore, Curriculum Expert at Sultan Qaboos University, Oman, MA Director at the University of Luton and EFL Writer in Residence at the University of Essex. Also teacher, teacher trainer, curriculum developer and project leader in Nigeria, Zambia, UK, Vanuatu and Indonesia • Editorial Associate for the Journal of Applied Linguistics and has many years experience in academic and educational editing and publishing*
- *Has published seven books on different aspects of materials development for language teaching as well books on language acquisition, language awareness and language through literature. Has also published numerous coursebooks and over 80 articles and chapters.*

MESSAGE FROM DR. THOM HUDSON PROFESSOR

"Welcome to the Ed.D. program at Anaheim University. TESOL is an exciting field, one that is constantly changing in its academic focus. I look forward to working with you in your academic areas of interest, particularly language testing and quantitative research. My research has focused on quantitative approaches to the study of language learning and use. One of my more recent interests has been in the area of standards based assessment and the personal and social consequences the implementation/ imposition of those standards."

- *Doctorate in Applied Linguistics from the University of California at Los Angeles.*
- *Co-editor of the electronic journal Reading in a Foreign Language*
- *Professor of Second Language Studies (SLS) at the University of Hawai'i at Mānoa, and served as Graduate Chair of the Department of Second Language Studies from August 2006 until the end of July 2012*
- *Has taught in Egypt, U.S., and Japan, and directed a reading English for science and technology project for two years in Mexico.*
- *Director of the English Language Institute at the University of Hawai'i for three years*

MESSAGE FROM SANDRA MCKAY, PH.D. PROFESSOR

"I am first and foremost a teacher educator since I strongly believe that excellent teachers can make a tremendous impact on the lives of individuals. I am looking forward to sharing my passion for teacher education with you."

- *Ph.D. in Applied Linguistics from University of Minnesota*
- *Professor Emeritus of English at San Francisco State University & University of Hawaii, Manoa Second Language Studies Affiliate Faculty Member*
- *Extensive work in international teacher education in Chile, Hong Kong, Hungary, Latvia, Morocco, Japan, Singapore, South Africa, South Korea and Thailand.*
- *Second language teacher education, sociolinguistics & research methods expert*

MESSAGE FROM JO MYNARD, ED.D. PROFESSOR

"Hi everyone! I'm really looking forward to meeting you online and engaging in discussions about language teaching and learning!"

- *Doctorate in Education (TEFL) from University of Exeter, UK & M Phil in Applied Linguistics from Trinity College, UK*
- *Director of the Self-Access Learning Centre (SALC) at Kanda University of International Studies in Japan*
- *Editor of SiSAL Journal (Studies in Self-Access Learning) and on editorial board of many international research journals*

MESSAGE FROM DR. JOHN MACALISTER PROFESSOR

"Kia ora tatou, and welcome. I'm excited to begin teaching on the TESOL program at Anaheim, and look forward to getting to know you and to learn about the challenges in your part of the world!"

- *Victoria University Head of the School of Linguistics and Applied Language Studies*
- *Former President of the Applied Linguistics Association of New Zealand*
- *Co-authored two Routledge textbooks with Paul Nation on language curriculum design and language teaching methodology*

MESSAGE FROM NATSUOKO SHINTANI, PH.D. ASSOCIATE PROFESSOR

"I am excited to be joining the faculty in the School of Education at Anaheim University and teaching on the TESOL programs. I have a background in teaching and researching young learners and hope this will be of interest to some of you. I have taught in Japan, New Zealand and Singapore and so have experience of different teaching contexts which I look forward to sharing with you. I also look forward to helping you develop expertise in quantitative research methods."

- *Ph.D. in Language Teaching and Learning from University of Auckland*
- *Senior Lecturer at the University of Auckland*
- *Published articles in Applied Linguistics, Language Learning, Studies in Second Language Acquisition, TESOL Quarterly, Language Teaching Research, Journal of Second Language Writing, Computer Assisted Language Learning and System*

MESSAGE FROM JULIE SYKES, PH.D. ASSOCIATE PROFESSOR

“Working with students around language teaching and learning is a true joy. I always learn something new and look forward to my next adventure in the classroom where we all take a learning adventure together. Our online context affords us the opportunity to cross physical boundaries and engage with one another around a variety of interesting topics. I look forward to meeting you soon!”

- *Ph.D with a focus on applied linguistics and second language acquisition from the University of Minnesota.*
- *University of Oregon Scholar-in-Residence*
- *Published articles on CALL-related topics, including synchronous computer-mediated communication and pragmatic development, gaming and CALL, and lexical acquisition in digitally mediated environments*

MESSAGE FROM MASATOSHI SATO, PH.D. ASSOCIATE PROFESSOR

- *“As a second language researcher, educator, and learner, I am very excited to share my experience and knowledge with you! I hope that we together discover how we can transfer research findings to actual classrooms so that second language research becomes more meaningful and useful for teachers!”*
- *Ph.D. in Educational Studies from McGill University*
- *Associate Professor at Universidad Andrés Bello, Chile.*
- *Published articles in International Review of Applied Linguistics, Language Awareness, Language Learning, Language Teaching, The Modern Language Journal, Studies in Second Language Acquisition, and System.*

MESSAGE FROM SCOTT AUBRY, PH.D. ASSISTANT PROFESSOR

“I’m really happy to be part of the Anaheim University community. I hope that my background as a foreign language teacher and researcher in East Asia can provide students with unique insights into the topics we study. I’m very much looking forward to having some thought-provoking interactions with you all.”

- *Ph.D. in Applied Linguistics at University of Auckland*
- *Assistant Professor at The Chinese University of Hong Kong*
- *Published articles in TESOL Quarterly, Language Teaching Research, Modern Language Journal, Language Education in Asia, JALT Journal, English Teaching Journal, Asian Social Science Journal.*

MESSAGE FROM THE PRESIDENT

As President, it is my pleasure to welcome you to the Anaheim University global online learning community.

At Anaheim University, we offer relevant, application-based programs designed to help you, the student, make an immediate difference in your current employment or future career. If you want an affordable, high quality experience in a globally connected setting, and a diverse faculty deeply engaged in their fields and with lifetime connections to invigorate your drive for success, you are at the right place.

With our experienced faculty and staff, interactive learning environment, and the integration of traditional and innovative learning methods, Anaheim University's mission is to provide exceptional learning opportunities to students who wish to benefit from a proven learning process. Upon completion of your academic program, you will join the worldwide Anaheim University Alumni Association with the many benefits it has to offer.

On behalf of the faculty and staff of Anaheim University, I wish you success in your chosen program of study.

Welcome to Anaheim University.

Andrew Honeycutt, DBA
President

ANAHEIM UNIVERSITY ADMINISTRATORS AND ADVISORS

ANDREW E. HONEYCUTT, DBA PRESIDENT

Dr. Andrew E. Honeycutt, President of Anaheim University and former Dean of the Anaheim University Akio Morita School of Business, received a Doctor of Business Administration degree in Marketing from Harvard University and a Masters in Business Administration degree in Organizational Behavior from Boston University. Dr. Honeycutt has served as Dean of the College of Business and Technology of Argosy University Atlanta, Vice Chairman of Edgenics, Inc. and Senior Partner of the Center for

Collaborative Learning and Coaching. As a business professor and school of business administrator, he has been instrumental in the development of cooperative relationships with major companies - Colgate Palmolive, Dupont, Gulfstream Corporation, Savannah Foods, Simmons First National Bank, SC Johnson Wax, and others. His much-utilized business expertise is evidenced by his service on business and governmental advisory boards and boards of directors. He has also served on the advisory boards of the Winthrop Rockefeller Foundation (Small Business Strategic Planning), the Ewing Marion Kauffman Foundation (Entrepreneurship Education) and the National Board of Directors of SCORE.

PETER LANGENBURG, J.D.

CHANCELLOR AND GOVERNMENT AFFAIRS LIAISON

Peter Langenberg, J.D. serves as the Chancellor and Government Affairs Liaison for Anaheim University. He graduated from Princeton University summa cum laude with an A.B., and the University of California, Hastings College of Law with a Juris Doctorate. Peter Langenberg lived in Japan for a number of years, speaks Japanese fluently, and is former Chair of the Los Angeles Nagoya Sister City Affiliation. Mr. Langenberg was admitted to the California Bar in 1977 and serves as Hughes, Hubbard & Reed Senior Counsel. His areas of concentration include General Commercial and Business Law; Corporate Law; Intellectual Property (Trademarks, Copyrights, Licensing); and Employment Law.

ROD ELLIS, PH.D.

VICE-PRESIDENT OF ACADEMIC AFFAIRS

DOCTOR OF EDUCATION IN TESOL PROGRAM DESIGNER

SENIOR PROFESSOR, GRADUATE SCHOOL OF EDUCATION

Dr. Rod Ellis is a world-renowned thought leader in the field of Second Language Acquisition. Prof. Ellis received his Doctorate from the University of London and his Master of Education from the University of Bristol. A former professor at Temple University both in Japan and the US, Prof. Ellis has served as the Director of the Institute of Language Teaching and Learning at the University of Auckland and has taught in numerous positions in England, Japan, the US, Zambia and New Zealand. Dr. Ellis, who is known as an expert in Second Language Acquisition, is author of the Oxford University Press Duke of Edinburgh Award-Winning Classic “The Study of Second Language Acquisition”, as well as numerous student and teacher-training textbooks for Prentice Hall and Oxford University Press. Prof. Ellis’s textbooks on Second Language Acquisition and Grammar are core textbooks in TESOL and Linguistics programs around the world.

KATE STRAUSS, MA

VICE PRESIDENT OF ADMINISTRATIVE AFFAIRS

Kate Strauss is the Administrative Director at Anaheim University. Ms. Strauss holds a BA in English from Princeton University, and an MA in English from the University of California, Irvine. Ms. Strauss brings over 10 years of experience in the human relations and marketing fields, and has won numerous civic awards in her role as Marketing Director for One Colorado in Old Pasadena, CA for her innovative contributions to cultural life and leadership. She has also enjoyed success using her communication skills as a teacher and training professional for the Orange County Human Relations Council.

ROBERT ROBERTSON, PH.D.

DEAN OF THE AKIO MORITA SCHOOL OF BUSINESS AND PROFESSOR

Dr. Robert Robertson has more than 15 years of experience in academia as a Vice President of Academic Affairs, Dean of Business and MBA program director. He holds a Ph.D. in Management and Organization (Stirling University, Scotland); Master of Studies in Law (Vermont Law School); Master of Public Administration (Dalhousie University, Canada); a Master of Arts (Eastern Kentucky University) and a Bachelor of Science (East Tennessee State University). Dr. Robertson was selected by the United States Department of State Bureau of Educational and Cultural Affairs to the Fulbright Specialist Program. He has served as the Chief Academic Officer and Research Fellow at the University of Phoenix’s Center for Workforce Diversity, Central Florida campus in Orlando, Florida. He is an invited speaker on international business, strategy, online education and workforce training; and he regularly lectures in China, Taiwan, Vietnam, Kazakhstan, Europe, Brazil and the United States. In the public sector, he has more than 20 years of management experience including serving as the City Manager for the City of Hamilton, Ontario in Canada with more than 8,500 employees and a budget in excess of one billion dollars.

DAVID NUNAN, PH.D.

PRESIDENT EMERITUS

DESIGNER, MA IN TESOL PROGRAM DIRECTOR, DAVID NUNAN TESOL INSTITUTE

David Nunan, President Emeritus, has been with the California-based institution since its founding in 1996, when he played a central part in the development of the University’s ground-breaking interactive online learning system. Dr. Nunan is a world-renowned linguist and best-selling author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning. His ELT textbook series “Go For It” is the largest selling textbook series in the world with sales exceeding 2.5 billion. In 2000, David Nunan served

as President of TESOL, the world's largest language teaching association. David Nunan has served as Chair and Professor of Applied Linguistics at the University of Hong Kong since 1994 and has been involved in the teaching of graduate programs for such prestigious institutions as Columbia University, the University of Hawaii, Monterey Institute for International Studies, and many more. In 2002 Dr. Nunan received a congressional citation from the United States House of Representatives for his services to English language education through his pioneering work in online education at Anaheim University, and in 2003 he was ranked the 7th most influential Australian in Asia by Business Review Weekly

HAYO REINDERS, PH.D.

GRADUATE SCHOOL OF EDUCATION CHAIR OF RESEARCH

Holding a Ph.D. in Language Teaching and Learning from the University of Auckland, Dr. Hayo Reinders is also Professor of Education and Head of Department at Unitec in Auckland, New Zealand. His previous positions include Head of Learner Development at Middlesex University in London, Director of the English Language Self Access Centre at the University of Auckland in New Zealand and associate professor at RELC in Singapore. He has worked with teachers from a large number of countries worldwide and has been visiting professor in Japan, Thailand, Mexico and the Netherlands. Dr. Reinders edits the journal 'Innovation in Language Learning and Teaching' as well as a book series on 'New Language Learning and Teaching Environments' for Palgrave Macmillan. He is Editor of Innovation in Language Learning and Teaching, and Convenor of the AILA Research Network for CALL and the Learner. Dr. Reinders' interests are in technology in education, learner autonomy, and out-of-class learning, and he is a speaker on these subjects for the Royal Society of New Zealand. His most recent books are on teacher autonomy, teaching methodologies, and second language acquisition.

LUKE PLONSKY, PH.D.

GRADUATE TESOL PROGRAM DIRECTOR

Luke Plonsky (Ph.D., Michigan State University) specializes in three main areas of applied linguistics and TESOL: second language acquisition, language pedagogy, and research methods. Recent and forthcoming work in these and other areas can be found in virtually all major journals in the field including Annual Review of Applied Linguistics, Applied Linguistics, Language Learning, Modern Language Journal, Second Language Research, and Studies in Second Language Acquisition and in book chapters published by Cambridge, De Gruyter, Routledge, and Wiley-Blackwell. Luke has also co-authored or edited four books including the best-selling 4th edition of Second Language Acquisition: An Introductory Course. In addition to an accomplished scholarly record, Luke has taught courses in applied linguistics/TESOL as well as English and Spanish as a second language in Spain, The Netherlands (National Graduate School of Linguistics), Puerto Rico (Caribbean University), and in the US at Michigan State University, Arizona State University, and Northern Arizona University.

DAVID DESSER, PH.D.

DEAN, AKIRA KUROSAWA SCHOOL OF FILM

Dr. David Desser is Dean of the Anaheim University Akira Kurosawa School of Film. He is also Professor Emeritus of Cinema Studies, University of Illinois, where he was Professor of Cinema Studies, Comparative and World Literatures, East Asian Languages and Cultures and Research Professor of Communication. He has taught at the University of Michigan, Kansai University in Japan, Hong Kong Baptist University, the University of Pennsylvania, UCLA, Chapman University and the University of Southern California (USC). He received his Ph.D. from USC in the Cinema program with a minor in Japanese.

YUKUO TAKENAKA, CPA
EXECUTIVE STRATEGY ADVISOR

Yukuo Takenaka is Chairman, CEO and President of the Takenaka Partners Group. Prior to forming The Takenaka Partners Group in 1989, he was a partner and National Director of KPMG Peat Marwick's Japanese practice. He also served as Chairman of Project Japan for the parent company, KPMG. A graduate of the University of Utah, Mr. Takenaka is recognized for his expertise in cross-border M&A and joint venture transactions. On both sides of the Pacific, he serves as senior advisor to companies in a wide range of industries including high technology, electronics, manufacturing, financial services and real estate. He is the author of the Japanese best seller, *Merger and Acquisition Strategy*.

DAVID R. BRACEY
DISTANCE LEARNING / DEVELOPMENT

David Bracey works to develop and promote the University's programs worldwide and to ensure that students of Anaheim University receive quality care and attention. A major in International Communications and Psychology, Mr. Bracey has over 18 years of experience working in Japan.

ELIZABETH MAYS, MM
REGISTRAR

Holding a Master's degree from Azusa Pacific University and a Bachelor's degree from University of Redlands, Elizabeth Mays is the Registrar at Anaheim University. In this role, she oversees Anaheim University's various student services tasks from admissions through graduation. Prior to joining Anaheim University, Ms. Mays held management positions at technology firms and a faculty position at APU, where she founded the Master's of Music Handbell performance program. She has also volunteered for various nonprofit organizations including the Handbell Musicians of America and Habitat for Humanity.

POLICIES AND PROCEDURES

All administrative policies and procedures are contained in the Policies and Procedures Catalog. Click here to download the university's policies and procedures

<http://www.anaheim.edu/downloadable-documents/AU-policiesandprocedures-1701.pdf>

DISCLOSURES

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

FACILITIES, EQUIPMENT, AND TECHNOLOGICAL REQUIREMENTS

Anaheim University is an online institution, and all instructional equipment and materials must be provided by the student. Equipment includes: access to a computer and internet.

The course management system used by Anaheim University is Moodle. Moodle 3.5 is compatible with any standards-compliant web browser, including Google Chrome, Mozilla Firefox, Safari, Microsoft Edge, and Internet Explorer. Moodle is also available on mobile device browsers through MobileSafari and Google Chrome.

Please note that older "legacy" browsers have compatibility issues with Moodle 3.5. These older browsers include Internet Explorer 10 and below, and Safari 7 and below. For the best experience and optimum security, we recommend that you keep your browser up-to-date. <https://whatbrowser.org>

Graduate level students attend their live classes using the software GotoMeeting. To attend the GotoMeeting live sessions, students will need access to the following:

- Computer or mobile device. GotoMeeting requires the following:
 - 2GB of RAM (minimum), 4GB or more of RAM (recommended) for computers
 - iPad2 or later and iPhone 4s or later for mobile devices
 - A webcam (optional). Your computer's built-in camera will work, or you may use an external webcam.
 - A microphone or audio input device. Many times, you can use your computer's built-in microphone. A USB headset is recommended
 - Headphones or audio output device. Often, your computer's built-in speakers will work just fine. A USB headset is recommended
 - Internet access. Ensure you have a stable connection for clear audio and video. Anaheim University recommends access to the following connections:
 - Computer: 1 Mbps or better (broadband recommended)
 - Mobile device & Chromebook: 3G or better (WiFi recommended for VoIP audio)

**** Note:** Most devices have built-in speakers, but you will get better audio quality while connected via VoIP if you use a headset. You can also use your phone to dial in and connect to audio.

GotoMeeting is compatible with the following operating systems:

- Google Chrome v57 or later
- Windows 7 - Windows 10
- Mac OS X 10.9 (Mavericks) - macOS Mojave (10.14)
- Linux/Ubuntu (Web App only)
- Google Chrome OS (Web App only)
- iOS 9 - iOS 12
- Android OS 4.4 (Kit Kat) - Android 9 (Pie)
- Windows Phone 8, Windows 8RT or later

ENGLISH PROFICIENCY REQUIREMENTS

English language services are not provided. Non-native English speakers must demonstrate college-level proficiency in one of the following ways.

- Degree from an accredited institution where English is the primary language of instruction.
- Transcript from an accredited institution indicating completion of at least 30 semester hours of credit where the language of instruction was English (“B” average for Ed.D, Masters, Graduate Programs & Graduate Certificates; “C” average for TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- Transcript from an accredited institution indicating a “B” or higher in an English composition class (Ed.D, Masters, Graduate Programs & Graduate Certificates); “C” or higher for TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad.
- A minimum TOEFL score of 550 PBT / 213 CBT/ 80 iBT (Ed.D); 530 PTB / 197 CBT / 71 iBT (Masters, Graduate Programs & Graduate Certificates); 500 PBT / 173 CBT / 61 iBT (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum TOEIC score of 800 (Ed.D, Masters, Graduate Programs & Graduate Certificates); 625 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum IELTS score of 6.5 (Ed.D, Masters, Graduate Programs & Graduate Certificates); 6.0 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum PTE (Pearson Test of English Academic Score Report) of 58 (Ed.D); 50 (Masters, Graduate Programs & Graduate Certificates); 44 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum BULATS Level 3 (60), accepted only for Cultura Inglesia in Brazil.
- A minimum grade of Level 3 on the ACT COMPASS’s English as a Second Language Placement Test.
- A minimum grade of Pre-1 on the Eiken English Proficiency Exam.
- A minimum B1 English proficiency level identified within the Common European Framework of Reference (CEFR) Standards and assessed through various ESOL examinations, including the University of Cambridge.
- The language of instruction at Anaheim University is exclusively English.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Anaheim University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the Doctor of Education degree you earn in the Anaheim University Graduate School of Education is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals.

This may include contacting an institution to which you may seek to transfer after attending Anaheim University to determine if your credits or degree will transfer.

ACCEPTANCE OF CREDITS EARNED AT OTHER INSTITUTIONS

Anaheim University will accept up to two (or three, for a DBA) graduate semester classes or the equivalent in units (6 units for an MBA or ME, 8 units for MA TESOL, MFA or Ed.D, 9 units for a DBA) awarded by another institution toward a Masters or Doctoral degree at Anaheim University. The entering student will be required to clearly demonstrate the equivalency of a transfer course through relevant documents (syllabus, catalog, course outline) and justify its acceptance through petition. No course will be considered for transfer with a grade lower than a "B" or its equivalent. Petitions are directed to the specific Dean or Director for the affected program. There is a fee of \$75 per graduate course, and the overall program cost will be adjusted to reflect credit for the approved class(es). All petitions for transfer credit must be submitted as part of the student's initial application to the University. Credits awarded as part of another degree will not be accepted for transfer. Anaheim University has not entered into an articulation or transfer agreement with any other college or university.

EXPERIENTIAL CREDIT

Anaheim University will not extend credit for prior experiential learning to any student.

ATTENDANCE

Anaheim University students participate in a weekly discussion forum in which they must contribute regular substantive posts to the discussion questions. In addition, all degree students must participate in the scheduled Real-Time Online Classes for each course. Business courses include two online classes within the six-week term; students are expected to attend both sessions and must make arrangements with the professor for make-up work if they are unable to attend a session. TESOL and MFA degree courses include eight online classes within the nine-week term; students are expected to attend at least six of the sessions. Students are expected to utilize their webcams during their live classes regularly throughout their program. In addition to providing a more interactive learning environment, use of webcams will also allow Anaheim University to complete student identity verification in line with accreditation requirements. Periodically during the program, Anaheim University will request a student to turn on his/her webcam for this purpose. In addition to the assigned course assessments, students are graded on participation in the discussion forum and online classes. A student is considered to have dropped a course if s/he fails to attend classes for a three-week period or fails to submit three consecutive lessons.

SKIPPED TERMS

Students are expected to enroll in a course every time a course that is needed for their program completion is offered. Skipping a term can delay graduation, as the student must wait for the course to be offered again.

- A student who wishes to skip one term must complete the "Registration for Skipping a Term" form, which can be downloaded from the University website.
- A student who wishes to take two consecutive terms off must complete the "Registration for Skipping a Term" form, and they must also complete a "Dean/ Program Director Skipped Term Petition" and received signed permission from the Dean or Program Director. Two non-consecutive terms off requires only a second "Registration for Skipping a Term" form.
- A request for a third (non-consecutive) skipped term requires the student to complete a third "Registration for Skipping a Term" form; complete a "Dean/ Program Director Skipped Term Petition" and receive signed permission from the Dean or Program Director; and schedule a meeting with the Admissions Director to discuss any issues or areas of concern.
- A request for a fourth skipped term requires the student to receive permission from the Vice President of Academic Affairs.

The above policy does not apply to students who are on active military duty or who are an approved Medical Leave of Absence.

MEDICAL LEAVE OF ABSENCE

Students may also petition for a medical leave of absence during their program, which is handled differently than a voluntary leave of absence. The maximum period for a medical leave of absence is ninety (90) days per leave. Students may apply for a maximum of four (4) leaves of absence for medical reasons throughout their degree program. Each leave of absence must be ninety (90) days or less and requires a separate petition which must be approved by the University's administration. Only students in good academic and financial standing will be considered for approval of medical leave. The [Petition for Special Medical Leave of Absence Form](#) can be downloaded from the University website and requires a doctor's signature.

FINAL GRADES

Final Grades are submitted two weeks after the final day of the course. Students are notified of their final grades by email once the grades have been submitted. Students who have been approved for an extension will be notified of their final grades once all terms of the extension have been met.

VISA STATUS

Anaheim University does not provide visa services but can provide a letter verifying a student's active status upon request. For Ed.D. in TESOL students attending the short residential sessions, it is the student's responsibility to ensure that they have taken care of proper visa procedures, if required. Anaheim University can provide a letter of invitation to present to authorities should a student need it to travel outside of his or her country for the residential.

HOUSING

As Anaheim University programs are conducted online, regardless of where the student resides, the University does not have dormitory facilities under its control and does not provide housing or dormitory facilities.

STATE LICENSURE

The programs at Anaheim University are not designed to lead to positions requiring licensure in this state.

PLACEMENT SERVICES

Anaheim University does not offer placement services.

GRADUATE EMPLOYMENT DATA

Anaheim University Ed.D. in TESOL graduates self-report that they are employed in the following fields: English Language Program Director, Institute for TESOL Studies Director, English Language Learner Specialist, Associate Dean, Professor, Adjunct Professor

FINANCIAL AID

Anaheim University does not participate in federal or state financial aid programs.

STUDENT TUITION RECOVERY FUND

It is a state requirement that a student who pays his or her tuition is required to pay a state-imposed assessment for the Student Tuition Recovery Fund (STRF).

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589. To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans. To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF. A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.

STUDENT CANCELLATION, WITHDRAWAL, AND REFUND RIGHTS

The student has the right to cancel an enrollment agreement in any manner through the first day of the course, or the seventh day after signing

the enrollment agreement, whichever is later (the "Cancellation Period"), and obtain a full refund of all monies paid. Students canceling after the seven-day Cancellation Period will receive a refund of all amounts paid, less the non-refundable registration fee of \$100 and the non-refundable application fee of \$75 (for graduate programs) or \$50 (for undergraduate programs).

The written notice of cancellation may be given by e-mail, fax, or postal service (in which case, the effective date begins when the letter is deposited in the mail properly addressed with postage prepaid). The "Official Notice of Withdrawal" form can be downloaded from the University website.

For the purposes of determining the student's obligation for the time attended, the student will be considered to have withdrawn from the program when any of the following occurs, unless the Dean or Program Director determines a different course of action:

- The student notifies the school of the withdrawal.
- The school terminates the student's enrollment.
- The student fails to attend classes for a three-week period. In this case, the date of withdrawal will be the last date of attendance.

- The student fails to submit three consecutive lessons or fails to submit a completed lesson required for home study or correspondence within 60 days of its due date.
- The student has not responded to communication in any form from the University for four months.
- Students who have been withdrawn from their program for any of the above reasons may be required to submit a new application (and all applicable fees) if they wish to continue. Tuition for all courses is refunded based on the number of weeks completed.

For Courses Lasting from 7 – 10 Weeks	Percentage of Refundable Tuition	Sample Calculation
		Based on \$2,200 tuition for a 7 – 10 Week course
Week 1 (days 0 -7)	100% of tuition refunded	Refund: \$2,200 (100% of \$2,200)
Week 2 (days 8 – 14)	85% of tuition refunded	Refund: \$1,870 (85% of \$2,200)
Week 3 (days 15 – 21)	70% of tuition refunded	Refund: \$1,540 (70% of \$2,200)
Week 4 (days 22 – 28)	55% of tuition refunded	Refund: \$1,120 (55% of \$2,200)
Week 5 (days 29 – 35)	40% of tuition refunded	Refund: \$880 (40% of \$2,200)
Week 6 (days 36 – 42)	20% of tuition refunded	Refund: \$440 (20% of \$2,200)
Weeks 7 - 10	0% of tuition refunded	Refund: \$0

If a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund, and if the student receives federal student financial aid funds, the student is entitled to a refund of the moneys not paid from the federal financial aid funds. If the student paid for his/her entire program at the time of enrollment and received the 10% tuition discount for payment in full, the regular course tuition will be used in the calculation of the refund since the discount will no longer apply. All monies due the student will be refunded within 30 days of the notice of cancellation.

If the student has been approved for a monthly payment plan, Anaheim University will calculate the total amount of tuition and fees owed to the University based on the number of courses taken, and compare this amount with the total amount the student has paid up to the date of their withdrawal. Any amount paid over the total amount of tuition and fees will be refunded to the student. If there is a balance due, the student will be responsible for the remaining amount.

For the Residential portion of the Ed.D. in TESOL program, students are entitled to a refund of the 28-hour Residential session as follows

Hours Completed for the 28-hour TESOL Residential	Percentage of Refundable Tuition	Sample Calculation Based on \$1,200 for 28 hours of instruction
Up to 4 hours (14% of total hours)	90% of residential fee	Refund: \$1,080 (90% of \$1,200)
5 – 8 hours (29% of total hours)	75% of residential fee	Refund: \$900 (75% of \$1,200)
9 – 17 hours (60% of total hours)	40% of residential fee	Refund: \$480 (40% of \$1,200)
More than 17 hours	0% of residential fee	Refund: \$0

STUDENT PRIVACY

Anaheim University makes every effort to protect student privacy. Student records are stored in secure, locked, fire-proof facilities which have restricted access and a motion sensor alarm security system. The university's online course management system maintains strict data security protection in addition to user authentication and virus scanning. Cloud storage of back-up records is protected by a two-step verification process in addition to the highest standards in SSL browser encryption.

All transcripts are issued in compliance with the Family, Educational Rights and Privacy Act of 1974 (section 438 of Public Law 93-380), and information contained in the transcript is not released to a third party without the written consent of the student. If a student requests the release of any information from his/her file, the student must submit the request in writing to the Registrar.

RETENTION OF STUDENT RECORDS

Student records are stored in secure, locked, fire-proof facilities which have restricted access and a motion sensor alarm security system. The university's online course management system maintains strict data security protection in addition to user authentication and virus scanning.

Cloud storage of back-up records is protected by a two-step verification process in addition to the highest standards in SSL browser encryption. Anaheim University retains all student records and transcripts indefinitely. A student or graduate can request information by contacting the University at its offices.

STUDENT GRIEVANCE PROCEDURES

Anaheim University places great emphasis on putting the educational experience of its student body as the first priority of its administration, faculty, and staff. In line with this “Students First, Always” policy, the University seeks to continuously improve the educational experience of its students, including the quality of academics, learning resources, online learning system, and Student Services. Students may always provide feedback, seek assistance, and express grievances in person, in writing, by phone, by email, or by live chat/Skype sessions. Formal grievances/complaints must be submitted in writing, either by mail or email, to Student Services. Written complaints may be sent by email to support@anaheim.edu or mailed to Anaheim University Admissions Office, 1240 S. State College Blvd Rm 110, Anaheim, CA 92806, USA.

Anaheim University defines a complaint as a formal statement made in writing that outlines a specific grievance which is interfering with the student's perceived ability to succeed in their chosen program of study. Once a complaint is received, it will be directed to the appropriate department and the individual responsible for overseeing that department. Grievances that cannot be resolved by the department will be referred to the Vice President of Administrative Affairs or the Office of the President. All formal grievances/complaints will receive a response within 10 days of the University receiving the complaint.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888-370-7589, or by completing a complaint form, which can be obtained on the Bureau's internet Web site: www.bppe.ca.gov.

Any questions or problems concerning this school which have not been satisfactorily answered or resolved by the school should be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA 95798-0818. Phone: (916) 431-6959. Fax: (916) 263-1897, or the Distance Education Accrediting Commission (DEAC) at <https://www.deac.org/Student-Center/Complaint-Process.aspx>

BANKRUPTCY CODE DISCLOSURE

Anaheim University does not have a pending petition in bankruptcy, nor has it filed a petition within the preceding five years. Anaheim University is also not operating as a debtor in possession, and it has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code

HOW TO CONTACT ANAHEIM UNIVERSITY

President Dr. Andrew Honeycutt	president@anaheim.edu
Managing Director of Development	online@anaheim.edu
Vice President of Administrative Affairs	vpadmin@anaheim.edu
Director of Student Services	studios@anaheim.edu
Student Services	support@anaheim.edu
Registrar	registrar@anaheim.edu
Technical Support	techsupport@anaheim.edu

ANAHEIM UNIVERSITY OFFICE OF ADMISSIONS

Hours of operation: Monday - Friday 9 a.m. to 6 p.m. (Closed major U.S. holidays)

1240 S. State College Blvd., Room 110 Anaheim, CA 92806-5150 USA

Toll-Free:	1-800-955-6040
Tel:	714-772-3330
Fax:	714-772-3331
Email:	admissions@anaheim.edu

OFFICERS: ANAHEIM UNIVERSITY, INC.

Andrew E. Honeycutt, DBA	CEO, Director
Elaine Parker-Gills, Ed.D.	Secretary, Director
David Bracey	CFO, Director

TESOL ADVISORY COUNCIL

Dr. Masahiko Abe	University of Tokyo Professor of English
Dr. Charles Browne	Meiji Gakuin University Professor of Applied Linguistics and TESOL, Head, EFL Teacher Training Program
Richard Hawking	Technological and Instructional Design Specialist & J.F. Oberlin University English Language Program Assistant Professor
Dr. Tadayoshi Kaya	Gakushuin Women's College Professor
John Lowe	Mosaic8 Director, former Thomson Heinle (now Cengage Learning) Asia English Language Teaching Director
Dr. Yuji Nakamura	Keio University Professor of English, Past President of the Japan Language Testing Association (JLTA), former Chair of the Testing SIG of the Japan Association of College English Teachers (JACET)
David Bracey	Anaheim University Managing Director of Development / Chief Communications Officer

BOARD OF TRUSTEES

Elaine Parker-Gills, Ed.D.	Chair/Voting Member
Andrew E. Honeycutt, DBA	Voting Member
Robert E. Garrity, M.S.	Voting Member

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA 95798-0818. Phone: (916) 431-6959. Fax: (916) 263-1897, Website: www.bppe.ca.gov. Questions may also be directed to the Distance Education Accrediting Commission (DEAC) at www.deac.org.

Anaheim University Office of Admissions

1240 South State College Blvd. Room 110 Anaheim, CA 92806 USA

Tel: 714-772-3330

Fax: 714-772-3331

E-mail: admissions@anaheim.edu

www.anaheim.edu

Anaheim University is accredited by the Distance Education Accrediting Commission (DEAC)

1601 18th St. NW, Suite 2, Washington D.C. 20009 USA (202) 234-5100 <http://www.deac.org>

Master of Arts in Teaching English to Speakers of Other Languages

January 1 – December 31, 2021



 **Anaheim University**

A World-Class TESOL Faculty

Dr. David Nunan

Founding Dean

Anaheim University Graduate School of Education

ANAHEIM UNIVERSITY MISSION

Anaheim University was established as a unique, innovative and sustainable institution of higher learning to meet the educational needs of a diverse and global student body through academic programs of the highest quality. Dedicated to a student-centered philosophy, Anaheim University makes higher education accessible to qualified students worldwide through both online and on-campus study.

ANAHEIM UNIVERSITY OBJECTIVES

Taking advantage of the newest technological innovations, Anaheim University is designed to be a sustainable global institution with a multicultural perspective, with programs designed to meet the needs of its diverse student population. To accomplish this, Anaheim University has the following objectives:

- Meeting the educational needs of our students by offering instructional programs otherwise unavailable because of access, cost, or work schedule
- Excellence of academic instruction through the guidance and expertise of dedicated faculty
- Provision of an instructional environment where students can take an active role in their own learning
- Utilization of the newest technologies
- Deployment of technology-based learning resources
- Development of interactive learning environments in both synchronous and asynchronous settings
- Support of an academic environment where professors are able to deliver the highest quality educational programs and take advantage of the University's learning resources
- Regular course and program assessments and evaluation to improve our offerings
- Development and maintenance of a University alumni support system to advance alumni professional skills, knowledge, and expertise and help them realize their lifelong educational goals
- Development of University culture and programs promoting sustainability

ABOUT US

Anaheim University is a private institution that was founded in Orange County, California in 1996. The University is accredited by the Distance Education Accrediting Commission (DEAC). The DEAC is listed by the U.S. Department of Education as a recognized accrediting agency and recognized by the Council for Higher Education Accreditation (CHEA). Anaheim University is also approved to operate by the California Bureau for Private Post-Secondary Education. "Approval to operate" means that Anaheim University operates in compliance with state standards as set forth in the California Education Code and the California Code of Regulations.

GRADUATE SCHOOL OF EDUCATION

THE MISSION

The mission of the Graduate School of Education is to provide students with the knowledge, skills and ethics needed to serve effectively as educational leaders and practitioners in the face of language and cultural diversity, new technology and a rapidly changing global environment. The programs offered reflect the shift in orientation from teacher training to teacher education, in which teachers are involved in developing their own theories of teaching, in understanding the nature of teacher decision making, and in developing strategies for critical self-awareness and self-evaluation. Through Anaheim University's rich learning experiences and state of the art approach towards education, both experienced and prospective teachers will gain a comprehensive understanding of curriculum, the roles of teachers and students, methodology, and teaching skills as well as all of the theoretical background and practical applications they need to succeed.

EDUCATIONAL OBJECTIVES

The program aims to develop the knowledge and skills to:

- Carry out a detailed literature review using relevant bibliographical resources from print and online resources
- Articulate current conceptual and theoretical trends, issues and concerns in the fields of applied linguistics and language pedagogy
- Describe current research issues and concerns
- Design a range of curriculum modules, lesson plans, pedagogical materials and assessment tools to meet a range of learner needs
- Summarize significant research findings in the field
- Evaluate and critique syllabi, curricula and pedagogical materials
- Analyze samples of language from first and second language users using phonological, lexical, morphosyntactic and discoursal tools
- Design, implement and evaluate two pieces of original research into language acquisition and/or use
- Devise and implement appropriate strategies for their own ongoing professional development.

MESSAGE FROM THE GRADUATE TESOL DIRECTOR

There are many facets to second language learning and teaching. I find, and I hope you will too, that it is this complexity that makes TESOL such a fascinating field of study. It is also a field that is constantly changing and evolving as new research and technologies emerge. Consequently, there is always something new to learn and experience. I very much look forward to working together and to further developing your skills and knowledge in this exciting field!

Luke Plonsky, Ph.D.

Graduate TESOL Director, Graduate School of Education Anaheim University

MASTER OF ARTS IN TESOL OVERVIEW

WORK FULL TIME & STUDY ONLINE

The AU MA in TESOL degree program allows you to study online while working full time and fulfilling your personal responsibilities. The 9 courses are taught 100% online and the two required 4-day residential sessions are typically held to coincide with a weekend.

WHO IS THE MA IN TESOL DEGREE FOR?

Whether pursuing a career in English language teaching to children or adults, the online Master of Arts in TESOL degree program is designed to prepare students with the global language teaching skills to be successful in a position teaching English to non-native English speakers. Although the AU MA in TESOL program does not lead to a specific job position, careers that AU TESOL graduates have pursued include teaching privately, teaching in educational institutions ranging from private language schools to universities, and operating their own private language schools.

OUTSTANDING FACULTY

One of the primary deciding factors for students who choose the Anaheim University Master of Arts in TESOL is the quality of the highly esteemed faculty who teach AU students in weekly real time online classes.

The Anaheim University Graduate School of Education prides itself on the Master of Arts in TESOL degree program by being Pioneers in the field of TESOL. The MA in TESOL degree program is taught entirely by some of the world's most renowned linguists and acclaimed authors for such publishers as Oxford University Press, Cambridge University Press, Thomson Publishing, Prentice- Hall, Longman, and McGraw-Hill.

Professors David Nunan, Mary Ann Christison, Denise Murray and Andy Curtis are all former Presidents of TESOL, the world's largest language teaching organization. Dr. Rod Ellis was awarded the Duke of Edinburgh prize for the best book in applied linguistics for his Oxford University Press classic "The Study of Second Language Acquisition."

100% of the AU MA in TESOL faculty are regular plenary speakers at various international TESOL conferences and are considered to be experts in their field by the TESOL community.

EARN ONLY THE MA, OR AN MA AND ED.D.

If you currently hold a bachelor's degree, you have the option of earning Anaheim University's M.A. in TESOL, or an M.A. and Ed.D. in TESOL.

Track 1: MA in TESOL

- 2-course Graduate TESOL Certificate
- + 7 MA TESOL courses
- + 8-unit Research Portfolio or Thesis

Track 2: MA + Ed.D. in TESOL

- 2-course Graduate TESOL Certificate
- + 7 MA TESOL courses
- + 8-unit Research Portfolio or Thesis
-
- + 60 units of Ed.D. in TESOL

MA in TESOL Degree Program		<p>Books & materials will be extra and are expected to average U.S. \$200 per course. Masters students are also required to have a reserve fund of \$1,500 for research materials. Refer to page 8 of the Policies & Procedures catalog for details.</p> <p>**We endeavor to offer a discounted on-campus housing option for the residential session, or you may opt for alternate accommodations. The cost of travel will vary, depending on your distance from the residential session and your mode of transportation. Anaheim University does not provide visa services. For MA in TESOL students attending the four-day residential sessions, it is the students' responsibility to ensure that they have taken care of proper visa procedures, if required. Any students traveling to the residential should have travel insurance, and any local students should have medical emergency insurance.</p> <p>***Students choosing to do a thesis will spend a total of 2 terms and 8 units completing this thesis. They will also have the option of paying \$450 to have their thesis professionally bound.</p> <p>Pay for only one course at a time or receive a 10% discount on tuition by paying 100% of program fees at the time of enrollment.</p> <p>US Military: Anaheim University's programs are approved for VA benefits.</p> <p>Payments can be made by check, credit card (Visa, MasterCard, American Express or Discover), money order or bank transfer. Tuition may be paid on a course-by-course basis. The application fee must be paid at the time of application, and prior to beginning the first term, students must pay the registration, tuition, and records fee.</p>
Application Fee (Non-Refundable after 7 days)	\$ 75	
Registration Fee(Non-Refundable after 7 days)	\$ 100	
Tuition Fee (\$500 per credit x four credits):	\$ 2,000/course taken	
Records Fee:	\$ 200/term	
Per Course Fee Total	\$ 2,200	
Transfer credit fee (per course) (optional)	\$ 75	
Residential Fee ** (does not incl. transportation, housing or meals)	\$ 1,200/session	
Thesis Binding Fee*** (optional)	\$ 450	
Original Transcript	No cost	
Each Additional Transcript Copy	\$ 25	
Diploma	No cost	
Replacement Diploma (optional)	\$ 200	
Replacement Cover (optional)	\$ 75	
Official Completion Letter (optional)	\$ 35	
Total Fees and Charges for entire degree program (Research Portfolio track):	\$26,775	
Total Fees and Charges for entire degree program (Thesis track includes \$2,700 Thesis Fee):	\$29,475	

METHOD OF INSTRUCTION

Online Learning: Reading of textbooks and submission of assignments; weekly 90-minute real time online classes and discussion forums with professor & students

Residential Session: Two four-day seminars are held in California or in other selected locations in the world, most commonly in Asia. (Anaheim University does not provide visa services. It is the students' responsibility to ensure that they have taken care of proper visa procedures, if required).

Course Duration: Each course is nine weeks long. Courses begin every ten weeks.

Degree Program Duration: The MA in TESOL degree program will take around two and a half years to complete

RESIDENTIAL SESSION

The Residentials are an integral part of Anaheim University's MA in TESOL program, and they are widely considered by students to be their favorite component of the program. The Residentials have two primary aims:

- To complement the existing curriculum by focusing on specific topics that are introduced in the online courses but not addressed in detail
- To enhance the sense of community among the students and faculty members in the programs through face- to-face communication.

At the Residentials, formal lectures are kept to a minimum. Instead, students work collaboratively, engage in debates, make presentations, and focus on practical assignments and tasks in ways that are limited in an online environment. The Residentials also provide the instructors with an opportunity to model pedagogical practices. By taking part in simulations, debates and other activities, students get to see firsthand how these activities can be incorporated into their own instruction. They complete a series of experiential application tasks that complement the theoretical and empirical input provided through the online courses.

Students must attend two four-day Residential sessions during their program. Students who register for a Residential will receive information prior to the start of the program that contains details about accommodations, schedule, pre-residential tasks and pre-residential reading. Typically, there are two groups -- one for the MA students and one for the Ed.D. students -- along with three plenary sessions that bring the two groups of students together.

The tuition for the Residential Session is included in the total program price, but students must pay for their own travel, room, and board. The Residential Session typically alternates between California and Asia.

- Two four-day intensive Ed.D. TESOL residential sessions
- Study in Southern California or other select locations
- Study with AU world-renowned faculty while networking with local students at residential sessions



AU TESOL Faculty Dr. David Nunan, Dr. Rod Ellis and Dr. Kathleen Bailey with MA TESOL Students at April 9-12 2011 residential session in Anaheim, California



AU TESOL Faculty Dr. David Nunan, Dr. Kathleen Bailey and Dr. Martha Cummings with MA TESOL Students at Oct. 14-18 2010 residential session in Seoul, Korea

PROGRAM REQUIREMENTS AND SATISFACTORY ACADEMIC PROGRESS

The MA in TESOL program consists of 9 courses and 2 Research Portfolio or Thesis terms, for a total of 11 terms and 44 units (11 courses, 4 units each). Each course is 9 weeks long, with a week between courses. Students must maintain a 3.0 grade point average (GPA) throughout the MA in order to graduate from the program. Any student whose GPA falls below a 3.0 will be put on Academic Probation and given two terms to bring his/her GPA back to a 3.0 level. Students who earn a grade lower than an 80% (a "C," "D," or "F") on any given course must repeat the course.

The MA schedule is set each year and typically announced in the Fall. Failure to take an available course when one is offered may prevent a student from completing his/her program in the allotted time. The maximum time allotted for completion of the MA program is 3 years. Students who have not completed their programs within the maximum allotted time are subject to academic dismissal. Students who need additional time must receive permission from the Dean or Program Director.

Attendance at two residential sessions is a requirement for graduation from the MA in TESOL program. The Residential Sessions are intensive, in-person seminars taught by TESOL faculty and are held over four days, typically in July or August. The tuition for the Residential Sessions is included in the total program price, but students must pay for their own travel, room, and board. The Residential Sessions typically alternate each summer between California and Asia.

PROGRAM STUDY SUGGESTIONS

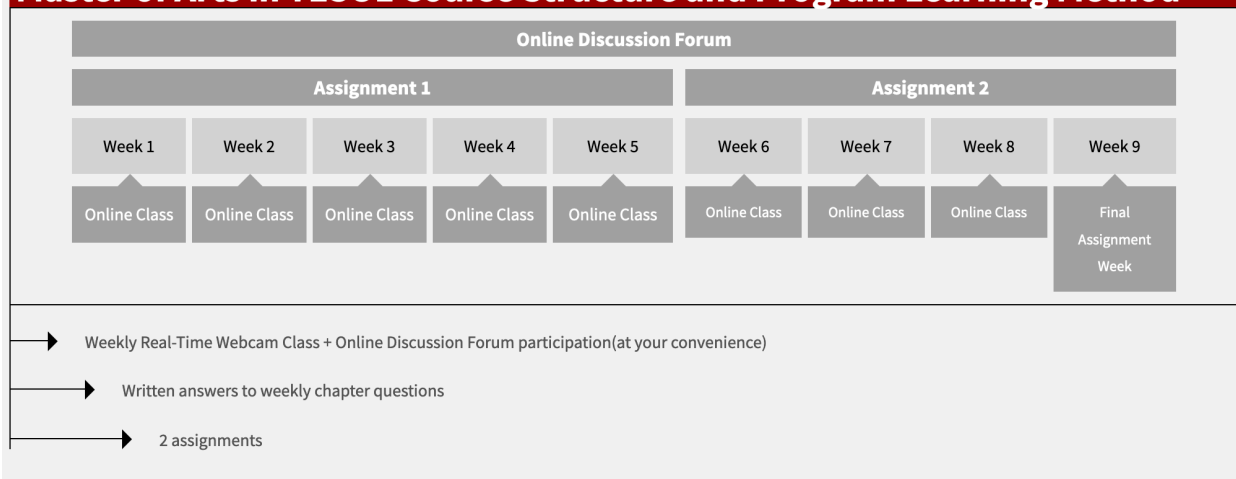
Students are responsible for being knowledgeable of the course syllabus and course grading rubrics. Also, in order to assist you allocate your time, each course guide contains a weekly program break-down. It is a suggestion only, but one that students are advised to adhere to as closely as possible to keep up with the demanding schedule of the course. Below is an example:

Each week the student will:

1. Look briefly through the set readings, the tutorial questions, and the assignment for the week's work. (15 minutes)
2. Complete the set reading, making notes on the tutorial questions as you do. (4 hours)
3. Discuss the tutorial questions / tasks with other students via the online discussion forum. (3 hours)
4. Take part in one of the interactive tutorials. (1.5 hours)
5. Review the transcript of the real-time online class and make notes. (1 hour)
6. Further reading/note taking on the topic using the Anaheim library resources. (8 hours)
7. Ongoing work on assessment 1 or 2. (2 hours 15 mins)

Total: 20 hours for a 9-week course

Master of Arts in TESOL Course Structure and Program Learning Method



MASTER OF ARTS IN TESOL CURRICULUM

Anaheim University's Master of Arts in TESOL degree program is comprised of 9 courses (9 weeks each) and a two-term capstone project. Each course is 4 units and the capstone is 8 units for a total of 44 units.

Students will complete courses in four areas: Studies in Applied Linguistics, Aspects of Language Teaching, Professional Development, and Research Methods for Language Teachers. In addition, students will complete a 8-unit research portfolio or thesis project.

GRADUATE TESOL CERTIFICATE COURSES

- EDU 500 Second Language Teaching and Learning
- EDU 570 Classroom Based Education

MA IN TESOL COURSES

- EDU 510 Grammar for Language Teachers
- EDU 530 Discourse Analysis for Language Teachers
- EDU 540 Second Language Acquisition
- EDU 550 Classroom Management and Observation
- EDU 560 Second Language Classroom Research
- EDU 580 Second Language Curriculum Development
- EDU 590 Research Methods in Language Learning
- EDU 600 Research Portfolio* OR
- EDU 610 Thesis*

*The Research Portfolio and Thesis capstone projects will be completed over two terms.

COURSE DESCRIPTIONS

EDU 500 SECOND LANGUAGE TEACHING AND LEARNING

Over the last twenty-five years, there have been major changes to the theory and practice of second language teaching and learning. These changes have been driven by changes in educational theory, changes in the way we think about language and learning, and the development of an active research agenda which has provided important insights and ideas for classroom practitioners. The purpose of this introductory course is to provide an overview of the field of second language teaching and learning, to identify major trends and issues, and to show where they have come from, to illustrate, in practical ways, how these emerging ideas can be incorporated into the students' own teaching practice, and to provide students with the basic skills and knowledge that will enable them to benefit fully from the rest of the course.

EDU 510 GRAMMAR FOR LANGUAGE TEACHERS

This course introduces students to key grammatical terms and concepts, as well as to techniques and procedures for describing and analyzing texts from a grammatical perspective. It also introduces practical techniques for teaching grammar. The focus of the course will be on techniques for teaching grammar from a functional perspective. This approach shows language learners how to use the grammar that they are learning to communicate effectively. Students will be involved in collecting samples of spoken and written discourse, and using these to develop classroom exercises.

EDU 530 DISCOURSE ANALYSIS FOR LANGUAGE TEACHERS

This course is intended as an accessible introduction to the key concepts of discourse and discourse analysis. It also introduces techniques for teaching discourse in the classroom. Topics covered include the nature of spoken and written discourse, cohesion and coherence, speech act theory, rhetorical analysis, discourse and syntax, discourse in the classroom.

EDU 540 SECOND LANGUAGE ACQUISITION

This is an introductory course in second language acquisition. Topics covered in the course include the scope of SLA research, the history and development of SLA research, interlanguage development, the linguistic environment for SLA, learner variables, instructed second language acquisition, and applications of SLA to pedagogy.

EDU 550 CLASSROOM MANAGEMENT AND OBSERVATION

This course focuses on central issues and concerns relating to the effective management of teaching and learning processes in second and foreign language classrooms. In this course management does not mean the creation of budgets and the creation of time lines, but the creation of a positive pedagogical environment which facilitates learning. The focus of the course is on the professional decisions that teachers must make in order to ensure that learning takes place effectively. Content will include lesson planning; teacher talk, including the effective use of questions, the provision of explanations and the use of feedback; classroom dynamics; instructional groups, small group work, dealing with large classes, one-to-one teaching, and learner-teacher roles; affective issues in the language classroom; and classroom monitoring and evaluation.

EDU 560 SECOND LANGUAGE CLASSROOM RESEARCH

This course is intended as an accessible introduction to the field of second language classroom research. It covers both methodological and substantive issues. At the end of the course, you should have a good idea of the questions and issues that have been investigated in language classroom, and how they have been investigated. You should also have developed practical skills for investigating your own classrooms.

EDU 570 CLASSROOM BASED EDUCATION

The aim of this course is to introduce students to classroom-based evaluation. This is a critically important area for all those involved in curriculum development, program management, and, in fact, any area of educational leadership. The overall goal of the courses is to give students the skills in the design and evaluation of a program of the student's choice.

EDU 580 SECOND LANGUAGE CURRICULUM DEVELOPMENT

The purpose of this course is to provide teachers with tools and techniques for analyzing, modifying and developing courses for language teaching. Students will look at issues to do with selecting and grading content, selecting, sequencing and integrating learning tasks and activities, and selecting assessment tools and techniques.

EDU 590 RESEARCH METHODS IN LANGUAGE LEARNING

The aim of this course is to introduce students to research issues and methods in language acquisition and use, and to familiarize them with recent research in the field. The overall goal of the course is a practical one, that is, to equip students to design, implement and evaluate their own research project.

EDU 600 RESEARCH PORTFOLIO

Students will have the choice of culminating their program with either a thesis option or research portfolio option. A number of courses in the MA TESOL provide students with an opportunity to conduct a small scale research project and write a report. For the Research Portfolio option you will be required to submit reports of TWO such studies. You will need to revise the reports in the light of the feedback that you were given on your original reports.

EDU 610 THESIS

Students will have the choice of culminating their program with either a thesis option or research portfolio option. The thesis option provides students with an opportunity to identify an issue or problem arising out of their prior coursework or their own professional experience. They then design and carry out an original piece of empirical research, and present the results in a substantial piece of writing.

ONLINE LEARNING RESOURCES

AU ONLINE CLASSROOMS

Anaheim University MA in TESOL students meet in real-time interactive online classes with their professor and fellow students for ninety minutes every week during each of the courses. Transcripts of all online classes are recorded and are made available as soon as the class has been completed. This allows the students to stay focused on the live discussion during the class, and the opportunity to review the class discussion afterwards. For the schedule of the 90-minute online class times please see the University website.

AU ONLINE DISCUSSION FORUM

The Online Discussion Forum is an electronic bulletin board and e-mail list facilitating lively communication and interaction among students and their professor. When a student posts a message to the Forum, the message is automatically redistributed to the professor and all other students in the course, allowing students to discuss the week's readings in their free time. A weekly Student Host directs students to perform certain tasks as outlined in the online Course Guide. The Online Discussion Forum plays an integral part in AU's online programs by facilitating the out-of-class interaction between students necessary for an effective exchange of ideas. The AU Online Discussion Forum ensures that learning and interaction does not end when the real-time class does.

ONLINE BOOKSTORE

The Online Bookstore is the one-stop source for textbook and course material needs. Designed for students to buy textbooks based on their course schedule, track their textbook orders, and sell their textbooks back from a previous semester, the Online Bookstore offers money-saving used books, multiple shipping options, and access to hundreds of academic items related to your studies. In an effort to provide additional savings, textbooks or course materials may be available for purchase in an electronic format. Purchases will be subject to the refund policy of the bookstore.

LIBRARY

Anaheim University requires all of its students to make extensive use of library facilities and resources in the course of their program. The University's online resources provide a major boost in assisting and supporting a student's academic work. The login ID and password provided by the University to the student upon enrollment will provide the student access to the online resources.

Anaheim University makes certain provisions in order to provide access to library resources and library services for all students enrolled directly through Anaheim University. However, students enrolled in Anaheim University's online graduate degree programs are required to have an additional reserve fund to be used for the purchase of journals and research - materials that will aid them in their studies by providing information specific to their unique areas of interest and research - and to provide access to software and other resources that may help them in the completion of their studies. The research reserve fund is \$1,500 for master degree students and \$2,000 for doctoral students to be used over the duration of their program. Note: Students are not required to spend the entire research fund - only that amount necessary in order to carry out their research.

AU ALUMNI ASSOCIATION

Upon completion of their chosen programs of study, AU graduates have the privilege of becoming part of the university's Alumni Association. The AU Alumni Association is a highly regarded online network established to ensure that an AU graduate's learning never ends. The Alumni Association is an excellent way to network with other professionals in your field and keep abreast of recent developments. Members have access to the most recent updates regarding the latest news from the field, important events, suggested readings, cutting edge information and professional career opportunities

STUDENT SERVICES AND TECHSUPPORT

The policy of Anaheim University is "Students First, Always" and Anaheim University's Student Services staff is committed to providing students with the administrative services they need for course registration, textbook ordering, graduation, etc. Technical issues are addressed by the TechSupport Division of the University.

GRADUATION STORE

Alumni of Anaheim University have the opportunity to show Anaheim pride by ordering Anaheim University graduation rings and diploma frames online.

GRADUATE SCHOOL OF EDUCATION FACULTY

LUKE PLONSKY, PH.D.

GRADUATE TESOL DIRECTOR, GRADUATE SCHOOL OF EDUCATION

Luke Plonsky (Ph.D., Michigan State University) specializes in three main areas of applied linguistics and TESOL: second language acquisition, language pedagogy, and research methods. Recent and forthcoming work in these and other areas can be found in virtually all major journals in the field including Annual Review of Applied Linguistics, Applied Linguistics, Language Learning, Modern Language Journal, Second Language Research, and Studies in Second Language Acquisition and in book chapters published by Cambridge, De Gruyter, Routledge, and Wiley-Blackwell. Luke has also co-authored or edited four books including the best-selling 4th edition of Second Language Acquisition: An Introductory Course. In addition to an accomplished scholarly record, Luke has taught courses in applied linguistics/TESOL as well as English and Spanish as a second language in Spain, The Netherlands (National Graduate School of Linguistics), Puerto Rico (Caribbean University), and in the US at Michigan State University, Arizona State University, and Northern Arizona University.

MESSAGE FROM ROD ELLIS, PH.D.

VICE-PRESIDENT OF ACADEMIC AFFAIRS

DOCTOR OF EDUCATION IN TESOL PROGRAM DESIGNER

SENIOR PROFESSOR, GRADUATE SCHOOL OF EDUCATION

"I have found the experience teaching in Anaheim University's TESOL programs to be a very rewarding one and I have enjoyed teaching the courses "Second Language Acquisition", "Grammar for Language Teachers" and "Second Language Classroom Research" online as well as the "Research Methods in Language Learning" course during the face to face residential sessions. I know that many students find these areas of study to be somewhat challenging. I hope to help make your studies exciting and relevant to your work as language teachers. See you soon!"

- *Ph.D. from the University of London & Master of Education from the University of Bristol.*
- *His textbook The Study of Second Language Acquisition was awarded the Duke of Edinburgh Prize for the best book in applied linguistics*
- *Has served as the Director of the Institute of Language Teaching and Learning at the University of Auckland, and has taught in numerous positions in England, Japan, the US, Zambia, and New Zealand*

MESSAGE FROM DAVID NUNAN, PH.D.
PRESIDENT EMERITUS
DESIGNER OF THE MASTER OF ARTS IN TESOL PROGRAM
DIRECTOR OF THE DAVID NUNAN TESOL INSTITUTE

"Welcome to Anaheim University's MA in TESOL program. Despite the fact that you are studying in very different contexts and situations in many different parts of the world, we aim to give you the same quality of care, concern and support as we would if you were studying in conventional face-to-face mode. I have been involved in directing post-graduate and Certificate programs in applied linguistics and language education in many different parts of the world for over thirty years. However, I have never been involved in better quality programs than these. In addition to their innovative means of delivery, the programs are distinctive in a number of important respects. In the first place, the program offers principled links between theory, research and practice. Procedurally, the material reflects the experiential, task-based philosophy being advocated for the teaching of foreign languages. The medium and the message are therefore in harmony. I look forward to traveling with you on this exciting educational voyage, and trust that you find the programs as rewarding to complete as I found them to create."

- *Ph.D. in Educational Psycholinguistics from Flinders University & Master of Education (Curriculum Studies) from the University of Exeter*
- *World's leading author selling over 2,200,000,000 texts*
- *Past President of TESOL (1999-2000), the world's largest language teaching organization*
- *Named one of the Top 50 Australians in the World & the 7th most influential Australian in Asia*

MESSAGE FROM HAYO REINDERS, PH.D.
CHAIR OF RESEARCH AND TESOL PROFESSOR

"As Chair of Research it is my job to place our students first in everything we do. The Graduate School of Education has one of the best faculty teams in the world and together we aim to set the benchmark for online education. I look forward to sharing my passion for learning and teaching with you."

- *Ph.D. in Language Education from the University of Auckland*
- *Director of Innovation in Language Learning and Teaching, an educational consultancy*
- *Was Head of Learner Development at Middlesex University in London*
- *Was Director of the English Language Self Assess Centre at the University of Auckland*
- *Has been visiting professor in Japan, Thailand, Mexico, and the Netherlands*
- *Editor of Innovation in Language Learning and Teaching, and Convenor of the AILA Research Network for CALL and the Learner*

MESSAGE FROM DENISE MURRAY, PH.D. TESOL PROFESSOR

"I am excited to be part of the team of faculty teaching this program because I value distance education, having experienced it firsthand myself. I completed much of my B.A. by distance— although in those days it was totally paper-based. I have been involved in English language education around the globe for more than thirty years, having developed an abiding love of language and its study from a very young age. While languages give us the opportunity to interact with people from different cultures, technology amplifies that opportunity."

- Ph.D. (Education: Second Language Education)
- Past President of TESOL (1996-1997)
- Was founding Chair of the Department of Linguistics and Language Development at San José State University and Executive Director of the AMEP Research Centre and of the National Centre for English Language Teaching and Research (NCELTR) at Macquarie University
- Her work has been published in 17 books and more than 100 articles in professional journals, as book chapters, or conference proceedings.

MESSAGE FROM MARYANN CHRISTISON, PH.D. PROFESSOR

"Welcome to Anaheim University. I am so pleased to be a part of the team of TESOL faculty members and so excited to work with you in some of your TESOL classes. Working in an online environment is exciting for me as a teacher because I get to work with you—students and teachers from all over the TESOL world, to learn about the challenges you face in English language teaching, and to work with you in finding solutions. Through this process I advance my own understanding of the world of English language teaching. There is always so much to learn about English language teaching no matter how many years one spends in the classroom. We are involved in a vibrant and expanding profession—expanding in terms of the number of teachers entering the profession and the amount of research about second language acquisition and second language pedagogy that we have available to us. I have been involved in the TESOL profession since 1976 and have worked as a language teacher and a teacher educator in many different contexts. I hope that I can draw on these experiences in my interactions with you to create an online environment that will be not only useful, but also exciting. I want you to feel that you have a community to which you belong. My research interests fall into three general categories—second language teacher development, teacher leadership, and language and the brain"

- Ph.D. (English/Linguistics) from University of Utah
- Past President of TESOL (1997-1998) & Trustee for The International Research Foundation
- Teacher Educator for over 20 years working with teachers from over 30 countries
- Author of 18 textbooks and 80+ refereed journal articles
- Research interests in leadership, second language teacher development, and language and the brain

MESSAGE FROM ANDY CURTIS, PH.D. PROFESSOR

“At the risk of too many welcomes, I would like to add my own to those of my distinguished colleagues. Although I have more than 20 years of experience in the field of TESOL, I am a new-comer to Anaheim University’s TESOL professorial team, and I am very much looking forward to working with the students, the other professors, and the AU administrative support team, and to teaching and learning online and face-to-face. Having recently completed many years in language program administration, starting in Canada and eventually in China, I have become especially interested in the challenges of leadership and management in language education.”

- *Ph.D. in International Education and MA in Applied Linguistics, the University of York*
- *President of TESOL International (2015-2016)*
- *Former English Language Teaching Director at Chinese University of Hong Kong*
- *Has worked with more than 20,000 ELT professionals in more than 25 countries*
- *Received the TESOL Leadership Mentoring Award from the TESOL Association*
- *Served as an elected member of the TESOL Board of Directors & numerous TESOL Committees and Task Forces*

MESSAGE FROM KEN BEATTY, PH.D. PROFESSOR

“Consider this: a medical doctor from just 100 years ago would be both completely lost and completely useless in a modern operating room. However, a teacher from 1,000 years ago could probably get by in most modern classrooms. Anaheim University is addressing this by offering innovative programs in TESOL that teach in the ways that students will be taught in the future. Anaheim University offers a clever mix of online resources, lectures, and discussions as well as intensive residential sessions, all with the participation of some of the brightest minds in the field. This combination makes for a great learning experience. As Professor David Nunan’s first PhD student in Hong Kong, I have watched from afar as Anaheim University has grown and prospered. My research area of computer-assisted language learning (CALL) helps me understand the programs’ attractions and, after more than a decade of teaching and writing in Asia, Canada, and the Middle East, I’m proud to join Anaheim University’s growing faculty. I particularly look forward to working with students interested in researching and writing their dissertations in CALL.”

- *PhD, Curriculum Studies, Faculty of Education, The University of Hong Kong, Hong Kong*
- *Taught the last 15 years at universities in the UAE, the People’s Republic of China and Hong Kong*
- *Author/co-author of more than 100 textbooks for Pearson, Longman, Oxford University Press, Thomson, Heinle & Heinle and Hong Kong Educational Press*
- *Involved in electronic media and was Academic Advisor to Hong Kong’s Educational Television from 1998 to 2004.*

MESSAGE FROM MARTHA CLARK CUMMINGS, PH.D. PROFESSOR

"Welcome to this online adventure in teaching and learning. I, too, have been involved in English language teaching and teacher training for over 30 years and have been teaching online since 1999. What I have learned is that there is always more to learn and that online classrooms tend to be places where some of the most whole-hearted learning takes place. My research interests include narrative inquiry in Second Language Acquisition, classroom management, and observation. I look forward to our conversations."

- Ph.D. from Teachers College Columbia University.
- Professor for online MA TESOL course for the New School Online University and The Monterey Institute of International Studies, as well as ESL courses for the University of Aizu in Aizuwakamatsu, Japan
- Has trained English language teachers in Cyprus, Thailand, Tunisia, and Turkey as part of the United States Department of State English Language Specialist Program
- Served on the Nominating Committee of TESOL and is currently a member of the Standing Committee on Diversity.

MESSAGE FROM BRIAN TOMLINSON, PH.D. PROFESSOR

"I'm delighted to be joining the team of TESOL faculty members here at Anaheim and to be able to share my experience and enthusiasm as both a TESOL practitioner and an applied linguistics academic. I started my career, believe it or not, as a teacher trainer in Nigeria and only after that became a classroom teacher in Liverpool and then in Zambia. I moved on to being a curriculum developer in Zambia and then became a teacher trainer again. I continued as a teacher trainer in the UK and then in Vanuatu before becoming Director of Studies at a college in the UK. Since then I've been a university academic in Japan, the UK, Singapore and Oman but I've frequently returned to the language classroom as a teacher (for example as an EAP teacher in Oman). Throughout my career I've been interested in materials development and I've published coursebooks in China, Ethiopia, Japan, Nigeria, Singapore and Zambia. In the last fifteen years though I've specialized in publishing books, chapters and articles on materials development and I've focused on trying to bring researchers and practitioners together to ensure that the materials that teachers use in the classroom are principled and effective. To support this aim I formed the Materials Development Association (MATSDA) in 1993 and as Chair and now President I've been organizing conferences and workshops throughout the world to bring together researchers, writers, teachers and publishers."

- PhD from the University of Nottingham, MA in TESL from the University of North Wales and PGCE in TESL from the University of London.
- Founder and President of MATSDA (the International Materials Development Association).
- Visiting Professor at Leeds Metropolitan University. Formerly Visiting Professor at Kobe University, Visiting Fellow and Research Coordinator at the National University of Singapore, Curriculum Expert at Sultan Qaboos University, Oman, MA Director at the University of Luton and EFL Writer in Residence at the University of Essex. Also teacher, teacher trainer, curriculum developer and project leader in Nigeria, Zambia, UK, Vanuatu and Indonesia • Editorial Associate for the Journal of Applied Linguistics and has many years experience in academic and educational editing and publishing
- Has published seven books on different aspects of materials development for language teaching as well books on language acquisition, language awareness and language through literature. Has also published numerous coursebooks and over 80 articles and chapters.

MESSAGE FROM DR. THOM HUDSON PROFESSOR

"Welcome to the MA program at Anaheim University. TESOL is an exciting field, one that is constantly changing in its academic focus. I look forward to working with you in your academic areas of interest, particularly language testing and quantitative research. My research has focused on quantitative approaches to the study of language learning and use. One of my more recent interests has been in the area of standards based assessment and the personal and social consequences the implementation/ imposition of those standards."

- *Doctorate in Applied Linguistics from the University of California at Los Angeles.*
- *Co-editor of the electronic journal Reading in a Foreign Language*
- *Professor of Second Language Studies (SLS) at the University of Hawai'i at Mānoa, and served as Graduate Chair of the Department of Second Language Studies from August 2006 until the end of July 2012*
- *Has taught in Egypt, U.S., and Japan, and directed a reading English for science and technology project for two years in Mexico.*
- *Director of the English Language Institute at the University of Hawai'i for three years*
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MESSAGE FROM SANDRA MCKAY, PH.D. PROFESSOR

"I am first and foremost a teacher educator since I strongly believe that excellent teachers can make a tremendous impact on the lives of individuals. I am looking forward to sharing my passion for teacher education with you."

- *Ph.D. in Applied Linguistics from University of Minnesota*
- *Professor Emeritus of English at San Francisco State University & University of Hawaii, Manoa Second Language Studies Affiliate Faculty Member*
- *Extensive work in international teacher education in Chile, Hong Kong, Hungary, Latvia, Morocco, Japan, Singapore, South Africa, South Korea and Thailand.*
- *Second language teacher education, sociolinguistics & research methods expert*

MESSAGE FROM JO MYNARD, ED.D. PROFESSOR

"Hi everyone! I'm really looking forward to meeting you online and engaging in discussions about language teaching and learning!"

- *Doctorate in Education (TEFL) from University of Exeter, UK & M Phil in Applied Linguistics from Trinity College, UK*
- *Director of the Self-Access Learning Centre (SALC) at Kanda University of International Studies in Japan*
- *Editor of SiSAL Journal (Studies in Self-Access Learning) and on editorial board of many international research journals*

MESSAGE FROM DR. JOHN MACALISTER PROFESOR

“Kia ora tatou, and welcome. I’m excited to begin teaching on the TESOL program at Anaheim, and look forward to getting to know you and to learn about the challenges in your part of the world!”

- Victoria University Head of the School of Linguistics and Applied Language Studies
- Former President of the Applied Linguistics Association of New Zealand
- Co-authored two Routledge textbooks with Paul Nation on language curriculum design and language teaching methodology

MESSAGE FROM NATSUKO SHINTANI, PH.D. ASSOCIATE PROFESSOR

“I am excited to be joining the faculty in the School of Education at Anaheim University and teaching on the TESOL programs. I have a background in teaching and researching young learners and hope this will be of interest to some of you. I have taught in Japan, New Zealand and Singapore and so have experience of different teaching contexts which I look forward to sharing with you. I also look forward to helping you develop expertise in quantitative research methods.”

- Ph.D. in Language Teaching and Learning from University of Auckland
- Senior Lecturer at the University of Auckland
- Published articles in Applied Linguistics, Language Learning, Studies in Second Language Acquisition, TESOL Quarterly, Language Teaching Research, Journal of Second Language Writing, Computer Assisted Language Learning and System

MESSAGE FROM JULIE SYKES, PH.D. ASSOCIATE PROFESSOR

“Working with students around language teaching and learning is a true joy. I always learn something new and look forward to my next adventure in the classroom where we all take a learning adventure together. Our online context affords us the opportunity to cross physical boundaries and engage with one another around a variety of interesting topics. I look forward to meeting you soon!”

- Ph.D with a focus on applied linguistics and second language acquisition from the University of Minnesota.
- University of Oregon Scholar-in-Residence
- Published articles on CALL-related topics, including synchronous computer-mediated communication and pragmatic development, gaming and CALL, and lexical acquisition in digitally mediated environments

MESSAGE FROM MASATOSHI SATO, PH.D. ASSOCIATE PROFESSOR

“As a second language researcher, educator, and learner, I am very excited to share my experience and knowledge with you! I hope that we together discover how we can transfer research findings to actual classrooms so that second language research becomes more meaningful and useful for teachers!”

- *Ph.D. in Educational Studies from McGill University*
- *Associate Professor at Universidad Andrés Bello, Chile.*
- *Published articles in International Review of Applied Linguistics, Language Awareness, Language Learning, Language Teaching, The Modern Language Journal, Studies in Second Language Acquisition, and System.*

MESSAGE FROM SCOTT AUBRY, PH.D. ASSISTANT PROFESSOR

“I’m really happy to be part of the Anaheim University community. I hope that my background as a foreign language teacher and researcher in East Asia can provide students with unique insights into the topics we study. I’m very much looking forward to having some thought-provoking interactions with you all.”

- *Ph.D. in Applied Linguistics at University of Auckland*
- *Assistant Professor at The Chinese University of Hong Kong*
- *Published articles in TESOL Quarterly, Language Teaching Research, Modern Language Journal, Language Education in Asia, JALT Journal, English Teaching Journal, Asian Social Science Journal.*

MESSAGE FROM THE PRESIDENT

As President, it is my pleasure to welcome you to the Anaheim University global online learning community.

At Anaheim University, we offer relevant, application-based programs designed to help you, the student, make an immediate difference in your current employment or future career. If you want an affordable, high quality experience in a globally connected setting, and a diverse faculty deeply engaged in their fields and with lifetime connections to invigorate your drive for success, you are at the right place.

With our experienced faculty and staff, interactive learning environment, and the integration of traditional and innovative learning methods, Anaheim University's mission is to provide exceptional learning opportunities to students who wish to benefit from a proven learning process. Upon completion of your academic program, you will join the worldwide Anaheim University Alumni Association with the many benefits it has to offer.

On behalf of the faculty and staff of Anaheim University, I wish you success in your chosen program of study.

Welcome to Anaheim University.

**Andrew Honeycutt, DBA
President**

ANAHEIM UNIVERSITY ADMINISTRATORS AND ADVISORS

ANDREW E. HONEYCUTT, DBA PRESIDENT

Dr. Andrew E. Honeycutt, President of Anaheim University and former Dean of the Anaheim University Akio Morita School of Business, received a Doctor of Business Administration degree in Marketing from Harvard University and a Masters in Business Administration degree in Organizational Behavior from Boston University. Dr. Honeycutt has served as Dean of the College of Business and Technology of Argosy University Atlanta, Vice Chairman of Edgenics, Inc. and Senior Partner of the Center for

Collaborative Learning and Coaching. As a business professor and school of business administrator, he has been instrumental in the development of cooperative relationships with major companies - Colgate Palmolive, Dupont, Gulfstream Corporation, Savannah Foods, Simmons First National Bank, SC Johnson Wax, and others. His much-utilized business expertise is evidenced by his service on business and governmental advisory boards and boards of directors. He has also served on the advisory boards of the Winthrop Rockefeller Foundation (Small Business Strategic Planning), the Ewing Marion Kauffman Foundation (Entrepreneurship Education) and the National Board of Directors of SCORE.

PETER LANGENBURG, J.D. CHANCELLOR AND GOVERNMENT AFFAIRS LIAISON

Peter Langenberg, J.D. serves as the Chancellor and Government Affairs Liaison for Anaheim University. He graduated from Princeton University summa cum laude with an A.B., and the University of California, Hastings College of Law with a Juris Doctorate. Peter Langenberg lived in Japan for a number of years, speaks Japanese fluently, and is former Chair of the Los Angeles Nagoya Sister City Affiliation. Mr. Langenberg was admitted to the California Bar in 1977 and serves as Hughes, Hubbard & Reed Senior Counsel. His areas of concentration include General Commercial and Business Law; Corporate Law; Intellectual Property (Trademarks, Copyrights, Licensing); and Employment Law.

ROD ELLIS, PH.D.

VICE-PRESIDENT OF ACADEMIC AFFAIRS

DOCTOR OF EDUCATION IN TESOL PROGRAM DESIGNER

SENIOR PROFESSOR, GRADUATE SCHOOL OF EDUCATION

Dr. Rod Ellis is a world-renowned thought leader in the field of Second Language Acquisition. Prof. Ellis received his Doctorate from the University of London and his Master of Education from the University of Bristol. A former professor at Temple University both in Japan and the US, Prof. Ellis has served as the Director of the Institute of Language Teaching and Learning at the University of Auckland and has taught in numerous positions in England, Japan, the US, Zambia and New Zealand. Dr. Ellis, who is known as an expert in Second Language Acquisition, is author of the Oxford University Press Duke of Edinburgh Award-Winning Classic “The Study of Second Language Acquisition”, as well as numerous student and teacher-training textbooks for Prentice Hall and Oxford University Press. Prof. Ellis’s textbooks on Second Language Acquisition and Grammar are core textbooks in TESOL and Linguistics programs around the world.

KATE STRAUSS, MA

VICE PRESIDENT OF ADMINISTRATIVE AFFAIRS

Kate Strauss is the Administrative Director at Anaheim University. Ms. Strauss holds a BA in English from Princeton University, and an MA in English from the University of California, Irvine. Ms. Strauss brings over 10 years of experience in the human relations and marketing fields, and has won numerous civic awards in her role as Marketing Director for One Colorado in Old Pasadena, CA for her innovative contributions to cultural life and leadership. She has also enjoyed success using her communication skills as a teacher and training professional for the Orange County Human Relations Council.

ROBERT ROBERTSON, PH.D.

DEAN OF THE AKIO MORITA SCHOOL OF BUSINESS AND PROFESSOR

Dr. Robert Robertson has more than 15 years of experience in academia as a Vice President of Academic Affairs, Dean of Business and MBA program director. He holds a Ph.D. in Management and Organization (Stirling University, Scotland); Master of Studies in Law (Vermont Law School); Master of Public Administration (Dalhousie University, Canada); a Master of Arts (Eastern Kentucky University) and a Bachelor of Science (East Tennessee State University). Dr. Robertson was selected by the United States Department of State Bureau of Educational and Cultural Affairs to the Fulbright Specialist Program. He has served as the Chief Academic Officer and Research Fellow at the University of Phoenix’s Center for Workforce Diversity, Central Florida campus in Orlando, Florida. He is an invited speaker on international business, strategy, online education and workforce training; and he regularly lectures in China, Taiwan, Vietnam, Kazakhstan, Europe, Brazil and the United States. In the public sector, he has more than 20 years of management experience including serving as the City Manager for the City of Hamilton, Ontario in Canada with more than 8,500 employees and a budget in excess of one billion dollars.

DAVID NUNAN, PH.D.
PRESIDENT EMERITUS
DESIGNER, MA IN TESOL PROGRAM DIRECTOR, DAVID NUNAN TESOL INSTITUTE

David Nunan, President Emeritus, has been with the California-based institution since its founding in 1996, when he played a central part in the development of the University's ground-breaking interactive online learning system. Dr. Nunan is a world-renowned linguist and best-selling author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning. His ELT textbook series "Go For It" is the largest selling textbook series in the world with sales exceeding 2.5 billion. In 2000, David Nunan served as President of TESOL, the world's largest language teaching association. David Nunan has served as Chair and Professor of Applied Linguistics at the University of Hong Kong since 1994 and has been involved in the teaching of graduate programs for such prestigious institutions as Columbia University, the University of Hawaii, Monterey Institute for International Studies, and many more. In 2002 Dr. Nunan received a congressional citation from the United States House of Representatives for his services to English language education through his pioneering work in online education at Anaheim University, and in 2003 he was ranked the 7th most influential Australian in Asia by Business Review Weekly

HAYO REINDERS, PH.D.
GRADUATE SCHOOL OF EDUCATION CHAIR OF RESEARCH

Holding a Ph.D. in Language Teaching and Learning from the University of Auckland, Dr. Hayo Reinders is also Professor of Education and Head of Department at Unitec in Auckland, New Zealand. His previous positions include Head of Learner Development at Middlesex University in London, Director of the English Language Self Access Centre at the University of Auckland in New Zealand and associate professor at RELC in Singapore. He has worked with teachers from a large number of countries worldwide and has been visiting professor in Japan, Thailand, Mexico and the Netherlands. Dr. Reinders edits the journal 'Innovation in Language Learning and Teaching' as well as a book series on 'New Language Learning and Teaching Environments' for Palgrave Macmillan. He is Editor of Innovation in Language Learning and Teaching, and Convenor of the AILA Research Network for CALL and the Learner. Dr. Reinders' interests are in technology in education, learner autonomy, and out-of- class learning, and he is a speaker on these subjects for the Royal Society of New Zealand. His most recent books are on teacher autonomy, teaching methodologies, and second language acquisition.

LUKE PLONSKY, PH.D.
GRADUATE TESOL PROGRAM DIRECTOR

Luke Plonsky (Ph.D., Michigan State University) specializes in three main areas of applied linguistics and TESOL: second language acquisition, language pedagogy, and research methods. Recent and forthcoming work in these and other areas can be found in virtually all major journals in the field including Annual Review of Applied Linguistics, Applied Linguistics, Language Learning, Modern Language Journal, Second Language Research, and Studies in Second Language Acquisition and in book chapters published by Cambridge, De Gruyter, Routledge, and Wiley-Blackwell. Luke has also co-authored or edited four books including the best-selling 4th edition of Second Language Acquisition: An Introductory Course. In addition to an accomplished scholarly record, Luke has taught courses in applied linguistics/TESOL as well as English and Spanish as a second language in Spain, The Netherlands (National Graduate School of Linguistics), Puerto Rico (Caribbean University), and in the US at Michigan State University, Arizona State University, and Northern Arizona University.

DAVID DESSER, PH.D.
DEAN, AKIRA KUROSAWA SCHOOL OF FILM

Dr. David Desser is Dean of the Anaheim University Akira Kurosawa School of Film. He is also Professor Emeritus of Cinema Studies, University of Illinois, where he was Professor of Cinema Studies, Comparative and World Literatures, East Asian Languages and Cultures and Research Professor of Communication. He has taught at the University of Michigan, Kansai University in Japan, Hong Kong Baptist University, the University of Pennsylvania, UCLA, Chapman University and the University of Southern California (USC). He received his Ph.D. from USC in the Cinema program with a minor in Japanese.

YUKUO TAKENAKA, CPA
EXECUTIVE STRATEGY ADVISOR

Yukuo Takenaka is Chairman, CEO and President of the Takenaka Partners Group. Prior to forming The Takenaka Partners Group in 1989, he was a partner and National Director of KPMG Peat Marwick's Japanese practice. He also served as Chairman of Project Japan for the parent company, KPMG. A graduate of the University of Utah, Mr. Takenaka is recognized for his expertise in cross-border M&A and joint venture transactions. On both sides of the Pacific, he serves as senior advisor to companies in a wide range of industries including high technology, electronics, manufacturing, financial services and real estate. He is the author of the Japanese best seller, *Merger and Acquisition Strategy*.

DAVID R. BRACEY
DISTANCE LEARNING / DEVELOPMENT

David Bracey works to develop and promote the University's programs worldwide and to ensure that students of Anaheim University receive quality care and attention. A major in International Communications and Psychology, Mr. Bracey has over 18 years of experience working in Japan.

ELIZABETH MAYS, MM
REGISTRAR

Holding a Master's degree from Azusa Pacific University and a Bachelor's degree from University of Redlands, Elizabeth Mays is the Registrar at Anaheim University. In this role, she oversees Anaheim University's various student services tasks from admissions through graduation. Prior to joining Anaheim University, Ms. Mays held management positions at technology firms and a faculty position at APU, where she founded the Master's of Music Handbell performance program. She has also volunteered for various nonprofit organizations including the Handbell Musicians of America and Habitat for Humanity.

POLICIES AND PROCEDURES

All administrative policies and procedures are contained in the Policies and Procedures Catalog. Click here to download the university's policies and procedures.

<http://www.anaheim.edu/downloadable-documents/AU-policiesandprocedures-1701.pdf>

DISCLOSURES

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

FACILITIES, EQUIPMENT, AND TECHNOLOGICAL REQUIREMENTS

Anaheim University is an online institution, and all instructional equipment and materials must be provided by the student. Equipment includes: access to a computer and internet.

The course management system used by Anaheim University is Moodle. Moodle 3.5 is compatible with any standards-compliant web browser, including Google Chrome, Mozilla Firefox, Safari, Microsoft Edge, and Internet Explorer. Moodle is also available on mobile device browsers through MobileSafari and Google Chrome.

Please note that older "legacy" browsers have compatibility issues with Moodle 3.5. These older browsers include Internet Explorer 10 and below, and Safari 7 and below. For the best experience and optimum security, we recommend that you keep your browser up-to-date. <https://whatbrowser.org>

Graduate level students attend their live classes using the software GotoMeeting. To attend the GotoMeeting live sessions, students will need access to the following:

- Computer or mobile device. GotoMeeting requires the following:
 - 2GB of RAM (minimum), 4GB or more of RAM (recommended) for computers
 - iPad2 or later and iPhone 4s or later for mobile devices
- A webcam (optional). Your computer's built-in camera will work, or you may use an external webcam.
- A microphone or audio input device. Many times, you can use your computer's built-in microphone. A USB headset is recommended
- Headphones or audio output device. Often, your computer's built-in speakers will work just fine. A USB headset is recommended
- Internet access. Ensure you have a stable connection for clear audio and video. Anaheim University recommends access to the following connections:
 - Computer: 1 Mbps or better (broadband recommended)
 - Mobile device & Chromebook: 3G or better (WiFi recommended for VoIP audio)

**** Note:** Most devices have built-in speakers, but you will get better audio quality while connected via VoIP if you use a headset. You can also use your phone to dial in and connect to audio.

GotoMeeting is compatible with the following operating systems:

- Google Chrome v57 or later
- Windows 7 - Windows 10

- Mac OS X 10.9 (Mavericks) - macOS Mojave (10.14)
- Linux/Ubuntu (Web App only)
- Google Chrome OS (Web App only)
- iOS 9 - iOS 12
- Android OS 4.4 (Kit Kat) - Android 9 (Pie)
- Windows Phone 8, Windows 8RT or later

ENGLISH PROFICIENCY REQUIREMENTS

English language services are not provided. Non-native English speakers must demonstrate college-level proficiency in one of the following ways.

- Degree from an accredited institution where English is the primary language of instruction.
- Transcript from an accredited institution indicating completion of at least 30 semester hours of credit where the language of instruction was English (“B” average for Ed.D, Masters, Graduate Programs & Graduate Certificates; “C” average for TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- Transcript from an accredited institution indicating a “B” or higher in an English composition class (Ed.D, Masters, Graduate Programs & Graduate Certificates); “C” or higher for TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad.
- A minimum TOEFL score of 550 PBT / 213 CBT/ 80 iBT (Ed.D); 530 PTB / 197 CBT / 71 iBT (Masters, Graduate Programs & Graduate Certificates); 500 PBT / 173 CBT / 61 iBT (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum TOEIC score of 800 (Ed.D, Masters, Graduate Programs & Graduate Certificates); 625 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum IELTS score of 6.5 (Ed.D, Masters, Graduate Programs & Graduate Certificates); 6.0 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum PTE (Pearson Test of English Academic Score Report) of 58 (Ed.D); 50 (Masters, Graduate Programs & Graduate Certificates); 44 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum BULATS Level 3 (60), accepted only for Cultura Inglesia in Brazil.
- A minimum grade of Level 3 on the ACT COMPASS’s English as a Second Language Placement Test.
- A minimum grade of Pre-1 on the Eiken English Proficiency Exam.
- A minimum B1 English proficiency level identified within the Common European Framework of Reference (CEFR) Standards and assessed through various ESOL examinations, including the University of Cambridge.

The language of instruction at Anaheim University is exclusively English.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Anaheim University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the Master of Arts degree in TESOL you earn in the Anaheim University Graduate School of Education is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Anaheim University to determine if your credits or degree will transfer.

ACCEPTANCE OF CREDITS EARNED AT OTHER INSTITUTIONS

Anaheim University will accept up to two (or three, for a DBA) graduate semester classes or the equivalent in units (6 units for an MBA or ME, 8 units for MA TESOL, MFA or Ed.D, 9 units for a DBA) awarded by another institution toward a Masters or Doctoral degree at Anaheim University. The entering student will be required to clearly demonstrate the equivalency of a transfer course through relevant documents (syllabus, catalog, course outline) and justify its acceptance through petition. No course will be considered for transfer with a grade lower than a “B” or its equivalent. Petitions are directed to the specific Dean or Director for the affected program. There is a fee of \$75 per graduate course, and the overall program cost will be adjusted to reflect credit for the approved class(es). All petitions for transfer credit must be submitted as part of the student’s initial application to the University. Credits awarded as part of another degree will not be accepted for transfer. Anaheim University has not entered into an articulation or transfer agreement with any other college or university.

EXPERIENTIAL CREDIT

Anaheim University will not extend credit for prior experiential learning to any student.

ATTENDANCE

Anaheim University students participate in a weekly discussion forum in which they must contribute regular substantive posts to the discussion questions. In addition, all degree students must participate in the scheduled Real-Time Online Classes for each course. Business courses include two online classes within the six-week term; students are expected to attend both sessions and must make arrangements with the professor for make-up work if they are unable to attend a session. TESOL and MFA degree courses include eight online classes within the nine-week term; students are expected to attend at least six of the sessions. Students are expected to utilize their webcams during their live classes regularly throughout their program. In addition to providing a more interactive learning environment, use of webcams will also allow Anaheim University to complete student identity verification in line with accreditation requirements. Periodically during the program, Anaheim University will request a student to turn on his/her webcam for this purpose. In addition to the assigned course assessments, students are graded on participation in the discussion forum and online classes. A student is considered to have dropped a course if s/he fails to attend classes for a three-week period or fails to submit three consecutive lessons.

SKIPPED TERMS

Students are expected to enroll in a course every time a course that is needed for their program completion is offered. Skipping a term can delay graduation, as the student must wait for the course to be offered again.

- A student who wishes to skip one term must complete the "Registration for Skipping a Term" form, which can be downloaded from the University website.
- A student who wishes to take two consecutive terms off must complete the "Registration for Skipping a Term" form, and they must also complete a "Dean/ Program Director Skipped Term Petition" and received signed permission from the Dean or Program Director. Two non-consecutive terms off requires only a second "Registration for Skipping a Term" form.
- A request for a third (non-consecutive) skipped term requires the student to complete a third "Registration for Skipping a Term" form; complete a "Dean/ Program Director Skipped Term Petition" and receive signed permission from the Dean or Program Director; and schedule a meeting with the Admissions Director to discuss any issues or areas of concern.
- A request for a fourth skipped term requires the student to receive permission from the Vice President of Academic Affairs.

The above policy does not apply to students who are on active military duty or who are an approved Medical Leave of Absence.

MEDICAL LEAVE OF ABSENCE

Students may also petition for a medical leave of absence during their program, which is handled differently than a voluntary leave of absence. The maximum period for a medical leave of absence is ninety (90) days per leave. Students may apply for a maximum of four (4) leaves of absence for medical reasons throughout their degree program. Each leave of absence must be ninety (90) days or less and requires a separate petition which must be approved by the University's administration. Only students in good academic and financial standing will be considered for approval of medical leave. The [Petition for Special Medical Leave of Absence Form](#) can be downloaded from the University website and requires a doctor's signature.

FINAL GRADES

Final Grades are submitted two weeks after the final day of the course. Students are notified of their final grades by email once the grades have been submitted. Students who have been approved for an extension will be notified of their final grades once all terms of the extension have been met.

VISA STATUS

Anaheim University does not provide visa services but can provide a letter verifying a student's active status upon request. For MA in TESOL students attending the short residential sessions, it is the student's responsibility to ensure that they have taken care of proper visa procedures, if required. Anaheim University can provide a letter of invitation to present to authorities should a student need it to travel outside of his or her country for the residential.

HOUSING

As Anaheim University programs are conducted online, regardless of where the student resides, the University does not have dormitory facilities under its control and does not provide housing or dormitory facilities.

STATE LICENSURE

The programs at Anaheim University are not designed to lead to positions requiring licensure in this state.

PLACEMENT SERVICES

Anaheim University does not offer placement services.

GRADUATE EMPLOYMENT DATA

Anaheim University Master's-level TESOL graduates self-report that they are employed in the following fields: Principal, Academic Coordinator, English Coordinator, ELT Materials Writer/Editor, Adjunct Professor, ESL Instructor, ELT Teacher, English Instructor, Lecturer, Core Instructor, Oral Communications Instructor. Language Specialist

FINANCIAL AID

Anaheim University does not participate in federal or state financial aid programs.

STUDENT TUITION RECOVERY FUND

It is a state requirement that a student who pays his or her tuition is required to pay a state-imposed assessment for the Student Tuition Recovery Fund (STRF).

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589. To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans. To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF. A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.

STUDENT CANCELLATION, WITHDRAWAL, AND REFUND RIGHTS

The student has the right to cancel an enrollment agreement in any manner through the first day of the course, or the seventh day after signing

the enrollment agreement, whichever is later (the “Cancellation Period”), and obtain a full refund of all monies paid. Students canceling after the seven-day Cancellation Period will receive a refund of all amounts paid, less the non-refundable registration fee of \$100 and the non-refundable application fee of \$75 (for graduate programs) or \$50 (for undergraduate programs).

The written notice of cancellation may be given by e-mail, fax, or postal service (in which case, the effective date begins when the letter is deposited in the mail properly addressed with postage prepaid). The “Official Notice of Withdrawal” form can be downloaded from the University website.

For the purposes of determining the student's obligation for the time attended, the student will be considered to have withdrawn from the program when any of the following occurs, unless the Dean or Program Director determines a different course of action:

- The student notifies the school of the withdrawal.

- The school terminates the student's enrollment.
- The student fails to attend classes for a three-week period. In this case, the date of withdrawal will be the last date of attendance.
- The student fails to submit three consecutive lessons or fails to submit a completed lesson required for home study or correspondence within 60 days of its due date.
- The student has not responded to communication in any form from the University for four months.
- Students who have been withdrawn from their program for any of the above reasons may be required to submit a new application (and all applicable fees) if they wish to continue. Tuition for all courses is refunded based on the number of weeks completed.

For Courses Lasting from 7 – 10 Weeks	Percentage of Refundable Tuition	Sample Calculation
		Based on \$2,200 tuition for a 7 – 10 Week course
Week 1 (days 0 - 7)	100% of tuition refunded	Refund: \$2,200 (100% of \$2,200)
Week 2 (days 8 – 14)	85% of tuition refunded	Refund: \$1,870 (85% of \$2,200)
Week 3 (days 15 – 21)	70% of tuition refunded	Refund: \$1,540 (70% of \$2,200)
Week 4 (days 22 – 28)	55% of tuition refunded	Refund: \$1,120 (55% of \$2,200)
Week 5 (days 29 – 35)	40% of tuition refunded	Refund: \$880 (40% of \$2,200)
Week 6 (days 36 – 42)	20% of tuition refunded	Refund: \$440 (20% of \$2,200)
Weeks 7 - 10	0% of tuition refunded	Refund: \$0

If a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund, and if the student receives federal student financial aid funds, the student is entitled to a refund of the moneys not paid from the federal financial aid funds. If the student paid for his/her entire program at the time of enrollment and received the 10% tuition discount for payment in full, the regular course tuition will be used in the calculation of the refund since the discount will no longer apply. All monies due the student will be refunded within 30 days of the notice of cancellation.

If the student has been approved for a monthly payment plan, Anaheim University will calculate the total amount of tuition and fees owed to the University based on the number of courses taken, and compare this amount with the total amount the student has paid up to the date of their withdrawal. Any amount paid over the total amount of tuition and fees will be refunded to the student. If there is a balance due, the student will be responsible for the remaining amount.

For the Residential portion of the MA in TESOL program, students are entitled to a refund of the 28-hour Residential session as follows

Hours Completed for the 28-hour TESOL Residential	Percentage of Refundable Tuition	Sample Calculation Based on \$1,200 for 28 hours of instruction
Up to 4 hours (14% of total hours)	90% of residential fee	Refund: \$1,080 (90% of \$1,200)
5 – 8 hours (29% of total hours)	75% of residential fee	Refund: \$900 (75% of \$1,200)
9 – 17 hours (60% of total hours)	40% of residential fee	Refund: \$480 (40% of \$1,200)
More than 17 hours	0% of residential fee	Refund: \$0

STUDENT PRIVACY

Anaheim University makes every effort to protect student privacy. Student records are stored in secure, locked, fire-proof facilities which have restricted access and a motion sensor alarm security system. The university's online course management system maintains strict data security protection in addition to user authentication and virus scanning. Cloud storage of back-up records is protected by a two-step verification process in addition to the highest standards in SSL browser encryption.

All transcripts are issued in compliance with the Family, Educational Rights and Privacy Act of 1974 (section 438 of Public Law 93-380), and information contained in the transcript is not released to a third party without the written consent of the student. If a student requests the release of any information from his/her file, the student must submit the request in writing to the Registrar.

RETENTION OF STUDENT RECORDS

Student records are stored in secure, locked, fire-proof facilities which have restricted access and a motion sensor alarm security system. The university's online course management system maintains strict data security protection in addition to user authentication and virus scanning. Cloud storage of back-up records is protected by a two-step verification process in addition to the highest standards in SSL browser encryption. Anaheim University retains all student records and transcripts indefinitely. A student or graduate can request information by contacting the University at its offices.

STUDENT GRIEVANCE PROCEDURES

Anaheim University places great emphasis on putting the educational experience of its student body as the first priority of its administration, faculty, and staff. In line with this "Students First, Always" policy, the University seeks to continuously improve the educational experience of its students, including the quality of academics, learning resources, online learning system, and Student Services. Students may always provide feedback, seek assistance, and express grievances in person, in writing, by phone, by email, or by live chat/Skype sessions. Formal grievances/complaints must be submitted in writing, either by mail or email, to Student Services. Written complaints may be sent by email to support@anaheim.edu or mailed to Anaheim University Admissions Office, 1240 S. State College Blvd Rm 110, Anaheim, CA 92806, USA.

Anaheim University defines a complaint as a formal statement made in writing that outlines a specific grievance which is interfering with the student's perceived ability to succeed in their chosen program of study. Once a complaint is received, it will be directed to the appropriate department and the individual responsible for overseeing that department. Grievances that cannot be resolved by the department will be referred to the Vice President of Administrative Affairs or the Office of the President. All formal grievances/complaints will receive a response within 10 days of the University receiving the complaint.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888-370-7589, or by completing a complaint form, which can be obtained on the Bureau's internet Web site: www.bppe.ca.gov.

Any questions or problems concerning this school which have not been satisfactorily answered or resolved by the school should be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA 95798-0818. Phone: (916) 431-6959. Fax: (916) 263-1897, or the Distance Education Accrediting Commission (DEAC) at <https://www.deac.org/Student-Center/Complaint-Process.aspx>

BANKRUPTCY CODE DISCLOSURE

Anaheim University does not have a pending petition in bankruptcy, nor has it filed a petition within the preceding five years. Anaheim University is also not operating as a debtor in possession, and it has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code

HOW TO CONTACT ANAHEIM UNIVERSITY

President	president@anaheim.edu
Dr. Andrew Honeycutt	
Managing Director of Development	online@anaheim.edu
Vice President of Administrative Affairs	vpadmin@anaheim.edu
Director of Student Services	studios@anaheim.edu
Student Services	support@anaheim.edu
Registrar	registrar@anaheim.edu
Technical Support	techsupport@anaheim.edu

ANAHEIM UNIVERSITY OFFICE OF ADMISSIONS

Hours of operation: Monday - Friday 9 a.m. to 6 p.m. (Closed major U.S. holidays)

1240 S. State College Blvd., Room 110 Anaheim, CA 92806-5150 USA

Toll-Free: 1-800-955-6040

Tel: 714-772-3330

Fax: 714-772-3331

Email: admissions@anaheim.edu

OFFICERS: ANAHEIM UNIVERSITY, INC.

Andrew E. Honeycutt, DBA	CEO, Director
Elaine Parker-Gills, Ed.D.	Secretary, Director
David Bracey	CFO, Director

TESOL ADVISORY COUNCIL

Dr. Masahiko Abe	University of Tokyo Professor of English
Dr. Charles Browne	Meiji Gakuin University Professor of Applied Linguistics and TESOL, Head, EFL Teacher Training Program
Richard Hawking	Technological and Instructional Design Specialist & J.F. Oberlin University English Language Program Assistant Professor
Dr. Tadayoshi Kaya	Gakushuin Women's College Professor
John Lowe	Mosaic8 Director, former Thomson Heinle (now Cengage Learning) Asia English Language Teaching Director
Dr. Yuji Nakamura	Keio University Professor of English, Past President of the Japan Language Testing Association (JLTA), former Chair of the Testing SIG of the Japan Association of College English Teachers (JACET)
David Bracey	Anaheim University Managing Director of Development / Chief Communications Officer

BOARD OF TRUSTEES

Elaine Parker-Gills, Ed.D.	Chair/Voting Member
Andrew E. Honeycutt, DBA	Voting Member
Robert E. Garrity, M.S.	Voting Member

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA 95798-0818. Phone: (916) 431-6959. Fax: (916) 263-1897, Website: www.bppe.ca.gov. Questions may also be directed to the Distance Education Accrediting Commission (DEAC) at www.deac.org.

Anaheim University Office of Admissions

1240 South State College Blvd. Room 110 Anaheim, CA 92806 USA

Tel: 714-772-3330 Fax: 714-772-3331 E-mail: admissions@anaheim.edu

www.anaheim.edu

Anaheim University is accredited by the Distance Education Accrediting Commission (DEAC)

1601 18th St. NW, Suite 2, Washington D.C. 20009 USA (202) 234-5100 <http://www.deac.org>

MATESOLCAT 04/21

Graduate Diploma in TESOL

January 1 – December 31, 2021



ANAHEIM UNIVERSITY MISSION

Anaheim University was established as a unique, innovative and sustainable institution of higher learning to meet the educational needs of a diverse and global student body through academic programs of the highest quality. Dedicated to a student-centered philosophy, Anaheim University makes higher education accessible to qualified students worldwide through both online and on-campus study.

ANAHEIM UNIVERSITY OBJECTIVES

Taking advantage of the newest technological innovations, Anaheim University is designed to be a sustainable global institution with a multicultural perspective, with programs designed to meet the needs of its diverse student population. To accomplish this, Anaheim University has the following objectives:

- Meeting the educational needs of our students by offering instructional programs otherwise unavailable because of access, cost, or work schedule
- Excellence of academic instruction through the guidance and expertise of dedicated faculty
- Provision of an instructional environment where students can take an active role in their own learning
- Utilization of the newest technologies
- Deployment of technology-based learning resources
- Development of interactive learning environments in both synchronous and asynchronous settings
- Support of an academic environment where professors are able to deliver the highest quality educational programs and take advantage of the University's learning resources
- Regular course and program assessments and evaluation to improve our offerings
- Development and maintenance of a University alumni support system to advance alumni professional skills, knowledge, and expertise and help them realize their lifelong educational goals
- Development of University culture and programs promoting sustainability

ABOUT US

Anaheim University is a private institution that was founded in Orange County, California in 1996. The University is accredited by the Distance Education Accrediting Commission (DEAC). The DEAC is listed by the U.S. Department of Education as a recognized accrediting agency and recognized by the Council for Higher Education Accreditation (CHEA). Anaheim University is also approved to operate by the California Bureau for Private Post-Secondary Education. "Approval to operate" means that Anaheim University operates in compliance with state standards as set forth in the California Education Code and the California Code of Regulations.

GRADUATE SCHOOL OF EDUCATION

THE MISSION

The mission of the Graduate School of Education is to provide students with the knowledge, skills and ethics needed to serve effectively as educational leaders and practitioners in the face of language and cultural diversity, new technology and a rapidly changing global environment. The programs offered reflect the shift in orientation from teacher training to teacher education, in which teachers are involved in developing their own theories of teaching, in understanding the nature of teacher decision making, and in developing strategies for critical self-awareness and self-evaluation. Through Anaheim University's rich learning experiences and state of the art approach towards education, both experienced and prospective teachers will gain a comprehensive understanding of curriculum, the roles of teachers and students, methodology, and teaching skills as well as all of the theoretical background and practical applications they need to succeed.

EDUCATIONAL OBJECTIVES

Upon completion of the Graduate Diploma in TESOL program, students will be able to:

- Carry out a detailed literature review using relevant bibliographical resources from print and online resources
- Articulate current conceptual and theoretical trends, issues and concerns in the fields of applied linguistics and language pedagogy
- Describe current research issues and concerns
- Summarize significant research findings in the field
- Devise and implement appropriate strategies for their own ongoing professional development.

MESSAGE FROM THE GRADUATE TESOL DIRECTOR

There are many facets to second language learning and teaching. I find, and I hope you will too, that it is this complexity that makes TESOL such a fascinating field of study. It is also a field that is constantly changing and evolving as new research and technologies emerge. Consequently, there is always something new to learn and experience. I very much look forward to working together and to further developing your skills and knowledge in this exciting field!

Luke Plonsky, Ph.D.

Graduate TESOL Director, Graduate School of Education Anaheim University

GRADUATE DIPLOMA IN TESOL OVERVIEW

WORK FULL TIME & STUDY ONLINE

The AU Graduate Diploma in TESOL program allows you to study online while working full time and fulfilling your personal responsibilities.

WHO IS THE GRADUATE DIPLOMA IN TESOL DEGREE FOR?

Whether pursuing a career in English language teaching to children or adults, the online Graduate Diploma in TESOL program is designed to prepare students with the global language teaching skills to be successful in a position teaching English to non-native English speakers. Although the AU Graduate Diploma in TESOL program does not lead to a specific job position, careers that AU TESOL graduates have pursued include teaching privately, teaching in educational institutions ranging from private language schools to universities, and operating their own private language schools.

OUTSTANDING FACULTY

One of the primary deciding factors for students who choose the Anaheim University Master of Arts in TESOL is the quality of the highly esteemed faculty who teach AU students in weekly real time online classes.

The Anaheim University Graduate School of Education prides itself on the Master of Arts in TESOL degree program by being Pioneers in the field of TESOL. The MA in TESOL degree program is taught entirely by some of the world's most renowned linguists and acclaimed authors for such publishers as Oxford University Press, Cambridge University Press, Thomson Publishing, Prentice- Hall, Longman, and McGraw-Hill.

Professors David Nunan, Mary Ann Christison, Denise Murray and Andy Curtis are all former Presidents of TESOL, the world's largest language teaching organization. Dr. Rod Ellis was awarded the Duke of Edinburgh prize for the best book in applied linguistics for his Oxford University Press classic "The Study of Second Language Acquisition."

Graduate TESOL faculty are regular plenary speakers at various international TESOL conferences and are considered to be experts in their field by the TESOL community.

Graduate Diploma in TESOL	
Application Fee (Non-Refundable after 7 days)	\$ 75
Registration Fee (Non-Refundable after 7 days)	\$ 100
Tuition Fee (\$500 per credit x four credits):	\$ 2,000/course
Records Fee:	\$ 200/term
Per Course Fee Total	\$ 2,200
Transfer credit fee (per course) (optional)	\$ 75
Original Transcript	No cost
Each Additional Transcript Copy (optional)	\$ 25
Diploma	No cost
Replacement Diploma (optional)	\$ 200
Replacement Cover (optional)	\$ 75
Official Completion Letter (Optional)	\$ 35
Total Fees and Charges for the entire degree program	\$13,375

Books & materials will be extra, and are expected to average U.S. \$200 per course

Pay for only one course at a time or receive a 10% discount on tuition by paying 100% of program fees at the time of enrollment.

US Military: Anaheim University's programs are approved for VA benefits.

Payments can be made by check, credit card (Visa, Mastercard, American Express, or Discover), money order, or bank transfer.

METHOD OF INSTRUCTION

Online Learning: Reading of textbooks and submission of assignments; weekly 90-minute real time online classes and discussion forums with professor & students.

Course Duration: Each course is nine weeks long. Courses begin every ten weeks.

Degree Program Duration: The Graduate Diploma in TESOL degree program will take approximately 60 weeks to complete.

PROGRAM REQUIREMENTS AND SATISFACTORY ACADEMIC PROGRESS

Students in the Graduate Diploma in TESOL program select 6 out of 9 available MA in TESOL courses, for a total of 24 units (6 courses, 4 units each). Each course is 9 weeks long, with a week between courses. Students must maintain a 3.0 grade point average (GPA) in order to graduate from the program. Any students whose GPA falls below a 3.0 will be put on Academic Probation and given two terms to bring his/her GPA back to a 3.0 level. Students who earn a grade lower than an 80% (a "C," "D," or "F") on any given course must repeat the course. The schedule is set each year and typically announced in the Fall. Failure to take an available course when one is offered may prevent a student from completing his/her program in the allotted time. The maximum time allotted for completion of the Graduate Diploma in TESOL program is 2.5 years. Students who have not completed their programs within the maximum allotted time are subject to academic dismissal. Students who need additional time must receive permission from the Dean or Program Director

PROGRAM STUDY SUGGESTIONS

Students are responsible for being knowledgeable of the course syllabus and course grading rubrics. Also, in order to assist you allocate your time, each course guide contains a weekly program break-down. It is a suggestion only, but one that students are advised to adhere to as closely as possible to keep up with the demanding schedule of the course. Below is an example:

Each week the student will:

1. Look briefly through the set readings, the tutorial questions, and the assignment for the week's work. (15 minutes)
2. Complete the set reading, making notes on the tutorial questions as you do. (4 hours)
3. Discuss the tutorial questions / tasks with other students via the online discussion forum. (3 hours)
4. Take part in one of the interactive tutorials. (1.5 hours)
5. Review the transcript of the real-time online class and make notes. (1 hour)
6. Further reading/note taking on the topic using the Anaheim library resources. (8 hours)
7. Ongoing work on assessment 1 or 2. (2 hours 15 mins)

Total: 20 hours for a 9-week course

GRADUATE DIPLOMA IN TESOL CURRICULUM

Anaheim University's Graduate Diploma in TESOL degree program is comprised of 6 courses (9 weeks each). Each course is 4 units for a total of 24 units.

Students will select 6 out of the following 8 courses to complete the Graduate Diploma.

GRADUATE DIPLOMA TESOL COURSES

- EDU 500 Second Language Teaching and Learning
- EDU 510 Grammar for Language Teachers
- EDU 530 Discourse Analysis for Language Teachers
- EDU 540 Second Language Acquisition
- EDU 550 Classroom Management and Observation
- EDU 560 Second Language Classroom Research
- EDU 580 Second Language Curriculum Development
- EDU 570 Classroom Based Education
- EDU 590 Research Methods in Language Learning

COURSE DESCRIPTIONS

EDU 500 SECOND LANGUAGE TEACHING AND LEARNING

Over the last twenty-five years, there have been major changes to the theory and practice of second language teaching and learning. These changes have been driven by changes in educational theory, changes in the way we think about language and learning, and the development of an active research agenda which has provided important insights and ideas for classroom practitioners. The purpose of this introductory course is to provide an overview of the field of second language teaching and learning, to identify major trends and issues, and to show where they have come from, to illustrate, in practical ways, how these emerging ideas can be incorporated into the students' own teaching practice, and to provide students with the basic skills and knowledge that will enable them to benefit fully from the rest of the course.

EDU 510 GRAMMAR FOR LANGUAGE TEACHERS

This course introduces students to key grammatical terms and concepts, as well as to techniques and procedures for describing and analyzing texts from a grammatical perspective. It also introduces practical techniques for teaching grammar. The focus of the course will be on techniques for teaching grammar from a functional perspective. This approach shows language learners how to use the grammar that they are learning to communicate effectively. Students will be involved in collecting samples of spoken and written discourse, and using these to develop classroom exercises.

EDU 530 DISCOURSE ANALYSIS FOR LANGUAGE TEACHERS

This course is intended as an accessible introduction to the key concepts of discourse and discourse analysis. It also introduces techniques for teaching discourse in the classroom. Topics covered include the nature of spoken and written discourse, cohesion and coherence, speech act theory, rhetorical analysis, discourse and syntax, discourse in the classroom.

EDU 540 SECOND LANGUAGE ACQUISITION

This is an introductory course in second language acquisition. Topics covered in the course include the scope of SLA research, the history and development of SLA research, interlanguage development, the linguistic environment for SLA, learner variables, instructed second language acquisition, and applications of SLA to pedagogy.

EDU 550 CLASSROOM MANAGEMENT AND OBSERVATION

This course focuses on central issues and concerns relating to the effective management of teaching and learning processes in second and foreign language classrooms. In this course management does not mean the creation of budgets and the creation of time lines, but the creation of a positive pedagogical environment which facilitates learning. The focus of the course is on the professional decisions that teachers must make in order to ensure that learning takes place effectively. Content will include lesson planning; teacher talk, including the effective use of questions, the provision of explanations and the use of feedback; classroom dynamics; instructional groups, small group work, dealing with large classes, one-to-one teaching, and learner-teacher roles; affective issues in the language classroom; and classroom monitoring and evaluation.

EDU 560 SECOND LANGUAGE CLASSROOM RESEARCH

This course is intended as an accessible introduction to the field of second language classroom research. It covers both methodological and substantive issues. At the end of the course, you should have a good idea of the questions and issues that have been investigated in language classroom, and how they have been investigated. You should also have developed practical skills for investigating your own classrooms.

EDU 570 CLASSROOM BASED EDUCATION

The aim of this course is to introduce students to classroom-based evaluation. This is a critically important area for all those involved in curriculum development, program management, and, in fact, any area of educational leadership. The overall goal of the courses is to give students the skills in the design and evaluation of a program of the student's choice.

EDU 580 SECOND LANGUAGE CURRICULUM DEVELOPMENT

The purpose of this course is to provide teachers with tools and techniques for analyzing, modifying and developing courses for language teaching. Students will look at issues to do with selecting and grading content, selecting, sequencing and integrating learning tasks and activities, and selecting assessment tools and techniques.

EDU 590 RESEARCH METHODS IN LANGUAGE LEARNING

The aim of this course is to introduce students to research issues and methods in language acquisition and use, and to familiarize them with recent research in the field. The overall goal of the course is a practical one, that is, to equip students to design, implement and evaluate their own research project.

ONLINE LEARNING RESOURCES

AU ONLINE CLASSROOMS

Anaheim University Graduate Diploma in TESOL students meet in real-time interactive online classes with their professor and fellow students for ninety minutes every week during each of the courses. Transcripts of all online classes are recorded and are made available as soon as the class has been completed. This allows the students to stay focused on the live discussion during the class, and the opportunity to review the class discussion afterwards. For the schedule of the 90-minute online class times please see the University website.

AU ONLINE DISCUSSION FORUM

The Online Discussion Forum is an electronic bulletin board and e-mail list facilitating lively communication and interaction among students and their professor. When a student posts a message to the Forum, the message is automatically redistributed to the professor and all other students in the course, allowing students to discuss the week's readings in their free time. A weekly Student Host directs students to perform certain tasks as outlined in the online Course Guide. The Online Discussion Forum plays an integral part in AU's online programs by facilitating the out-of-class interaction between students necessary for an effective exchange of ideas. The AU Online Discussion Forum ensures that learning and interaction does not end when the real-time class does.

ONLINE BOOKSTORE

The Online Bookstore is the one-stop source for textbook and course material needs. Designed for students to buy textbooks based on their course schedule, track their textbook orders, and sell their textbooks back from a previous semester, the Online Bookstore offers money-saving used books, multiple shipping options, and access to hundreds of academic items related to your studies. In an effort to provide additional savings, textbooks or course materials may be available for purchase in an electronic format. Purchases will be subject to the refund policy of the bookstore.

LIBRARY

Anaheim University requires all of its students to make extensive use of library facilities and resources in the course of their program. The University's online resources provide a major boost in assisting and supporting a student's academic work. The login ID and password provided by the University to the student upon enrollment will provide the student access to the online resources.

AU ALUMNI ASSOCIATION

Upon completion of their chosen programs of study, AU graduates have the privilege of becoming part of the university's Alumni Association. The AU Alumni Association is a highly regarded online network established to ensure that an AU graduate's learning never ends. The Alumni Association is an excellent way to network with other professionals in your field and keep abreast of recent developments. Members have access to the most recent updates regarding the latest news from the field, important events, suggested readings, cutting edge information and professional career opportunities

STUDENT SERVICES AND TECHSUPPORT

The policy of Anaheim University is “Students First, Always” and Anaheim University’s Student Services staff is committed to providing students with the administrative services they need for course registration, textbook ordering, graduation, etc. Technical issues are addressed by the TechSupport Division of the University.

GRADUATION STORE

Alumni of Anaheim University have the opportunity to show Anaheim pride by ordering Anaheim University graduation rings and diploma frames online.

GRADUATE SCHOOL OF EDUCATION FACULTY

LUKE PLONSKY, PH.D.

GRADUATE TESOL DIRECTOR, GRADUATE SCHOOL OF EDUCATION

Luke Plonsky (Ph.D., Michigan State University) specializes in three main areas of applied linguistics and TESOL: second language acquisition, language pedagogy, and research methods. Recent and forthcoming work in these and other areas can be found in virtually all major journals in the field including Annual Review of Applied Linguistics, Applied Linguistics, Language Learning, Modern Language Journal, Second Language Research, and Studies in Second Language Acquisition and in book chapters published by Cambridge, De Gruyter, Routledge, and Wiley-Blackwell. Luke has also co-authored or edited four books including the best-selling 4th edition of Second Language Acquisition: An Introductory Course. In addition to an accomplished scholarly record, Luke has taught courses in applied linguistics/TESOL as well as English and Spanish as a second language in Spain, The Netherlands (National Graduate School of Linguistics), Puerto Rico (Caribbean University), and in the US at Michigan State University, Arizona State University, and Northern Arizona University.

MESSAGE FROM ROD ELLIS, PH.D.

VICE-PRESIDENT OF ACADEMIC AFFAIRS

DOCTOR OF EDUCATION IN TESOL PROGRAM DESIGNER

SENIOR PROFESSOR, GRADUATE SCHOOL OF EDUCATION

“I have found the experience teaching in Anaheim University’s TESOL programs to be a very rewarding one and I have enjoyed teaching the courses “Second Language Acquisition”, “Grammar for Language Teachers” and “Second Language Classroom Research” online as well as the “Research Methods in Language Learning” course during the face to face residential sessions. I know that many students find these areas of study to be somewhat challenging. I hope to help make your studies exciting and relevant to your work as language teachers. See you soon!”

- *Ph.D. from the University of London & Master of Education from the University of Bristol.*
- *His textbook The Study of Second Language Acquisition was awarded the Duke of Edinburgh Prize for the best book in applied linguistics*
- *Has served as the Director of the Institute of Language Teaching and Learning at the University of Auckland, and has taught in numerous positions in England, Japan, the US, Zambia, and New Zealand*

MESSAGE FROM DAVID NUNAN, PH.D.

PRESIDENT EMERITUS

DESIGNER OF THE MASTER OF ARTS IN TESOL PROGRAM

DIRECTOR OF THE DAVID NUNAN TESOL INSTITUTE

“Welcome to Anaheim University’s Graduate Diploma in TESOL program. Despite the fact that you are studying in very different contexts and situations in many different parts of the world, we aim to give you the same quality of care, concern and support as we would if you were studying in conventional face-to-face mode. I have been involved in directing post-graduate and Certificate programs in applied linguistics and language education in many different parts of the world for over thirty years. However, I have never been involved in better quality programs than these. In addition to their innovative means of delivery, the programs are distinctive in a number of important respects. In the first place, the program offers principled links between theory, research and practice. Procedurally, the material reflects the experiential, task-based philosophy being advocated for the teaching of foreign languages. The medium and the message are therefore in harmony. I look forward to traveling with you on this exciting educational voyage, and trust that you find the programs as rewarding to complete as I found them to create.”

- *Ph.D. in Educational Psycholinguistics from Flinders University & Master of Education (Curriculum Studies) from the University of Exeter*
- *World’s leading author selling over 2,200,000,000 texts*
- *Past President of TESOL (1999-2000), the world’s largest language teaching organization*
- *Named one of the Top 50 Australians in the World & the 7th most influential Australian in Asia*

MESSAGE FROM HAYO REINDERS, PH.D.

CHAIR OF RESEARCH AND TESOL PROFESSOR

“As Chair of Research it is my job to place our students first in everything we do. The Graduate School of Education has one of the best faculty teams in the world and together we aim to set the benchmark for online education. I look forward to sharing my passion for learning and teaching with you.”

- *Ph.D. in Language Education from the University of Auckland*
- *Director of Innovation in Language Learning and Teaching, an educational consultancy*
- *Was Head of Learner Development at Middlesex University in London*
- *Was Director of the English Language Self Assess Centre at the University of Auckland*
- *Has been visiting professor in Japan, Thailand, Mexico, and the Netherlands*
- *Editor of Innovation in Language Learning and Teaching, and Convenor of the AILA Research Network for CALL and the Learner*

MESSAGE FROM DENISE MURRAY, PH.D. TESOL PROFESSOR

“I am excited to be part of the team of faculty teaching this program because I value distance education, having experienced it firsthand myself. I completed much of my B.A. by distance— although in those days it was totally paper-based. I have been involved in English language education around the globe for more than thirty years, having developed an abiding love of language and its study from a very young age. While languages give us the opportunity to interact with people from different cultures, technology amplifies that opportunity.”

- *Ph.D. (Education: Second Language Education)*
- *Past President of TESOL (1996-1997)*
- *Was founding Chair of the Department of Linguistics and Language Development at San José State University and Executive Director of the AMEP Research Centre and of the National Centre for English Language Teaching and Research (NCELTR) at Macquarie University*
- *Her work has been published in 17 books and more than 100 articles in professional journals, as book chapters, or conference proceedings.*

MESSAGE FROM MARYANN CHRISTISON, PH.D. PROFESSOR

“Welcome to Anaheim University. I am so pleased to be a part of the team of TESOL faculty members and so excited to work with you in some of your TESOL classes. Working in an online environment is exciting for me as a teacher because I get to work with you—students and teachers from all over the TESOL world, to learn about the challenges you face in English language teaching, and to work with you in finding solutions. Through this process I advance my own understanding of the world of English language teaching. There is always so much to learn about English language teaching no matter how many years one spends in the classroom. We are involved in a vibrant and expanding profession—expanding in terms of the number of teachers entering the profession and the amount of research about second language acquisition and second language pedagogy that we have available to us. I have been involved in the TESOL profession since 1976 and have worked as a language teacher and a teacher educator in many different contexts. I hope that I can draw on these experiences in my interactions with you to create an online environment that will be not only useful, but also exciting. I want you to feel that you have a community to which you belong. My research interests fall into three general categories—second language teacher development, teacher leadership, and language and the brain”

- *Ph.D. (English/Linguistics) from University of Utah*
- *Past President of TESOL (1997-1998) & Trustee for The International Research Foundation*
- *Teacher Educator for over 20 years working with teachers from over 30 countries*
- *Author of 18 textbooks and 80+ refereed journal articles*
- *Research interests in leadership, second language teacher development, and language and the brain*

MESSAGE FROM ANDY CURTIS, PH.D. PROFESSOR

“At the risk of too many welcomes, I would like to add my own to those of my distinguished colleagues. Although I have more than 20 years of experience in the field of TESOL, I am a new-comer to Anaheim University’s TESOL professorial team, and I am very much looking forward to working with the students, the other professors, and the AU administrative support team, and to teaching and learning online and face-to-face. Having recently completed many years in language program administration, starting in Canada and eventually in China, I have become especially interested in the challenges of leadership and management in language education.”

- *Ph.D. in International Education and MA in Applied Linguistics, the University of York*
- *President of TESOL International (2015-2016)*
- *Former English Language Teaching Director at Chinese University of Hong Kong*
- *Has worked with more than 20,000 ELT professionals in more than 25 countries*
- *Received the TESOL Leadership Mentoring Award from the TESOL Association*

- *Served as an elected member of the TESOL Board of Directors & numerous TESOL Committees and Task Forces*

MESSAGE FROM KEN BEATTY, PH.D. PROFESSOR

“Consider this: a medical doctor from just 100 years ago would be both completely lost and completely useless in a modern operating room. However, a teacher from 1,000 years ago could probably get by in most modern classrooms. Anaheim University is addressing this by offering innovative programs in TESOL that teach in the ways that students will be taught in the future. Anaheim University offers a clever mix of online resources, lectures, and discussions as well as intensive residential sessions, all with the participation of some of the brightest minds in the field. This combination makes for a great learning experience. As Professor David Nunan’s first PhD student in Hong Kong, I have watched from afar as Anaheim University has grown and prospered. My research area of computer-assisted language learning (CALL) helps me understand the programs’ attractions and, after more than a decade of teaching and writing in Asia, Canada, and the Middle East, I’m proud to join Anaheim University’s growing faculty. I particularly look forward to working with students interested in researching and writing their dissertations in CALL.”

- *PhD, Curriculum Studies, Faculty of Education, The University of Hong Kong, Hong Kong*
- *Taught the last 15 years at universities in the UAE, the People’s Republic of China and Hong Kong*
- *Author/co-author of more than 100 textbooks for Pearson, Longman, Oxford University Press, Thomson, Heinle & Heinle and Hong Kong Educational Press*
- *Involved in electronic media and was Academic Advisor to Hong Kong’s Educational Television from 1998 to 2004.*

MESSAGE FROM MARTHA CLARK CUMMINGS, PH.D. PROFESSOR

“Welcome to this online adventure in teaching and learning. I, too, have been involved in English language teaching and teacher training for over 30 years and have been teaching online since 1999. What I have learned is that there is always more to learn and that online classrooms tend to be places where some of the most whole-hearted learning takes place. My research interests include narrative inquiry in Second Language Acquisition, classroom management, and observation. I look forward to our conversations.”

- *Ph.D. from Teachers College Columbia University.*
- *Professor for online MA TESOL course for the New School Online University and The Monterey Institute of International Studies, as well as ESL courses for the University of Aizu in Aizuwakamatsu, Japan*
- *Has trained English language teachers in Cyprus, Thailand, Tunisia, and Turkey as part of the United States Department of State English Language Specialist Program*
- *Served on the Nominating Committee of TESOL and is currently a member of the Standing Committee on Diversity.*

MESSAGE FROM BRIAN TOMLINSON, PH.D. PROFESSOR

“I’m delighted to be joining the team of TESOL faculty members here at Anaheim and to be able to share my experience and enthusiasm as both a TESOL practitioner and an applied linguistics academic. I started my career, believe it or not, as a teacher trainer in Nigeria and only after that became a classroom teacher in Liverpool and then in Zambia. I moved on to being a curriculum developer in Zambia and then became a teacher trainer again. I

continued as a teacher trainer in the UK and then in Vanuatu before becoming Director of Studies at a college in the UK. Since then I've been a university academic in Japan, the UK, Singapore and Oman but I've frequently returned to the language classroom as a teacher (for example as an EAP teacher in Oman). Throughout my career I've been interested in materials development and I've published coursebooks in China, Ethiopia, Japan, Nigeria, Singapore and Zambia. In the last fifteen years though I've specialized in publishing books, chapters and articles on materials development and I've focused on trying to bring researchers and practitioners together to ensure that the materials that teachers use in the classroom are principled and effective. To support this aim I formed the Materials Development Association (MATSDA) in 1993 and as Chair and now President I've been organizing conferences and workshops throughout the world to bring together researchers, writers, teachers and publishers."

- *PhD from the University of Nottingham, MA in TESL from the University of North Wales and PGCE in TESL from the University of London.*
- *Founder and President of MATSDA (the International Materials Development Association).*
- *Visiting Professor at Leeds Metropolitan University. Formerly Visiting Professor at Kobe University, Visiting Fellow and Research Coordinator at the National University of Singapore, Curriculum Expert at Sultan Qaboos University, Oman, MA Director at the University of Luton and EFL Writer in Residence at the University of Essex. Also teacher, teacher trainer, curriculum developer and project leader in Nigeria, Zambia, UK, Vanuatu and Indonesia • Editorial Associate for the Journal of Applied Linguistics and has many years experience in academic and educational editing and publishing*
- *Has published seven books on different aspects of materials development for language teaching as well books on language acquisition, language awareness and language through literature. Has also published numerous coursebooks and over 80 articles and chapters.*

MESSAGE FROM DR. THOM HUDSON PROFESSOR

"Welcome to the Graduate Diploma program at Anaheim University. TESOL is an exciting field, one that is constantly changing in its academic focus. I look forward to working with you in your academic areas of interest, particularly language testing and quantitative research. My research has focused on quantitative approaches to the study of language learning and use. One of my more recent interests has been in the area of standards based assessment and the personal and social consequences the implementation/ imposition of those standards."

- *Doctorate in Applied Linguistics from the University of California at Los Angeles.*
- *Co-editor of the electronic journal Reading in a Foreign Language*
- *Professor of Second Language Studies (SLS) at the University of Hawai'i at Mānoa, and served as Graduate Chair of the Department of Second Language Studies from August 2006 until the end of July 2012*
- *Has taught in Egypt, U.S., and Japan, and directed a reading English for science and technology project for two years in Mexico.*
- *Director of the English Language Institute at the University of Hawai'i for three years*

MESSAGE FROM SANDRA MCKAY, PH.D. PROFESSOR

"I am first and foremost a teacher educator since I strongly believe that excellent teachers can make a tremendous impact on the lives of individuals. I am looking forward to sharing my passion for teacher education with you."

- *Ph.D. in Applied Linguistics from University of Minnesota*
- *Professor Emeritus of English at San Francisco State University & University of Hawaii, Manoa Second Language Studies Affiliate Faculty Member*
- *Extensive work in international teacher education in Chile, Hong Kong, Hungary, Latvia, Morocco, Japan, Singapore, South Africa, South Korea and Thailand.*
- *Second language teacher education, sociolinguistics & research methods expert*

MESSAGE FROM JO MYNARD, ED.D. PROFESSOR

“Hi everyone! I’m really looking forward to meeting you online and engaging in discussions about language teaching and learning!”

- *Doctorate in Education (TEFL) from University of Exeter, UK & M Phil in Applied Linguistics from Trinity College, UK*
- *Director of the Self-Access Learning Centre (SALC) at Kanda University of International Studies in Japan*
- *Editor of SiSAL Journal (Studies in Self-Access Learning) and on editorial board of many international research journals*

MESSAGE FROM DR. JOHN MACALISTER PROFESOR

“Kia ora tatou, and welcome. I’m excited to begin teaching on the TESOL program at Anaheim, and look forward to getting to know you and to learn about the challenges in your part of the world!”

- *Victoria University Head of the School of Linguistics and Applied Language Studies*
- *Former President of the Applied Linguistics Association of New Zealand*
- *Co-authored two Routledge textbooks with Paul Nation on language curriculum design and language teaching methodology*

MESSAGE FROM NATSUKO SHINTANI, PH.D. ASSOCIATE PROFESSOR

“I am excited to be joining the faculty in the School of Education at Anaheim University and teaching on the TESOL programs. I have a background in teaching and researching young learners and hope this will be of interest to some of you. I have taught in Japan, New Zealand and Singapore and so have experience of different teaching contexts which I look forward to sharing with you. I also look forward to helping you develop expertise in quantitative research methods.”

- *Ph.D. in Language Teaching and Learning from University of Auckland*
- *Senior Lecturer at the University of Auckland*
- *Published articles in Applied Linguistics, Language Learning, Studies in Second Language Acquisition, TESOL Quarterly, Language Teaching Research, Journal of Second Language Writing, Computer Assisted Language Learning and System*

MESSAGE FROM JULIE SYKES, PH.D. ASSOCIATE PROFESSOR

“Working with students around language teaching and learning is a true joy. I always learn something new and look forward to my next adventure in the classroom where we all take a learning adventure together. Our online context affords us the opportunity to cross physical boundaries and engage with one another around a variety of interesting topics. I look forward to meeting you soon!”

- *Ph.D with a focus on applied linguistics and second language acquisition from the University of Minnesota.*
- *University of Oregon Scholar-in-Residence*
- *Published articles on CALL-related topics, including synchronous computer-mediated communication and pragmatic development, gaming and CALL, and lexical acquisition in digitally mediated environments*

MESSAGE FROM MASATOSHI SATO, PH.D. ASSOCIATE PROFESSOR

“As a second language researcher, educator, and learner, I am very excited to share my experience and knowledge with you! I hope that we together discover how we can transfer research findings to actual classrooms so that second language research becomes more meaningful and useful for teachers!”

- *Ph.D. in Educational Studies from McGill University*
- *Associate Professor at Universidad Andrés Bello, Chile.*
- *Published articles in International Review of Applied Linguistics, Language Awareness, Language Learning, Language Teaching, The Modern Language Journal, Studies in Second Language Acquisition, and System.*

MESSAGE FROM SCOTT AUBRY, PH.D. ASSISTANT PROFESSOR

“I’m really happy to be part of the Anaheim University community. I hope that my background as a foreign language teacher and researcher in East Asia can provide students with unique insights into the topics we study. I’m very much looking forward to having some thought-provoking interactions with you all.”

- *Ph.D. in Applied Linguistics at University of Auckland*
- *Assistant Professor at The Chinese University of Hong Kong*
- *Published articles in TESOL Quarterly, Language Teaching Research, Modern Language Journal, Language Education in Asia, JALT Journal, English Teaching Journal, Asian Social Science Journal.*

MESSAGE FROM THE PRESIDENT

As President, it is my pleasure to welcome you to the Anaheim University global online learning community.

At Anaheim University, we offer relevant, application-based programs designed to help you, the student, make an immediate difference in your current employment or future career. If you want an affordable, high quality experience in a globally connected setting, and a diverse faculty deeply engaged in their fields and with lifetime connections to invigorate your drive for success, you are at the right place.

With our experienced faculty and staff, interactive learning environment, and the integration of traditional and innovative learning methods, Anaheim University's mission is to provide exceptional learning opportunities to students who wish to benefit from a proven learning process. Upon completion of your academic program, you will join the worldwide Anaheim University Alumni Association with the many benefits it has to offer.

On behalf of the faculty and staff of Anaheim University, I wish you success in your chosen program of study.

Welcome to Anaheim University.

**Andrew Honeycutt, DBA
President**

ANAHEIM UNIVERSITY ADMINISTRATORS AND ADVISORS

ANDREW E. HONEYCUTT, DBA PRESIDENT

Dr. Andrew E. Honeycutt, President of Anaheim University and former Dean of the Anaheim University Akio Morita School of Business, received a Doctor of Business Administration degree in Marketing from Harvard University and a Masters in Business Administration degree in Organizational Behavior from Boston University. Dr. Honeycutt has served as Dean of the College of Business and Technology of Argosy University Atlanta, Vice Chairman of Edgenics, Inc. and Senior Partner of the Center for

Collaborative Learning and Coaching. As a business professor and school of business administrator, he has been instrumental in the development of cooperative relationships with major companies - Colgate Palmolive, Dupont, Gulfstream Corporation, Savannah Foods, Simmons First National Bank, SC Johnson Wax, and others. His much-utilized business expertise is evidenced by his service on business and governmental advisory boards and boards of directors. He has also served on the advisory boards of the Winthrop Rockefeller Foundation (Small Business Strategic Planning), the Ewing Marion Kauffman Foundation (Entrepreneurship Education) and the National Board of Directors of SCORE.

PETER LANGENBURG, J.D.

CHANCELLOR AND GOVERNMENT AFFAIRS LIAISON

Peter Langenberg, J.D. serves as the Chancellor and Government Affairs Liaison for Anaheim University. He graduated from Princeton University summa cum laude with an A.B., and the University of California, Hastings College of Law with a Juris Doctorate. Peter Langenberg lived in Japan for a number of years, speaks Japanese fluently, and is former Chair of the Los Angeles Nagoya Sister City Affiliation. Mr. Langenberg was admitted to the California Bar in 1977 and serves as Hughes, Hubbard & Reed Senior Counsel. His areas of concentration include General Commercial and Business Law; Corporate Law; Intellectual Property (Trademarks, Copyrights, Licensing); and Employment Law.

ROD ELLIS, PH.D.

VICE-PRESIDENT OF ACADEMIC AFFAIRS

DOCTOR OF EDUCATION IN TESOL PROGRAM DESIGNER

SENIOR PROFESSOR, GRADUATE SCHOOL OF EDUCATION

Dr. Rod Ellis is a world-renowned thought leader in the field of Second Language Acquisition. Prof. Ellis received his Doctorate from the University of London and his Master of Education from the University of Bristol. A former professor at Temple University both in Japan and the US, Prof. Ellis has served as the Director of the Institute of Language Teaching and Learning at the University of Auckland and has taught in numerous positions in England, Japan, the US, Zambia and New Zealand. Dr. Ellis, who is known as an expert in Second Language Acquisition, is author of the Oxford University Press Duke of Edinburgh Award-Winning Classic “The Study of Second Language Acquisition”, as well as numerous student and teacher-training textbooks for Prentice Hall and Oxford University Press. Prof. Ellis’s textbooks on Second Language Acquisition and Grammar are core textbooks in TESOL and Linguistics programs around the world.

KATE STRAUSS, MA

VICE PRESIDENT OF ADMINISTRATIVE AFFAIRS

Kate Strauss is the Administrative Director at Anaheim University. Ms. Strauss holds a BA in English from Princeton University, and an MA in English from the University of California, Irvine. Ms. Strauss brings over 10 years of experience in the human relations and marketing fields, and has won numerous civic awards in her role as Marketing Director for One Colorado in Old Pasadena, CA for her innovative contributions to cultural life and leadership. She has also enjoyed success using her communication skills as a teacher and training professional for the Orange County Human Relations Council.

ROBERT ROBERTSON, PH.D.

DEAN OF THE AKIO MORITA SCHOOL OF BUSINESS AND PROFESSOR

Dr. Robert Robertson has more than 15 years of experience in academia as a Vice President of Academic Affairs, Dean of Business and MBA program director. He holds a Ph.D. in Management and Organization (Stirling University, Scotland); Master of Studies in Law (Vermont Law School); Master of Public Administration (Dalhousie University, Canada); a Master of Arts (Eastern Kentucky University) and a Bachelor of Science (East Tennessee State University). Dr. Robertson was selected by the United States Department of State Bureau of Educational and Cultural Affairs to the Fulbright Specialist Program. He has served as the Chief Academic Officer and Research Fellow at the University of Phoenix’s Center for Workforce Diversity, Central Florida campus in Orlando, Florida. He is an invited speaker on international business, strategy, online education and workforce training; and he regularly lectures in China, Taiwan, Vietnam, Kazakhstan, Europe, Brazil and the United States. In the public sector, he has more than 20 years of management experience including serving as the City Manager for the City of Hamilton, Ontario in Canada with more than 8,500 employees and a budget in excess of one billion dollars.

DAVID NUNAN, PH.D.

PRESIDENT EMERITUS

DESIGNER, MA IN TESOL PROGRAM DIRECTOR, DAVID NUNAN TESOL INSTITUTE

David Nunan, President Emeritus, has been with the California-based institution since its founding in 1996, when he played a central part in the development of the University's ground-breaking interactive online learning system. Dr. Nunan is a world-renowned linguist and best-selling author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning. His ELT textbook series "Go For It" is the largest selling textbook series in the world with sales exceeding 2.5 billion. In 2000, David Nunan served as President of TESOL, the world's largest language teaching association. David Nunan has served as Chair and Professor of Applied Linguistics at the University of Hong Kong since 1994 and has been involved in the teaching of graduate programs for such prestigious institutions as Columbia University, the University of Hawaii, Monterey Institute for International Studies, and many more. In 2002 Dr. Nunan received a congressional citation from the United States House of Representatives for his services to English language education through his pioneering work in online education at Anaheim University, and in 2003 he was ranked the 7th most influential Australian in Asia by Business Review Weekly

HAYO REINDERS, PH.D.

GRADUATE SCHOOL OF EDUCATION CHAIR OF RESEARCH

Holding a Ph.D. in Language Teaching and Learning from the University of Auckland, Dr. Hayo Reinders is also Professor of Education and Head of Department at Unitec in Auckland, New Zealand. His previous positions include Head of Learner Development at Middlesex University in London, Director of the English Language Self Access Centre at the University of Auckland in New Zealand and associate professor at RELC in Singapore. He has worked with teachers from a large number of countries worldwide and has been visiting professor in Japan, Thailand, Mexico and the Netherlands. Dr. Reinders edits the journal 'Innovation in Language Learning and Teaching' as well as a book series on 'New Language Learning and Teaching Environments' for Palgrave Macmillan. He is Editor of Innovation in Language Learning and Teaching, and Convenor of the AILA Research Network for CALL and the Learner. Dr. Reinders' interests are in technology in education, learner autonomy, and out-of-class learning, and he is a speaker on these subjects for the Royal Society of New Zealand. His most recent books are on teacher autonomy, teaching methodologies, and second language acquisition.

LUKE PLONSKY, PH.D.

GRADUATE TESOL PROGRAM DIRECTOR

Luke Plonsky (Ph.D., Michigan State University) specializes in three main areas of applied linguistics and TESOL: second language acquisition, language pedagogy, and research methods. Recent and forthcoming work in these and other areas can be found in virtually all major journals in the field including Annual Review of Applied Linguistics, Applied Linguistics, Language Learning, Modern Language Journal, Second Language Research, and Studies in Second Language Acquisition and in book chapters published by Cambridge, De Gruyter, Routledge, and Wiley-Blackwell. Luke has also co-authored or edited four books including the best-selling 4th edition of Second Language Acquisition: An Introductory Course. In addition to an accomplished scholarly record, Luke has taught courses in applied linguistics/TESOL as well as English and Spanish as a second language in Spain, The Netherlands (National Graduate School of Linguistics), Puerto Rico (Caribbean University), and in the US at Michigan State University, Arizona State University, and Northern Arizona University.

DAVID DESSER, PH.D.

DEAN, AKIRA KUROSAWA SCHOOL OF FILM

Dr. David Desser is Dean of the Anaheim University Akira Kurosawa School of Film. He is also Professor Emeritus of Cinema Studies, University of Illinois, where he was Professor of Cinema Studies, Comparative and World Literatures, East Asian Languages and Cultures and Research Professor of Communication. He has taught at the University of Michigan, Kansai University in Japan, Hong Kong Baptist University, the University of Pennsylvania, UCLA, Chapman University and the University of Southern California (USC). He received his Ph.D. from USC in the Cinema program with a minor in Japanese.

YUKUO TAKENAKA, CPA

EXECUTIVE STRATEGY ADVISOR

Yukuo Takenaka is Chairman, CEO and President of the Takenaka Partners Group. Prior to forming The Takenaka Partners Group in 1989, he was a partner and National Director of KPMG Peat Marwick's Japanese practice. He also served as Chairman of Project Japan for the parent company, KPMG. A graduate of the University of Utah, Mr. Takenaka is recognized for his expertise in cross-border M&A and joint venture transactions. On both sides of the Pacific, he serves as senior advisor to companies in a wide range of industries including high technology, electronics, manufacturing, financial services and real estate. He is the author of the Japanese best seller, *Merger and Acquisition Strategy*.

DAVID R. BRACEY

DISTANCE LEARNING / DEVELOPMENT

David Bracey works to develop and promote the University's programs worldwide and to ensure that students of Anaheim University receive quality care and attention. A major in International Communications and Psychology, Mr. Bracey has over 18 years of experience working in Japan.

ELIZABETH MAYS, MM

REGISTRAR

Holding a Master's degree from Azusa Pacific University and a Bachelor's degree from University of Redlands, Elizabeth Mays is the Registrar at Anaheim University. In this role, she oversees Anaheim University's various student services tasks from admissions through graduation. Prior to joining Anaheim University, Ms. Mays held management positions at technology firms and a faculty position at APU, where she founded the Master's of Music Handbell performance program. She has also volunteered for various nonprofit organizations including the Handbell Musicians of America and Habitat for Humanity.

POLICIES AND PROCEDURES

All administrative policies and procedures are contained in the Policies and Procedures Catalog. Click here to download the university's policies and procedures.

<http://www.anaheim.edu/downloadable-documents/AU-policiesandprocedures-1701.pdf>

DISCLOSURES

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

FACILITIES, EQUIPMENT, AND TECHNOLOGICAL REQUIREMENTS

Anaheim University is an online institution, and all instructional equipment and materials must be provided by the student. Equipment includes: access to a computer and internet.

The course management system used by Anaheim University is Moodle. Moodle 3.5 is compatible with any standards-compliant web browser, including Google Chrome, Mozilla Firefox, Safari, Microsoft Edge, and Internet Explorer. Moodle is also available on mobile device browsers through MobileSafari and Google Chrome.

Please note that older "legacy" browsers have compatibility issues with Moodle 3.5. These older browsers include Internet Explorer 10 and below, and Safari 7 and below. For the best experience and optimum security, we recommend that you keep your browser up-to-date. <https://whatbrowser.org>

Graduate level students attend their live classes using the software GotoMeeting. To attend the GotoMeeting live sessions, students will need access to the following:

- Computer or mobile device. GotoMeeting requires the following:
 - 2GB of RAM (minimum), 4GB or more of RAM (recommended) for computers
 - iPad2 or later and iPhone 4s or later for mobile devices
- A webcam (optional). Your computer's built-in camera will work, or you may use an external webcam.
- A microphone or audio input device. Many times, you can use your computer's built-in microphone. A USB headset is recommended
- Headphones or audio output device. Often, your computer's built-in speakers will work just fine. A USB headset is recommended
- Internet access. Ensure you have a stable connection for clear audio and video. Anaheim University recommends access to the following connections:
 - Computer: 1 Mbps or better (broadband recommended)
 - Mobile device & Chromebook: 3G or better (WiFi recommended for VoIP audio)

**** Note:** Most devices have built-in speakers, but you will get better audio quality while connected via VoIP if you use a headset. You can also use your phone to dial in and connect to audio.

GotoMeeting is compatible with the following operating systems:

- Google Chrome v57 or later
- Windows 7 - Windows 10
- Mac OS X 10.9 (Mavericks) - macOS Mojave (10.14)
- Linux/Ubuntu (Web App only)
- Google Chrome OS (Web App only)
- iOS 9 - iOS 12
- Android OS 4.4 (Kit Kat) - Android 9 (Pie)
- Windows Phone 8, Windows 8RT or later

ENGLISH PROFICIENCY REQUIREMENTS

English language services are not provided. Non-native English speakers must demonstrate college-level proficiency in one of the following ways.

- Degree from an accredited institution where English is the primary language of instruction.
- Transcript from an accredited institution indicating completion of at least 30 semester hours of credit where the language of instruction was English (“B” average for Ed.D, Masters, Graduate Programs & Graduate Certificates; “C” average for TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- Transcript from an accredited institution indicating a “B” or higher in an English composition class (Ed.D, Masters, Graduate Programs & Graduate Certificates); “C” or higher for TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad.
- A minimum TOEFL score of 550 PBT / 213 CBT / 80 iBT (Ed.D); 530 PTB / 197 CBT / 71 iBT (Masters, Graduate Programs & Graduate Certificates); 500 PBT / 173 CBT / 61 iBT (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum TOEIC score of 800 (Ed.D, Masters, Graduate Programs & Graduate Certificates); 625 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum IELTS score of 6.5 (Ed.D, Masters, Graduate Programs & Graduate Certificates); 6.0 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum PTE (Pearson Test of English Academic Score Report) of 58 (Ed.D); 50 (Masters, Graduate Programs & Graduate Certificates); 44 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum BULATS Level 3 (60), accepted only for Cultura Inglesia in Brazil.
- A minimum grade of Level 3 on the ACT COMPASS’s English as a Second Language Placement Test.
- A minimum grade of Pre-1 on the Eiken English Proficiency Exam.
- A minimum B1 English proficiency level identified within the Common European Framework of Reference (CEFR) Standards and assessed through various ESOL examinations, including the University of Cambridge.

The language of instruction at Anaheim University is exclusively English.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Anaheim University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the Graduate Diploma in TESOL you earn in the Anaheim University Graduate School of Education is also at the complete discretion of the institution to which you may seek to transfer. If the credits or diploma that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Anaheim University to determine if your credits or diploma will transfer.

ACCEPTANCE OF CREDITS EARNED AT OTHER INSTITUTIONS

Anaheim University will accept up to two (or three, for a DBA) graduate semester classes or the equivalent in units (6 units for an MBA or ME, 8 units for MA TESOL, MFA or Ed.D, 9 units for a DBA) awarded by another institution toward a Masters or Doctoral degree at Anaheim University. The entering student will be required to clearly demonstrate the equivalency of a transfer course through relevant documents (syllabus, catalog, course outline) and justify its acceptance through petition. No course will be considered for transfer with a grade lower than a "B" or its equivalent. Petitions are directed to the specific Dean or Director for the affected program. There is a fee of \$75 per graduate course, and the overall program cost will be adjusted to reflect credit for the approved class(es). All petitions for transfer credit must be submitted as part of the student's initial application to the University. Credits awarded as part of another degree will not be accepted for transfer. Anaheim University has not entered into an articulation or transfer agreement with any other college or university.

EXPERIENTIAL CREDIT

Anaheim University will not extend credit for prior experiential learning to any student.

ATTENDANCE

Anaheim University students participate in a weekly discussion forum in which they must contribute regular substantive posts to the discussion questions. In addition, all degree students must participate in the scheduled Real-Time Online Classes for each course. Business courses include two online classes within the six-week term; students are expected to attend both sessions and must make arrangements with the professor for make-up work if they are unable to attend a session. TESOL and MFA degree courses include eight online classes within the nine-week term; students are expected to attend at least six of the sessions. Students are expected to utilize their webcams during their live classes regularly throughout their program. In addition to providing a more interactive learning environment, use of webcams will also allow Anaheim University to complete student identity verification in line with accreditation requirements. Periodically during the program, Anaheim University will request a student to turn on his/her webcam for this purpose. In addition to the assigned course assessments, students are graded on participation in the discussion forum and online classes. A student is considered to have dropped a course if s/he fails to attend classes for a three-week period or fails to submit three consecutive lessons.

SKIPPED TERMS

Students are expected to enroll in a course every time a course that is needed for their program completion is offered. Skipping a term can delay graduation, as the student must wait for the course to be offered again.

- A student who wishes to skip one term must complete the "Registration for Skipping a Term" form, which can be downloaded from the University website.
- A student who wishes to take two consecutive terms off must complete the "Registration for Skipping a Term" form, and they must also complete a "Dean/ Program Director Skipped Term Petition" and received signed permission from the Dean or Program Director. Two non-consecutive terms off requires only a second "Registration for Skipping a Term" form.
- A request for a third (non-consecutive) skipped term requires the student to complete a third "Registration for Skipping a Term" form; complete a "Dean/ Program Director Skipped Term Petition" and receive signed permission from the Dean or Program Director; and schedule a meeting with the Admissions Director to discuss any issues or areas of concern.
- A request for a fourth skipped term requires the student to receive permission from the Vice President of Academic Affairs.

The above policy does not apply to students who are on active military duty or who are an approved Medical Leave of Absence.

MEDICAL LEAVE OF ABSENCE

Students may also petition for a medical leave of absence during their program, which is handled differently than a voluntary leave of absence. The maximum period for a medical leave of absence is ninety (90) days per leave. Students may apply for a maximum of four (4) leaves of absence for medical reasons throughout their degree program. Each leave of absence must be ninety (90) days or less and requires a separate petition which must be approved by the University's administration. Only students in good academic and financial standing will be considered for approval of medical leave. The [Petition for Special Medical Leave of Absence Form](#) can be downloaded from the University website and requires a doctor's signature.

FINAL GRADES

Final Grades are submitted two weeks after the final day of the course. Students are notified of their final grades by email once the grades have been submitted. Students who have been approved for an extension will be notified of their final grades once all terms of the extension have been met.

VISA STATUS

Anaheim University does not provide visa services but can provide a letter verifying a student's active status upon request.

HOUSING

As Anaheim University programs are conducted online, regardless of where the student resides, the University does not have dormitory facilities under its control and does not provide housing or dormitory facilities.

STATE LICENSURE

The programs at Anaheim University are not designed to lead to positions requiring licensure in this state.

PLACEMENT SERVICES

Anaheim University does not offer placement services.

GRADUATE EMPLOYMENT DATA

Anaheim University Master's-level TESOL graduates self-report that they are employed in the following fields: Principal, Academic Coordinator, English Coordinator, ELT Materials Writer/Editor, Adjunct Professor, ESL Instructor, ELT Teacher, English Instructor, Lecturer, Core Instructor, Oral Communications Instructor. Language Specialist

FINANCIAL AID

Anaheim University does not participate in federal or state financial aid programs.

STUDENT TUITION RECOVERY FUND

It is a state requirement that a student who pays his or her tuition is required to pay a state-imposed assessment for the Student Tuition Recovery Fund (STRF).

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589. To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.

3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans. To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF. A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.

STUDENT CANCELLATION, WITHDRAWAL, AND REFUND RIGHTS

The student has the right to cancel an enrollment agreement in any manner through the first day of the course, or the seventh day after signing

the enrollment agreement, whichever is later (the "Cancellation Period"), and obtain a full refund of all monies paid. Students canceling after the seven-day Cancellation Period will receive a refund of all amounts paid, less the non-refundable registration fee of \$100 and the non-refundable application fee of \$75 (for graduate programs) or \$50 (for undergraduate programs).

The written notice of cancellation may be given by e-mail, fax, or postal service (in which case, the effective date begins when the letter is deposited in the mail properly addressed with postage prepaid). The "Official Notice of Withdrawal" form can be downloaded from the University website.

For the purposes of determining the student's obligation for the time attended, the student will be considered to have withdrawn from the program when any of the following occurs, unless the Dean or Program Director determines a different course of action:

- The student notifies the school of the withdrawal.
- The school terminates the student's enrollment.
- The student fails to attend classes for a three-week period. In this case, the date of withdrawal will be the last date of attendance.
- The student fails to submit three consecutive lessons or fails to submit a completed lesson required for home study or correspondence within 60 days of its due date.
- The student has not responded to communication in any form from the University for four months.

- Students who have been withdrawn from their program for any of the above reasons may be required to submit a new application (and all applicable fees) if they wish to continue. Tuition for all courses is refunded based on the number of weeks completed.

For Courses Lasting from 7 – 10 Weeks	Percentage of Refundable Tuition	Sample Calculation Based on \$2,200 tuition for a 7 – 10 Week course
Week 1 (days 0 -7)	100% of tuition refunded	Refund: \$2,200 (100% of \$2,200)
Week 2 (days 8 – 14)	85% of tuition refunded	Refund: \$1,870 (85% of \$2,200)
Week 3 (days 15 – 21)	70% of tuition refunded	Refund: \$1,540 (70% of \$2,200)
Week 4 (days 22 – 28)	55% of tuition refunded	Refund: \$1,210 (55% of \$2,200)
Week 5 (days 29 – 35)	40% of tuition refunded	Refund: \$880 (40% of \$2,200)
Week 6 (days 36 – 42)	20% of tuition refunded	Refund: \$440 (20% of \$2,200)
Weeks 7 - 10	0% of tuition refunded	Refund: \$0

If a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund, and if the student receives federal student financial aid funds, the student is entitled to a refund of the moneys not paid from the federal financial aid funds. If the student paid for his/her entire program at the time of enrollment and received the 10% tuition discount for payment in full, the regular course tuition will be used in the calculation of the refund since the discount will no longer apply. All monies due the student will be refunded within 30 days of the notice of cancellation.

If the student has been approved for a monthly payment plan, Anaheim University will calculate the total amount of tuition and fees owed to the University based on the number of courses taken, and compare this amount with the total amount the student has paid up to the date of their withdrawal. Any amount paid over the total amount of tuition and fees will be refunded to the student. If there is a balance due, the student will be responsible for the remaining amount.

STUDENT PRIVACY

Anaheim University makes every effort to protect student privacy. Student records are stored in secure, locked, fire-proof facilities which have restricted access and a motion sensor alarm security system. The university's online course management system maintains strict data security protection in addition to user authentication and virus scanning. Cloud storage of back-up records is protected by a two-step verification process in addition to the highest standards in SSL browser encryption.

All transcripts are issued in compliance with the Family, Educational Rights and Privacy Act of 1974 (section 438 of Public Law 93-380), and information contained in the transcript is not released to a third party without the written consent of the student. If a student requests the release of any information from his/her file, the student must submit the request in writing to the Registrar.

RETENTION OF STUDENT RECORDS

Student records are stored in secure, locked, fire-proof facilities which have restricted access and a motion sensor alarm security system. The university's online course management system maintains strict data security protection in addition to user authentication and virus scanning.

Cloud storage of back-up records is protected by a two-step verification process in addition to the highest standards in SSL browser encryption. Anaheim University retains all student records and transcripts indefinitely. A student or graduate can request information by contacting the University at its offices.

STUDENT GRIEVANCE PROCEDURES

Anaheim University places great emphasis on putting the educational experience of its student body as the first priority of its administration, faculty, and staff. In line with this "Students First, Always" policy, the University seeks to continuously improve the educational experience of its students, including the quality of academics, learning resources, online learning system, and Student Services. Students may always provide feedback, seek assistance, and express grievances in person, in writing, by phone, by email, or by live chat/Skype sessions. Formal grievances/complaints must be submitted in writing, either by mail or email, to Student Services. Written complaints may be sent by email to support@anaheim.edu or mailed to Anaheim University Admissions Office, 1240 S. State College Blvd Rm 110, Anaheim, CA 92806, USA.

Anaheim University defines a complaint as a formal statement made in writing that outlines a specific grievance which is interfering with the student's perceived ability to succeed in their chosen program of study. Once a complaint is received, it will be directed to the appropriate department and the individual responsible for overseeing that department. Grievances that cannot be resolved by the department will be referred to the Vice President of Administrative Affairs or the Office of the President. All formal grievances/complaints will receive a response within 10 days of the University receiving the complaint.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888-370-7589, or by completing a complaint form, which can be obtained on the Bureau's internet Web site: www.bppe.ca.gov.

Any questions or problems concerning this school which have not been satisfactorily answered or resolved by the school should be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA 95798-0818. Phone: (916) 431-6959. Fax: (916) 263-1897, or the Distance Education Accrediting Commission (DEAC) at <https://www.deac.org/Student-Center/Complaint-Process.aspx>

BANKRUPTCY CODE DISCLOSURE

Anaheim University does not have a pending petition in bankruptcy, nor has it filed a petition within the preceding five years. Anaheim University is also not operating as a debtor in possession, and it has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code

TO CONTACT ANAHEIM UNIVERSITY

President	president@anaheim.edu
Dr. Andrew Honeycutt	
Managing Director of Development	online@anaheim.edu
Vice President of Administrative Affairs	vpadmin@anaheim.edu
Director of Student Services	studios@anaheim.edu
Student Services	support@anaheim.edu
Registrar	registrar@anaheim.edu
Technical Support	techsupport@anaheim.edu

ANAHEIM UNIVERSITY OFFICE OF ADMISSIONS

Hours of operation: Monday - Friday 9 a.m. to 6 p.m. (Closed major U.S. holidays)

1240 S. State College Blvd., Room 110 Anaheim, CA 92806-5150 USA

Toll-Free: 1-800-955-6040

Tel: 714-772-3330

Fax: 714-772-3331

Email: admissions@anaheim.edu

OFFICERS: ANAHEIM UNIVERSITY, INC.

Andrew E. Honeycutt, DBA	CEO, Director
Elaine Parker-Gills, Ed.D.	Secretary, Director
David Bracey	CFO, Director

TESOL ADVISORY COUNCIL

Dr. Masahiko Abe	University of Tokyo Professor of English
Dr. Charles Browne	Meiji Gakuin University Professor of Applied Linguistics and TESOL, Head, EFL Teacher Training Program
Richard Hawking	Technological and Instructional Design Specialist & J.F. Oberlin University English Language Program Assistant Professor
Dr. Tadayoshi Kaya	Gakushuin Women's College Professor
Dr. Yuji Nakamura	Keio University Professor of English, Past President of the Japan Language Testing Association (JLTA), former Chair of the Testing SIG of the Japan Association of College English Teachers (JACET)
David Bracey	Anaheim University Managing Director of Development / Chief Communications Officer

BOARD OF TRUSTEES

Elaine Parker-Gills, Ed.D.	Chair/Voting Member
Andrew E. Honeycutt, DBA	Voting Member
Robert E. Garrity, M.S.	Voting Member

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA 95798-0818. Phone: (916) 431-6959. Fax: (916) 263-1897, Website: www.bppe.ca.gov. Questions may also be directed to the Distance Education Accrediting Commission (DEAC) at www.deac.org.

Anaheim University Office of Admissions

1240 South State College Blvd. Room 110 Anaheim, CA 92806 USA

Tel: 714-772-3330

Fax: 714-772-3331

E-mail: admissions@anaheim.edu

www.anaheim.edu

Anaheim University is accredited by the Distance Education Accrediting Commission (DEAC)

1601 18th St. NW, Suite 2, Washington D.C. 20009 USA (202) 234-5100 <http://www.deac.org>

GRADDIPLOMATESOL 5/21

Undergraduate Diploma in TESOL

January 1 – December 31, 2021



Dr. David Nunan

Director, David Nunan TESOL Institute

ANAHEIM UNIVERSITY MISSION

Anaheim University was established as a unique, innovative and sustainable institution of higher learning to meet the educational needs of a diverse and global student body through academic programs of the highest quality. Dedicated to a student-centered philosophy, Anaheim University makes higher education accessible to qualified students worldwide through both online and on-campus study.

ANAHEIM UNIVERSITY OBJECTIVES

Taking advantage of the newest technological innovations, Anaheim University is designed to be a sustainable global institution with a multicultural perspective, with programs designed to meet the needs of its diverse student population. To accomplish this, Anaheim University has the following objectives:

- Meeting the educational needs of our students by offering instructional programs otherwise unavailable because of access, cost, or work schedule
- Excellence of academic instruction through the guidance and expertise of dedicated faculty
- Provision of an instructional environment where students can take an active role in their own learning
- Utilization of the newest technologies
- Deployment of technology-based learning resources
- Development of interactive learning environments in both synchronous and asynchronous settings
- Support of an academic environment where professors are able to deliver the highest quality educational programs and take advantage of the University's learning resources
- Regular course and program assessments and evaluation to improve our offerings
- Development and maintenance of a University alumni support system to advance alumni professional skills, knowledge, and expertise and help them realize their lifelong educational goals
- Development of University culture and programs promoting sustainability

ABOUT US

Anaheim University is a private institution that was founded in Orange County, California in 1996. The University is accredited by the Distance Education Accrediting Commission (DEAC). The DEAC is listed by the U.S. Department of Education as a recognized accrediting agency and recognized by the Council for Higher Education Accreditation (CHEA). Anaheim University is also approved to operate by the California Bureau for Private Post-Secondary Education. "Approval to operate" means that Anaheim University operates in compliance with state standards as set forth in the California Education Code and the California Code of Regulations.

MISSION STATEMENT OF THE ANAHEIM UNIVERSITY DAVID NUNAN TESOL INSTITUTE

The mission of the David Nunan TESOL Institute is to foster international language and communication skills within an increasingly globalized world and within the context of linguistic and cultural diversity. It seeks to achieve this through teacher education and training programs, applied research and publication.

UNDERGRADUATE DIPLOMA IN TESOL

WORK FULL TIME & STUDY ONLINE

The AU Diploma in TESOL degree program allows you to study online while working full time and fulfilling your personal responsibilities. All four courses in the program are taught 100% online.

WHO IS THE UNDERGRADUATE DIPLOMA IN TESOL PROGRAM FOR?

Whether pursuing a career in English language teaching to children or adults, the online Undergraduate Diploma in TESOL degree program is designed to prepare students with the global language teaching skills to be successful in a position teaching English to non-native English speakers. Although the AU Undergraduate Diploma in TESOL program does not lead to a specific job position, careers that AU TESOL graduates have pursued include teaching privately, teaching in educational institutions ranging from private language schools to universities, and operating their own private language schools.

EDUCATIONAL OBJECTIVES

The Undergraduate Diploma in Teaching English to Speakers of Other Languages has two main aims: (i) to explore the structure, grammar and phonology of the English language and (ii) to help prospective teachers increase their knowledge and understanding of teaching techniques and methodologies and develop their teaching skills.

This non-credit program examines English language teaching in relation to methods, assessment and evaluation, and materials development by:

- developing knowledge of the structure and grammar of English for use in the language teaching setting
- increasing understanding of effective English language teaching methodologies
- examining principles, issues and trends in English language learning and teaching in a range of learning contexts.

PROGRAM OUTLINE

- Introduction to TESOL
- English Language Teaching Methodology
- English Language Teaching Assessment
- Material Development in English Language Teaching

METHOD OF INSTRUCTION:

Online learning: Reading of textbooks; video lectures, quizzes & exam, and discussion forums with instructor & students.

COURSE DURATION: Each course is 15 weeks long. New courses begin on the first Monday of each month.

PROGRAM DURATION: The Undergraduate Diploma in TESOL program will take about 60 weeks to complete. Students will be graded on a pass/fail basis in each course, and, upon successful completion of the four courses and submission of an end-of-program survey, will be awarded an Undergraduate Diploma in TESOL.

COURSE DESCRIPTIONS AND STUDY SUGGESTIONS

INTRODUCTION TO TESOL

This program is designed for language teachers, teachers in preparation or intending teachers. It offers a practical introduction to language teaching and links practice to theory and research. The program offers students the opportunity of developing a solid pedagogical foundation through instruction in the following areas: language teaching methodology, listening, speaking, reading, writing, pronunciation, vocabulary, grammar, discourse, content-based instruction, using coursebooks, computer assisted language learning, learning styles and strategies, learner autonomy in the classroom, classroom-based assessment, and cross-cultural communication.

ENGLISH LANGUAGE TEACHING METHODOLOGY

When someone teaches, they usually employ a range of activities in certain conditions that form an approach. When an approach has a theoretical background to it, it is a methodology. In this course, we look at different methodologies for TESOL, with an emphasis on the theory, principles, and procedures of the Communicative Method. However, in practice, most teachers employ a range of methodologies.

ENGLISH LANGUAGE TEACHING ASSESSMENT

Assessment is an essential part of the teaching and learning process. Assessment not only identifies learners' strengths and weaknesses, it also identifies strengths and weaknesses in teaching and learning materials. In this course, we explore how assessment can be used in a formative sense, to help evaluate learners' performance, as well as in the summative sense, where assessments are used to determine the effectiveness of teaching and learning. In this course, we review the role of assessment and examine ways to ensure that assessment is fair and effectively and efficiently reflects both teaching and learning.

MATERIAL DEVELOPMENT IN ENGLISH LANGUAGE TEACHING

Materials development is concerned with all the resources available for helping the teaching and learning process. These resources include professionally printed products such as textbooks, activity books & teacher guides as well as CD-ROM, DVD, and online computer resources. Resources also include those materials created by teachers & students. In this course, we review various resource options, discuss their advantages & disadvantages, and outline ways in which teachers can both use and create effective and efficient materials to help in the teaching and learning process.

STUDY SUGGESTIONS

Students are responsible for being knowledgeable of the course syllabus and course grading. Also, in order to assist you allocate your time, the course guide contains a weekly breakdown. It is a suggestion only, but one that students are advised to adhere to as closely as possible to keep up with the demanding schedule of the course. Below is an example:

WEEKLY STUDY FORMAT

150 minutes	video lecture & Powerpoint presentation (view video, review Powerpoint, take notes)
150 minutes	background reading
120 minutes	preparation of responses to discussion questions and tasks
90 minutes	discussion forum
30 minutes	online quiz
9 hours	<i>per week total</i>

Duration: 15 weeks x 9 hours per week = 135 hours per course.

ONLINE LEARNING RESOURCES

AU ONLINE DISCUSSION FORUM

The Online Discussion Forum is an electronic bulletin board and e-mail list facilitating lively communication and interaction among students and their professor. When a student posts a message to the Forum, the message is automatically redistributed to the instructor and all other students in the course, allowing students to discuss the week's readings in their free time. The Online Discussion Forum plays an integral part in AU's online programs by facilitating the interaction between students necessary for an effective exchange of ideas.

ONLINE BOOKSTORE

The Online Bookstore is the one-stop source for textbook and course material needs. Designed for students to buy textbooks based on their course schedule, track their textbook orders, and sell their textbooks back from a previous semester, the Online Bookstore offers money-saving used books, multiple shipping options, and access to hundreds of academic items related to your studies. In an effort to provide additional savings, textbooks or course materials may be available for purchase in an electronic format. Purchases will be subject to the refund policy of the bookstore.

GRADUATION STORE

Alumni of Anaheim University have the opportunity to show Anaheim pride by ordering Anaheim University graduation rings and diploma frames online.

LIBRARY

Anaheim University requires all of its students to make extensive use of library facilities and resources in the course of their program. The University's online resources provide a major boost in assisting and supporting a

student's academic work. The login ID and password provided by the University to the student upon enrollment will provide the student access to the online resources.

AU ALUMNI ASSOCIATION

Upon completion of their chosen programs of study, AU graduates have the privilege of becoming part of the university's Alumni Association. The AU Alumni Association is a highly regarded online network established to ensure that an AU graduate's learning never ends. The Alumni Association is an excellent way to network with other professionals in your field and keep abreast of recent developments. Members have access to the most recent updates regarding the latest news from the field, important events, suggested readings, cutting edge information and professional career opportunities.

STUDENT SERVICES AND TECHSUPPORT

The policy of Anaheim University is "Students First, Always" and Anaheim University's Student Services staff is committed to providing students with the administrative services they need for course registration, textbook ordering, graduation, etc. Technical issues are addressed by the TechSupport Division of the University.

Undergraduate Diploma in TESOL Fees		US Military: Anaheim University’s programs are approved for VA benefits. Pay-As-You-Learn System: Pay for only one course at a time, or receive a 10% discount on tuition by paying 100% of your program fees at the time you enroll. Students may make payment by check, credit card (Visa, MasterCard, American Express or Discover), money order or bank transfer. Please see refund policy at back of catalog. \$50 in textbook purchases. A textbook list may be found in the online resources of the student website. **Assumes completion in 4 terms.
Application Fee (Non-Refundable after 7 days)	\$ 50	
Registration Fee (Non-Refundable after 7 days)	\$ 100	
Records Fee	\$ 200	
STRF Fee* (Non-Refundable, CA Residents Only)	\$ 1.50	
Per Course Fees		* The Student Tuition Recovery Fund (STRF) is administered by the California BPPE and applies only to California residents. The STRF fee is currently fifty cents (\$.50) per one thousand dollars (\$1,000) of institutional charges. 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.
Tuition Fee	\$ 750/course taken	
Per Course Fee Total:	\$ 750	
Diploma	No cost	
Replacement Diploma	\$ 100 (optional)	
Replacement Cover	\$ 50 (optional)	
Course Completion Letter	\$ 35 (optional)	
Program Total:	\$ 3,350**	

DAVID NUNAN TESOL INSTITUTE FACULTY

MESSAGE FROM DR. DAVID NUNAN, PH.D.

DIRECTOR, DAVID NUNAN TESOL INSTITUTE PRESIDENT EMERITUS

“Welcome to Anaheim University’s Online Undergraduate Diploma in TESOL Program. Despite the fact that you are studying in very different contexts and situations in many different parts of the world, we aim to give you the same quality of care, concern and support as we would if you were studying in conventional face-to-face mode. I have been involved in directing post-graduate and certificate programs in applied linguistics and language education in many different parts of the world for over three decades. However, I have never been involved in better quality programs than these.

The aim of the Undergraduate Diploma in TESOL program is to provide you with knowledge and skills for teaching English as a second or foreign language. To accomplish this, you will study four key areas of TESOL: Introduction to TESOL, English Language Teaching Methodology, English Language Teaching Assessment, and Material Development in English Language Teaching. Each week of your course, you are provided a statement of specific learning outcomes, references and further reading. Through the online discussion forum, you will carry out daily interactive discussions with your instructor and fellow students around the world, focusing on a key aspect of English language teaching.

I trust that you find the program as rewarding to complete as I found it to create.”

- World’s leading author selling over 2.5 billion textbooks
- Past President of TESOL (1999-2000), the world’s largest language teaching organization
- Named one of the Top 50 Australians in the World & the 7th most influential Australian in Asia
- Ph.D. in Educational Psycholinguistics from Flinders University & Master of Education (Curriculum Studies) from the University of Exeter

Dr. Nunan is a world-renowned linguist and acclaimed author of texts for both teachers and students of the English language. He is a former President of TESOL, the world’s largest language teaching organization. Dr. Nunan is the world’s leading textbook author with textbook sales exceeding 2,500,000,000. He has authored textbooks for many of the world’s leading publishers including Oxford University Press, Cambridge University Press, Thomson Publishing, Heinle & Heinle, and Cengage Learning. He has been involved in the teaching of graduate programs for such prestigious institutions as Columbia University, the University of Hawaii, Monterey Institute for International Studies and the University of Hong Kong.

COURSE INSTRUCTOR MARIE WEBB, PH.D.

Marie Webb holds a Ph.D. in English Composition and Applied Linguistics through Indiana University of Pennsylvania, as well as Master of Education in TESOL, Literacy and Culture from the University of San Diego. She has been teaching since 2010 in a wide range of settings including California community colleges and universities, and has international teaching experience in Seoul, South Korea, Tokyo, Japan, and Macau, China. In addition to her ESL teaching, Marie has also taught Master’s level coursework at the University of San Diego’s Master of Education in TESOL program. Marie is interested in researching and learning more about writing teacher identity in the Composition and TESOL fields.

MESSAGE FROM THE PRESIDENT

AS PRESIDENT, IT IS MY PLEASURE TO WELCOME YOU TO THE ANAHEIM UNIVERSITY GLOBAL ONLINE LEARNING COMMUNITY.

At Anaheim University, we offer relevant, application-based programs designed to help you, the student, make an immediate difference in your current employment or future career. If you want an affordable, high quality experience in a globally connected setting, and a diverse faculty deeply engaged in their fields and with lifetime connections to invigorate your drive for success, you are at the right place. With our experienced faculty and staff, interactive learning environment, and the integration of traditional and innovative learning methods, Anaheim University's mission is to provide exceptional learning opportunities to students who wish to benefit from a proven learning process. Upon completion of your academic program, you will join the worldwide Anaheim University Alumni Association with the many benefits it has to offer.

On behalf of the faculty and staff of Anaheim University, I wish you success in your chosen program of study. Welcome to Anaheim University.

**Andrew Honeycutt, DBA
President**

ANAHEIM UNIVERSITY ADMINISTRATORS AND ADVISORS

ANDREW E. HONEYCUTT, DBA PRESIDENT

Dr. Andrew E. Honeycutt, President of Anaheim University and former Dean of the Anaheim University Akio Morita School of Business, received a Doctor of Business Administration degree in Marketing from Harvard University and a Masters in Business Administration degree in Organizational Behavior from Boston University. Dr. Honeycutt has served as Dean of the College of Business and Technology of Argosy University Atlanta, Vice Chairman of Edgenics, Inc. and Senior Partner of the Center for Collaborative Learning and Coaching. As a business professor and school of business administrator, he has been instrumental in the development of cooperative relationships with major companies - Colgate Palmolive, Dupont, Gulfstream Corporation, Savannah Foods, Simmons First National Bank, SC Johnson Wax, and others. His much-utilized business expertise is evidenced by his service on business and governmental advisory boards and boards of directors. He has also served on the advisory boards of the Winthrop Rockefeller Foundation (Small Business Strategic Planning), the Ewing Marion Kauffman Foundation (Entrepreneurship Education) and the National Board of Directors of SCORE.

PETER LANGENBURG, J.D.

CHANCELLOR AND GOVERNMENT AFFAIRS LIAISON

Peter Langenberg, J.D. serves as the Chancellor and Government Affairs Liaison for Anaheim University. He graduated from Princeton University summa cum laude with an A.B., and the University of California, Hastings College of Law with a Juris Doctorate. Peter Langenberg lived in Japan for a number of years, speaks Japanese fluently, and is former Chair of the Los Angeles Nagoya Sister City Affiliation. Mr. Langenberg was admitted to the California Bar in 1977 and serves as Hughes, Hubbard & Reed Senior Counsel. His areas of concentration include General Commercial and Business Law; Corporate Law; Intellectual Property (Trademarks, Copyrights, Licensing); and Employment Law.

ROD ELLIS, PH.D.

VICE-PRESIDENT OF ACADEMIC AFFAIRS

DOCTOR OF EDUCATION IN TESOL PROGRAM DESIGNER

SENIOR PROFESSOR, GRADUATE SCHOOL OF EDUCATION

Dr. Rod Ellis is a world-renowned thought leader in the field of Second Language Acquisition. Prof. Ellis received his Doctorate from the University of London and his Master of Education from the University of Bristol. A former professor at Temple University both in Japan and the US, Prof. Ellis has served as the Director of the Institute of Language Teaching and Learning at the University of Auckland and has taught in numerous positions in England, Japan, the US, Zambia and New Zealand. Dr. Ellis, who is known as an expert in Second Language Acquisition, is author of the Oxford University Press Duke of Edinburgh Award-Winning Classic “The Study of Second Language Acquisition”, as well as numerous student and teacher-training textbooks for Prentice Hall and Oxford University Press. Prof. Ellis’s textbooks on Second Language Acquisition and Grammar are core textbooks in TESOL and Linguistics programs around the world.

KATE STRAUSS, MA

VICE PRESIDENT OF ADMINISTRATIVE AFFAIRS

Kate Strauss is the Administrative Director at Anaheim University. Ms. Strauss holds a BA in English from Princeton University, and an MA in English from the University of California, Irvine. Ms. Strauss brings over 10 years of experience in the human relations and marketing fields, and has won numerous civic awards in her role as Marketing Director for One Colorado in Old Pasadena, CA for her innovative contributions to cultural life and leadership. She has also enjoyed success using her communication skills as a teacher and training professional for the Orange County Human Relations Council.

ROBERT ROBERTSON, PH.D.

DEAN OF THE AKIO MORITA SCHOOL OF BUSINESS AND PROFESSOR

Dr. Robert Robertson has more than 15 years of experience in academia as a Vice President of Academic Affairs, Dean of Business and MBA program director. He holds a Ph.D. in Management and Organization (Stirling University, Scotland); Master of Studies in Law (Vermont Law School); Master of Public Administration (Dalhousie University, Canada); a Master of Arts (Eastern Kentucky University) and a Bachelor of Science (East Tennessee State University). Dr. Robertson was selected by the United States Department of State Bureau of Educational and Cultural Affairs to the Fulbright Specialist Program. He has served as the Chief Academic Officer and Research Fellow at the University of Phoenix’s Center for Workforce Diversity, Central Florida campus in Orlando, Florida. He is an invited speaker on international business, strategy, online education and workforce training; and he regularly lectures in China, Taiwan, Vietnam, Kazakhstan, Europe, Brazil and the United States. In the public sector, he has more than 20 years of management experience including serving as the City Manager for the City of Hamilton, Ontario in Canada with more than 8,500 employees and a budget in excess of one billion dollars.

DAVID NUNAN, PH.D.

PRESIDENT EMERITUS

DESIGNER, MA IN TESOL PROGRAM DIRECTOR, DAVID NUNAN TESOL INSTITUTE

David Nunan, President Emeritus, has been with the California-based institution since its founding in 1996, when he played a central part in the development of the University's ground-breaking interactive online learning system. Dr. Nunan is a world-renowned linguist and best-selling author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning. His ELT textbook series "Go For It" is the largest selling textbook series in the world with sales exceeding 2.5 billion. In 2000, David Nunan served as President of TESOL, the world's largest language teaching association. David Nunan has served as Chair and Professor of Applied Linguistics at the University of Hong Kong since 1994 and has been involved in the teaching of graduate programs for such prestigious institutions as Columbia University, the University of Hawaii, Monterey Institute for International Studies, and many more. In 2002 Dr. Nunan received a congressional citation from the United States House of Representatives for his services to English language education through his pioneering work in online education at Anaheim University, and in 2003 he was ranked the 7th most influential Australian in Asia by Business Review Weekly

HAYO REINDERS, PH.D.

GRADUATE SCHOOL OF EDUCATION CHAIR OF RESEARCH

Holding a Ph.D. in Language Teaching and Learning from the University of Auckland, Dr. Hayo Reinders is also Professor of Education and Head of Department at Unitec in Auckland, New Zealand. His previous positions include Head of Learner Development at Middlesex University in London, Director of the English Language Self Access Centre at the University of Auckland in New Zealand and associate professor at RELC in Singapore. He has worked with teachers from a large number of countries worldwide and has been visiting professor in Japan, Thailand, Mexico and the Netherlands. Dr. Reinders edits the journal 'Innovation in Language Learning and Teaching' as well as a book series on 'New Language Learning and Teaching Environments' for Palgrave Macmillan. He is Editor of Innovation in Language Learning and Teaching, and Convenor of the AILA Research Network for CALL and the Learner. Dr. Reinders' interests are in technology in education, learner autonomy, and out-of-class learning, and he is a speaker on these subjects for the Royal Society of New Zealand. His most recent books are on teacher autonomy, teaching methodologies, and second language acquisition.

LUKE PLONSKY, PH.D.

GRADUATE TESOL PROGRAM DIRECTOR

Luke Plonsky (Ph.D., Michigan State University) specializes in three main areas of applied linguistics and TESOL: second language acquisition, language pedagogy, and research methods. Recent and forthcoming work in these and other areas can be found in virtually all major journals in the field including Annual Review of Applied Linguistics, Applied Linguistics, Language Learning, Modern Language Journal, Second Language Research, and Studies in Second Language Acquisition and in book chapters published by Cambridge, De Gruyter, Routledge, and Wiley-Blackwell. Luke has also co-authored or edited four books including the best-selling 4th edition of Second Language Acquisition: An Introductory Course. In addition to an accomplished scholarly record, Luke has taught courses in applied linguistics/TESOL as well as English and Spanish as a second language in Spain, The Netherlands (National Graduate School of Linguistics), Puerto Rico (Caribbean University), and in the US at Michigan State University, Arizona State University, and Northern Arizona University.

DAVID DESSER, PH.D.

DEAN, AKIRA KUROSAWA SCHOOL OF FILM

Dr. David Desser is Dean of the Anaheim University Akira Kurosawa School of Film. He is also Professor Emeritus of Cinema Studies, University of Illinois, where he was Professor of Cinema Studies, Comparative and World Literatures, East Asian Languages and Cultures and Research Professor of Communication. He has taught at the University of Michigan, Kansai University in Japan, Hong Kong Baptist University, the University of Pennsylvania, UCLA, Chapman University and the University of Southern California (USC). He received his Ph.D. from USC in the Cinema program with a minor in Japanese.

YUKUO TAKENAKA, CPA

EXECUTIVE STRATEGY ADVISOR

Yukuo Takenaka is Chairman, CEO and President of the Takenaka Partners Group. Prior to forming The Takenaka Partners Group in 1989, he was a partner and National Director of KPMG Peat Marwick's Japanese practice. He also served as Chairman of Project Japan for the parent company, KPMG. A graduate of the University of Utah, Mr. Takenaka is recognized for his expertise in cross-border M&A and joint venture transactions. On both sides of the Pacific, he serves as senior advisor to companies in a wide range of industries including high technology, electronics, manufacturing, financial services and real estate. He is the author of the Japanese best seller, *Merger and Acquisition Strategy*.

DAVID R. BRACEY

DISTANCE LEARNING / DEVELOPMENT

David Bracey works to develop and promote the University's programs worldwide and to ensure that students of Anaheim University receive quality care and attention. A major in International Communications and Psychology, Mr. Bracey has over 18 years of experience working in Japan.

ELIZABETH MAYS, MM

REGISTRAR

Holding a Master's degree from Azusa Pacific University and a Bachelor's degree from University of Redlands, Elizabeth Mays is the Registrar at Anaheim University. In this role, she oversees Anaheim University's various student services tasks from admissions through graduation. Prior to joining Anaheim University, Ms. Mays held management positions at technology firms and a faculty position at APU, where she founded the Master's of Music Handbell performance program. She has also volunteered for various nonprofit organizations including the Handbell Musicians of America and Habitat for Humanity.

POLICIES AND PROCEDURES

All administrative policies and procedures are contained in the Policies and Procedures Catalog. Click here to download the university's policies and procedures. <http://www.anaheim.edu/downloadable-documents/AU-policiesandprocedures-1701.pdf>

DISCLOSURES

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

FACILITIES, EQUIPMENT, AND TECHNOLOGICAL REQUIREMENTS

Anaheim University is an online institution, and all instructional equipment and materials must be provided by the student. Equipment includes: access to a computer and internet.

The course management system used by Anaheim University is Moodle. Moodle 3.5 is compatible with any standards-compliant web browser, including Google Chrome, Mozilla Firefox, Safari, Microsoft Edge, and Internet Explorer. Moodle is also available on mobile device browsers through MobileSafari and Google Chrome.

Please note that older "legacy" browsers have compatibility issues with Moodle 3.5. These older browsers include Internet Explorer 10 and below, and Safari 7 and below. For the best experience and optimum security, we recommend that you keep your browser up-to-date. <https://whatbrowser.org>

Graduate level students attend their live classes using the software GotoMeeting. To attend the GotoMeeting live sessions, students will need access to the following:

- Computer or mobile device. GotoMeeting requires the following:
 - 2GB of RAM (minimum), 4GB or more of RAM (recommended) for computers
 - iPad2 or later and iPhone 4s or later for mobile devices
- A webcam (optional). Your computer's built-in camera will work, or you may use an external webcam.
- A microphone or audio input device. Many times, you can use your computer's built-in microphone. A USB headset is recommended
- Headphones or audio output device. Often, your computer's built-in speakers will work just fine. A USB headset is recommended
- Internet access. Ensure you have a stable connection for clear audio and video. Anaheim University recommends access to the following connections:
 - Computer: 1 Mbps or better (broadband recommended)
 - Mobile device & Chromebook: 3G or better (WiFi recommended for VoIP audio)

**** Note:** Most devices have built-in speakers, but you will get better audio quality while connected via VoIP if you use a headset. You can also use your phone to dial in and connect to audio.

GotoMeeting is compatible with the following operating systems:

- Google Chrome v57 or later
- Windows 7 - Windows 10
- Mac OS X 10.9 (Mavericks) - macOS Mojave (10.14)

- Linux/Ubuntu (Web App only)
- Google Chrome OS (Web App only)
- iOS 9 - iOS 12
- Android OS 4.4 (Kit Kat) - Android 9 (Pie)
- Windows Phone 8, Windows 8RT or later

ENGLISH PROFICIENCY REQUIREMENTS

English language services are not provided. Non-native English speakers must demonstrate college-level proficiency in one of the following ways.

- Degree from an accredited institution where English is the primary language of instruction.
- Transcript from an accredited institution indicating completion of at least 30 semester hours of credit where the language of instruction was English (“B” average for Ed.D, Masters, Graduate Programs & Graduate Certificates; “C” average for TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- Transcript from an accredited institution indicating a “B” or higher in an English composition class (Ed.D, Masters, Graduate Programs & Graduate Certificates); “C” or higher for TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum TOEFL score of 550 PBT / 213 CBT/ 80 iBT (Ed.D); 530 PTB / 197 CBT / 71 iBT (Masters, Graduate Programs & Graduate Certificates); 500 PBT / 173 CBT / 61 iBT (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum TOEIC score of 800 (Ed.D, Masters, Graduate Programs & Graduate Certificates); 625 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum IELTS score of 6.5 (Ed.D, Masters, Graduate Programs & Graduate Certificates); 6.0 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum PTE (Pearson Test of English Academic Score Report) of 58 (Ed.D); 50 (Masters, Graduate Programs & Graduate Certificates); 44 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum BULATS Level 3 (60), accepted only for Cultura Inglesia in Brazil.
- A minimum grade of Level 3 on the ACT COMPASS’s English as a Second Language Placement Test.
- A minimum grade of Pre-1 on the Eiken English Proficiency Exam.
- A minimum B1 English proficiency level identified within the Common European Framework of Reference (CEFR) Standards and assessed through various ESOL examinations, including the University of Cambridge.

The language of instruction at Anaheim University is exclusively English.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Anaheim University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the Undergraduate Diploma in TESOL you earn in the Anaheim University David Nunan TESOL Institute is also at the complete discretion of the institution to which you may seek to transfer. If the diploma that you earn at this institution is not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Anaheim University to determine if your diploma will transfer.

ACCEPTANCE OF CREDITS EARNED AT OTHER INSTITUTIONS

Anaheim University does not accept any transfer credits for the Undergraduate Diploma in TESOL program.

EXPERIENTIAL CREDIT

Anaheim University will not extend credit for prior experiential learning to any student.

ATTENDANCE

Anaheim University students participate in a weekly discussion forum in which they must contribute regular substantive posts to the discussion questions. In addition to the assigned course assessments, students are graded on participation in the discussion forum and online classes. A student is considered to have dropped a course if s/he fails to attend classes for a three-week period or fails to submit three consecutive lessons.

MEDICAL LEAVE OF ABSENCE

Students may also petition for a medical leave of absence during their program, which is handled differently than a voluntary leave of absence. The maximum period for a medical leave of absence is ninety (90) days per leave. Students may apply for a maximum of four (4) leaves of absence for medical reasons throughout their degree program. Each leave of absence must be ninety (90) days or less and requires a separate petition which must be approved by the University's administration. Only students in good academic and financial standing will be considered for approval of medical leave. The [Petition for Special Medical Leave of Absence Form](#) can be downloaded from the University website and requires a doctor's signature.

FINAL GRADES

Final Grades are submitted two weeks after the final day of the course. Students are notified of their final grades by email once the grades have been submitted. Students who have been approved for an extension will be notified of their final grades once all terms of the extension have been met.

VISA STATUS

Anaheim University does not provide visa services but can provide a letter verifying a student's active status upon request.

HOUSING

As Anaheim University programs are conducted online, regardless of where the student resides, the University does not have dormitory facilities under its control and does not provide housing or dormitory facilities.

STATE LICENSURE

The programs at Anaheim University are not designed to lead to positions requiring licensure in this state.

PLACEMENT SERVICES

Anaheim University does not offer placement services.

GRADUATE EMPLOYMENT DATA

Anaheim University undergraduate certificate and diploma graduates self-report that they are employed in the following fields: Academic Director, Bilingual Training Specialist, Wall Street English Foreign Trainer, English Teacher, Adjunct Professor, Cram School Teacher, Linguist/Translator, Private English teacher, Language Technician, Academic Advisor, Business English Instructor, ESL Professor, TOEFL Instructor, Online ESL Teacher, Professional Proctor, Language School Team Leader, English Tutor.

FINANCIAL AID

Anaheim University does not participate in federal or state financial aid programs.

STUDENT TUITION RECOVERY FUND

It is a state requirement that a student who pays his or her tuition is required to pay a state-imposed assessment for the Student Tuition Recovery Fund (STRF).

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589. To be eligible for STRF, you must be a California resident or 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 -ay period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans. To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF. A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.

STUDENT CANCELLATION, WITHDRAWAL, AND REFUND RIGHTS

The student has the right to cancel an enrollment agreement in any manner through the first day of the course, or the seventh day after signing

the enrollment agreement, whichever is later (the “Cancellation Period”), and obtain a full refund of all monies paid. Students canceling after the seven-day Cancellation Period will receive a refund of all amounts paid, less the non-refundable registration fee of \$100 and the non-refundable application fee of \$75 (for graduate programs) or \$50 (for undergraduate programs).

The written notice of cancellation may be given by e-mail, fax, or postal service (in which case, the effective date begins when the letter is deposited in the mail properly addressed with postage prepaid). The “Official Notice of Withdrawal” form can be downloaded from the University website.

For the purposes of determining the student's obligation for the time attended, the student will be considered to have withdrawn from the program when any of the following occurs, unless the Dean or Program Director determines a different course of action:

- The student notifies the school of the withdrawal.

- The school terminates the student's enrollment.
- The student fails to attend classes for a three-week period. In this case, the date of withdrawal will be the last date of attendance.
- The student fails to submit three consecutive lessons or fails to submit a completed lesson required for home study or correspondence within 60 days of its due date.
- The student has not responded to communication in any form from the University for four months.
- Students who have been withdrawn from their program for any of the above reasons may be required to submit a new application (and all applicable fees) if they wish to continue. Tuition for all courses is refunded based on the number of weeks completed.

For Courses Lasting 15 Weeks	Percentage of Refundable Tuition	Sample Calculation
		Based on \$750 tuition for a 15 Week course
Week 1 (days 0 -7)	100% of tuition refunded	Refund: \$750 (100% of \$750)
Week 2 (days 8 – 14)	90% of tuition refunded	Refund: \$675 (90% of \$750)
Week 3 (days 15 – 21)	80% of tuition refunded	Refund: \$600 (80% of \$750)
Week 4 (days 22 – 28)	70% of tuition refunded	Refund: \$525 (70% of \$750)
Week 5 (days 29 – 35)	60% of tuition refunded	Refund: \$450 (60% of \$750)
Week 6 (days 36 – 42)	50% of tuition refunded	Refund: \$375 (50% of \$750)
Week 7 (days 43 – 49)	40% of tuition refunded	Refund: \$300 (40% of \$750)
Week 8 (days 50 – 56)	30% of tuition refunded	Refund: \$225 (30% of \$750)
Week 9 (days 57 – 63)	20% of tuition refunded	Refund: \$150 (20% of \$750)
Weeks 10 - 15	0% of tuition refunded	Refund: \$0

If a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund, and if the student receives federal student financial aid funds, the student is entitled to a refund of the moneys not paid from the federal financial aid funds. All monies due the student will be refunded within 30 days of the notice of cancellation. If the student has been approved for a monthly payment plan, Anaheim University will calculate the total amount of tuition and fees owed to the University based on the number of weeks completed, and compare this amount with the total amount the student has paid up to the date of their withdrawal. Any amount paid over the total amount of tuition and fees will be refunded to the student. If there is a balance due, the student will be responsible for the remaining amount.

STUDENT PRIVACY

Anaheim University makes every effort to protect student privacy. Student records are stored in secure, locked, fire-proof facilities which have restricted access and a motion sensor alarm security system. The university's online course management system maintains strict data security protection in addition to user authentication and virus scanning. Cloud storage of back-up records is protected by a two-step verification process in addition to the highest standards in SSL browser encryption.

All transcripts are issued in compliance with the Family, Educational Rights and Privacy Act of 1974 (section 438 of Public Law 93-380), and information contained in the transcript is not released to a third party without the written consent of the student. If a student requests the release of any information from his/her file, the student must submit the request in writing to the Registrar.

RETENTION OF STUDENT RECORDS

Student records are stored in secure, locked, fire-proof facilities which have restricted access and a motion sensor alarm security system. The university's online course management system maintains strict data security protection in addition to user authentication and virus scanning. Cloud storage of back-up records is protected by a two-step verification process in addition to the highest standards in SSL browser encryption. Anaheim University retains all student records and transcripts indefinitely. A student or graduate can request information by contacting the University at its offices.

STUDENT GRIEVANCE PROCEDURES

Anaheim University places great emphasis on putting the educational experience of its student body as the first priority of its administration, faculty, and staff. In line with this "Students First, Always" policy, the University seeks to continuously improve the educational experience of its students, including the quality of academics, learning resources, online learning system, and Student Services. Students may always provide feedback, seek assistance, and express grievances in person, in writing, by phone, by email, or by live chat/Skype sessions. Formal grievances/complaints must be submitted in writing, either by mail or email, to Student Services. Written complaints may be sent by email to support@anaheim.edu or mailed to Anaheim University Admissions Office, 1240 S. State College Blvd Rm 110, Anaheim, CA 92806, USA.

Anaheim University defines a complaint as a formal statement made in writing that outlines a specific grievance which is interfering with the student's perceived ability to succeed in their chosen program of study. Once a complaint is received, it will be directed to the appropriate department and the individual responsible for overseeing that department. Grievances that cannot be resolved by the department will be referred to the Vice President of Administrative Affairs or the Office of the President. All formal grievances/complaints will receive a response within 10 days of the University receiving the complaint.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888-370-7589, or by completing a complaint form, which can be obtained on the Bureau's internet Web site: www.bppe.ca.gov.

Any questions or problems concerning this school which have not been satisfactorily answered or resolved by the school should be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA 95798-0818. Phone: (916) 431-6959. Fax: (916) 263-1897, or the Distance Education Accrediting Commission (DEAC) at <https://www.deac.org/Student-Center/Complaint-Process.aspx>

BANKRUPTCY CODE DISCLOSURE

Anaheim University does not have a pending petition in bankruptcy, nor has it filed a petition within the preceding five years. Anaheim University is also not operating as a debtor in possession, and it has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

HOW TO CONTACT ANAHEIM UNIVERSITY

President Dr. Andrew Honeycutt	president@anaheim.edu
Managing Director of Development	online@anaheim.edu
Vice President of Administrative Affairs	vpadmin@anaheim.edu
Director of Student Services	studios@anaheim.edu
Student Services	support@anaheim.edu
Registrar	registrar@anaheim.edu
Technical Support	techsupport@anaheim.edu

ANAHEIM UNIVERSITY OFFICE OF ADMISSIONS

Hours of operation: Monday - Friday 9 a.m. to 6 p.m. (Closed major U.S. holidays)

1240 S. State College Blvd., Room 110 Anaheim, CA 92806-5150 USA

Toll-Free: 1-800-955-6040

Tel: 714-772-3330

Fax: 714-772-3331

Email: admissions@anaheim.edu

OFFICERS: ANAHEIM UNIVERSITY, INC.

Andrew E. Honeycutt, DBA	CEO, Director
Elaine Parker-Gills, Ed.D.	Secretary, Director
David Bracey	CFO, Director

TESOL ADVISORY COUNCIL

Dr. Masahiko Abe	University of Tokyo Professor of English
Dr. Charles Browne	Meiji Gakuin University Professor of Applied Linguistics and TESOL, Head, EFL Teacher Training Program
Richard Hawking	Technological and Instructional Design Specialist & J.F. Oberlin University English Language Program Assistant Professor
Dr. Tadayoshi Kaya	Gakushuin Women's College Professor
John Lowe	Mosaic8 Director, former Thomson Heinle (now Cengage Learning) Asia English Language Teaching Director
Dr. Yuji Nakamura	Keio University Professor of English, Past President of the Japan Language Testing Association (JLTA), former Chair of the Testing SIG of the Japan Association of College English Teachers (JACET)
David Bracey	Anaheim University Managing Director of Development / Chief Communications Officer

BOARD OF TRUSTEES

Elaine Parker-Gills, Ed.D.	Chair/Voting Member
Andrew E. Honeycutt, DBA	Voting Member
Robert E. Garrity, M.S.	Voting Member

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA 95798-0818. Phone: (916) 431-6959. Fax: (916) 263-1897, Website: www.bppe.ca.gov. Questions may also be directed to the Distance Education Accrediting Commission (DEAC) at www.deac.org.

Anaheim University Office of Admissions

1240 South State College Blvd. Room 110 Anaheim, CA 92806 USA

Tel: 714-772-3330 Fax: 714-772-3331 E-mail: admissions@anaheim.edu

www.anaheim.edu

Anaheim University is accredited by the Distance Education Accrediting Commission (DEAC)

1601 18th St. NW, Suite 2, Washington D.C. 20009 USA (202) 234-5100 <http://www.deac.org>

TESOLUGDIPCAT 04/21

Certificate in Teaching English to Young Learners

January 1 – December 31, 2021



Anaheim University
David Nunan TESOL Institute

ANAHEIM UNIVERSITY MISSION

Anaheim University was established as a unique, innovative and sustainable institution of higher learning to meet the educational needs of a diverse and global student body through academic programs of the highest quality. Dedicated to a student-centered philosophy, Anaheim University makes higher education accessible to qualified students worldwide through both online and on-campus study.

ANAHEIM UNIVERSITY OBJECTIVES

Taking advantage of the newest technological innovations, Anaheim University is designed to be a sustainable global institution with a multicultural perspective, with programs designed to meet the needs of its diverse student population. To accomplish this, Anaheim University has the following objectives:

- Meeting the educational needs of our students by offering instructional programs otherwise unavailable because of access, cost, or work schedule
- Excellence of academic instruction through the guidance and expertise of dedicated faculty
- Provision of an instructional environment where students can take an active role in their own learning
- Utilization of the newest technologies
- Deployment of technology-based learning resources
- Development of interactive learning environments in both synchronous and asynchronous settings
- Support of an academic environment where professors are able to deliver the highest quality educational programs and take advantage of the University's learning resources
- Regular course and program assessments and evaluation to improve our offerings
- Development and maintenance of a University alumni support system to advance alumni professional skills, knowledge, and expertise and help them realize their lifelong educational goals
- Development of University culture and programs promoting sustainability

ABOUT US

Anaheim University is a private institution that was founded in Orange County, California in 1996. The University is accredited by the Distance Education Accrediting Commission (DEAC). The DEAC is listed by the U.S. Department of Education as a recognized accrediting agency and recognized by the Council for Higher Education Accreditation (CHEA). Anaheim University is also approved to operate by the California Bureau for Private Post-Secondary Education. "Approval to operate" means that Anaheim University operates in compliance with state standards as set forth in the California Education Code and the California Code of Regulations.

MESSAGE FROM DR. DAVID NUNAN, DIRECTOR DAVID NUNAN TESOL INSTITUTE

“Welcome to Anaheim University’s Online Teaching English to Young Learners Certificate Program. Despite the fact that you are studying in very different contexts and situations in many different parts of the world, we aim to give you the same quality of care, concern and support as we would if you were studying in conventional face-to-face mode. I have been involved in directing post-graduate and certificate programs in applied linguistics and language education in many different parts of the world for over three decades. However, I have never been involved in better quality programs than these.

The aim of the Teaching English to Young Learners (TEYL) course is to provide you with knowledge and skills for teaching English as a second or foreign language to young learners. Each week of your course, you are provided a statement of specific learning outcomes, references and further reading. Through the online discussion forum, you will carry out daily interactive discussions with your instructor and fellow students around the world, focusing on a key aspect of TEYL, including: who is the “young learner”, first and second language acquisition, methods and approaches in language teaching, teaching listening, teaching speaking, teaching reading, teaching writing, teaching vocabulary, teaching grammar, teaching pronunciation, learning styles and strategies, motivation, reticence and anxiety, working with parents, resources and technology support for language learning, classroom management, and assessment and evaluation.

I trust that you find the program as rewarding to complete as I found it to create.”

- *World’s leading author selling over 2.5 billion textbooks*
- *Past President of TESOL (1999-2000), the world’s largest language teaching organization*
- *Named one of the Top 50 Australians in the World & the 7th most influential Australian in Asia*
- *Ph.D. in Educational Psycholinguistics from Flinders University & Master of Education (Curriculum Studies) from the University of Exeter*

COURSE DESIGNER

Dr. David Nunan, Founding Dean of the Anaheim University Graduate School of Education and Director of the David Nunan TESOL Institute

Dr. Nunan is a world-renowned linguist and acclaimed author of texts for both teachers and students of the English language. He is a former President of TESOL, the world’s largest language teaching organization. Dr. Nunan is the world’s leading textbook author with textbook sales exceeding 1,000,000,000. He has authored textbooks for many of the world’s leading publishers including Oxford University Press, Cambridge University Press, Thomson Publishing, Heinle & Heinle, and Cengage Learning. He has been involved in the teaching of graduate programs for such prestigious institutions as Columbia University, the University of Hawaii, Monterey Institute for International Studies and the University of Hong Kong.

PROGRAM GOALS

The objectives of the Certificate in Teaching English to Young Learners are:

- To introduce TEYL theory, research and practice to relatively inexperienced or unqualified teachers that is accessible and that is supported by a wide range of teaching materials, teaching ideas and classroom extracts.
- To encourage self-direction on the part of students through the provision of follow up resources and ideas.
- To develop the necessary knowledge, attitudes and skills to enable those students who desire it to go on to higher study.
- To present content through a range of print, audio and video media.
- To foster the development of higher level thinking skills such as the critical evaluation of pedagogical materials.

Upon successful completion of the Teaching English to Young Learners Certificate program, students will be able to:

- discuss the practical implications of learner characteristics at different developmental stages between birth and puberty.
- discuss the effect of chronological age on second language acquisition.
- state key principles in the teaching of listening, speaking, reading, writing, vocabulary, grammar, and pronunciation to young learners.
- adopt, adapt or create a range of tasks for teaching listening, speaking, reading, writing, vocabulary, grammar, and pronunciation to learners at different ages and stages of development.
- discuss the teaching of styles to younger language learners.
- articulate the importance of emotions in language learning.
- suggest strategies for building parental relationships and educating parents about their children's learning.
- suggest techniques for creating a positive classroom atmosphere.
- state the benefits of realia and visuals in the language classroom.
- explain a number of different models for using Computer-Assisted Language Learning (CALL) in the language classroom
- describe the purposes of assessment, and say how the purposes will determine a range of other factors including techniques for assessment.

TEYL CERTIFICATE OVERVIEW

WORK FULL TIME & STUDY ONLINE

Anaheim University's Online Certificate in TEYL (Teaching English to Young Learners) was designed by Anaheim University Dean and world-renowned linguist Dr. David Nunan. It is taught 100% online and can be completed in as little as 15 weeks. It enables students to network with teachers of English residing around the world.

WHO IS THE TEYL CERTIFICATE FOR?

This program is designed for language teachers, teachers in preparation or intending teachers. These include English-speaking teachers of English, public and private school teachers, and parents wishing to home school their children in English.

COURSE DESCRIPTION

This non-credit course offers a practical introduction to language teaching and links practice to theory and research. The program offers students the opportunity of developing a solid pedagogical foundation through instruction in the following areas:

1. Who is the "young learner?"
2. First and Second Language Acquisition
3. Methods and Approaches in Language Teaching
4. Teaching Listening
5. Teaching Speaking
6. Teaching Reading
7. Teaching Writing
8. Teaching Vocabulary
9. Teaching Grammar
10. Teaching Pronunciation
11. Learning Styles and Strategies
12. The Affective Domain
13. Working with Parents
14. Classroom Management
15. Resources and Technology Support for Language Learning
16. Assessment and evaluation

Students are admitted on an open enrollment basis, i.e., official documentation of prior academic experience is not required. Applicants must be 18 years or older or have graduated from High School. Exceptions require special written permission from the parent or legal guardian and Dean or Program Director. See the Disclosures section for specific English language proficiency requirements.

Students will be graded on a pass/fail basis, and, upon successful completion of the course and submission of an end-of-course survey, will be awarded a Certificate in Teaching English to Young Learners.

METHOD OF INSTRUCTION

Online Learning: reading of textbook, Online Discussion Forums, online quizzes, video lecture

Course Duration: Each course is 15 weeks (3 units). Courses begin on the first Monday of each month.

Students are expected to complete the Certificate in Teaching English to Young Learners within the prescribed 15-week term. Students requiring a 15-week extension will be charged an additional \$200 extension fee. Maximum time allowed for completion is 30 weeks.

COURSE INSTRUCTOR MARIE WEBB

Marie Webb is a graduate of the University of San Diego where she earned her Master of Education in TESOL, Literacy and Culture. She has been teaching since 2010 in a wide range of settings including California community colleges and universities, and has international teaching experience in Seoul, South Korea, Tokyo, Japan, and Macau, China. In addition to her ESL teaching, Marie has also taught Master's level coursework at the University of San Diego's Master of Education in TESOL program. Currently, Marie is a Doctoral candidate in English composition and applied linguistics at Indiana University of Pennsylvania, and is interested in researching and learning more about writing teacher identity in the Composition and TESOL fields.

PROGRAM FEES

TEYL Certificate Program Fees	
Application Fee (Non-Refundable after 7 days)	\$ 50
Registration Fee (Non-Refundable after 7 days)	\$ 100
Tuition Fee	\$ 750
STRF Fee* (Non-Refundable after 7 days)	\$ 0
Online Supervised Teaching Option A** (Student arranges the ESL learners)	\$ 300 (optional)
Online Supervised Teaching Option B** (Anaheim University arranges the ESL learners)	\$ 450 (optional)
Certificate	No cost
Replacement Certificate	\$ 100 (optional)
Replacement Cover	\$ 50 (optional)
Course Completion Letter	\$ 35 (optional)
Program Total	\$ 900***

* The Student Tuition Recovery Fund (STRF) is administered by the California BPPE and applies only to California residents. The STRF fee is currently fifty cents (\$.50) per one thousand dollars (\$1,000) of institutional charges. 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.

** Online Supervised Teaching Options: For students wishing to gain experience teaching English as a Second Language (ESL) Learners and receive written corrective feedback on the student's teaching, an Online Supervised Teaching Option is available. Students who choose Option A arrange to teach three 30 to 60 minute classes of ESL learners, video record the lessons, and upload the videos for the instructor to view and provide written corrective feedback. Students who choose Option B where Anaheim University arranges ESL learners, will be required to teach three 30 to 60 minute classes by online webcam. The sessions are recorded and the instructor provides written corrective feedback. In either option, the classes may be either private or group lessons.

*** Assumes completion in 15 weeks. Maximum cost of program is \$1,100 (extension fee of \$200 for one additional 15- week term)

Textbook fees are not included. A student can plan on approximately \$35 for textbook purchase

US Military: Anaheim University's programs are approved for VA benefits

Payments can be made by check, credit card (Visa, MasterCard, American Express or Discover), money order or bank transfer (the student is responsible for any transactions fees imposed by the institution). The application fee must be paid at the time of application.

Please note that students who register and pay for the course seven days or less before the scheduled start date will pay an expedited registration fee of \$40.

PROGRAM STUDY SUGGESTIONS

Students are responsible for being knowledgeable of the course syllabus and course grading. Also, in order to assist you allocate your time, the course guide contains a weekly breakdown. It is a suggestion only, but one that students are advised to adhere to as closely as possible to keep up with the demanding schedule of the course. Below is an example:

Weekly Study Format:	
150 min.	video lecture & PowerPoint presentation (<i>watching video, reviewing PowerPoint, taking notes, reflecting on notes</i>)
150 min.	background reading
120 min.	preparation of responses to discussion questions and tasks
90 min.	discussion board
30 min.	online quiz
9 hours	per week total

Duration: 15 weeks x 9 hours per week = 135-hour course.

ONLINE LEARNING RESOURCES

AU ONLINE DISCUSSION FORUM

The Online Discussion Forum is an electronic bulletin board and e-mail list facilitating lively communication and interaction among students and their professor. When a student posts a message to the Forum, the message is automatically redistributed to the professor and all other students in the course, allowing students to discuss the week's readings in their free time. A weekly Student Host directs students to perform certain tasks as outlined in the online Course Guide. The Online Discussion Forum plays an integral part in AU's online programs by facilitating the out-of-class interaction between students necessary for an effective exchange of ideas. The AU Online Discussion Forum ensures that learning and interaction does not end when the real-time class does.

ONLINE BOOKSTORE

The Online Bookstore is the one-stop source for textbook and course material needs. Designed for students to buy textbooks based on their course schedule, track their textbook orders, and sell their textbooks back from a previous semester, the Online Bookstore offers money-saving used books, multiple shipping options, and access to hundreds of academic items related to your studies. In an effort to provide additional savings, textbooks or course materials may be available for purchase in an electronic format. Purchases will be subject to the refund policy of the bookstore.

LIBRARY

Anaheim University requires all of its students to make extensive use of library facilities and resources in the course of their program. The University's online resources provide a major boost in assisting and supporting a student's academic work. The login ID and password provided by the University to the student upon enrollment will provide the student access to the online resources.

AU ALUMNI ASSOCIATION

Upon completion of their chosen programs of study, AU graduates have the privilege of becoming part of the university's Alumni Association. The AU Alumni Association is a highly regarded online network established to ensure that an AU graduate's learning never ends. The Alumni Association is an excellent way to network with other professionals in your field and keep abreast of recent developments. Members have access to the most recent updates regarding the latest news from the field, important events, suggested readings, cutting edge information and professional career opportunities.

STUDENT SERVICES AND TECHSUPPORT

The policy of Anaheim University is "Students First, Always" and Anaheim University's Student Services staff is committed to providing students with the administrative services they need for course registration, textbook ordering, graduation, etc. Technical issues are addressed by the TechSupport Division of the University.

GRADUATION STORE

Alumni of Anaheim University have the opportunity to show Anaheim pride by ordering Anaheim University graduation rings and diploma frames online.

MESSAGE FROM THE PRESIDENT

As President, it is my pleasure to welcome you to the Anaheim University global online learning community.

At Anaheim University, we offer relevant, application-based programs designed to help you, the student, make an immediate difference in your current employment or future career. If you want an affordable, high quality experience in a globally connected setting, and a diverse faculty deeply engaged in their fields and with lifetime connections to invigorate your drive for success, you are at the right place.

With our experienced faculty and staff, interactive learning environment, and the integration of traditional and innovative learning methods, Anaheim University's mission is to provide exceptional learning opportunities to students who wish to benefit from a proven learning process. Upon completion of your academic program, you will join the worldwide Anaheim University Alumni Association with the many benefits it has to offer.

On behalf of the faculty and staff of Anaheim University, I wish you success in your chosen program of study.

Welcome to Anaheim University.

Andrew Honeycutt, DBA
President

ANAHEIM UNIVERSITY ADMINISTRATORS AND ADVISORS

ANDREW E. HONEYCUTT, DBA PRESIDENT

Dr. Andrew E. Honeycutt, President of Anaheim University and former Dean of the Anaheim University Akio Morita School of Business, received a Doctor of Business Administration degree in Marketing from Harvard University and a Masters in Business Administration degree in Organizational Behavior from Boston University. Dr. Honeycutt has served as Dean of the College of Business and Technology of Argosy University Atlanta, Vice Chairman of Edgenics, Inc. and Senior Partner of the Center for

Collaborative Learning and Coaching. As a business professor and school of business administrator, he has been instrumental in the development of cooperative relationships with major companies - Colgate Palmolive, Dupont, Gulfstream Corporation, Savannah Foods, Simmons First National Bank, SC Johnson Wax, and others. His much-utilized business expertise is evidenced by his service on business and governmental advisory boards and boards of directors. He has also served on the advisory boards of the Winthrop Rockefeller Foundation (Small Business Strategic Planning), the Ewing Marion Kauffman Foundation (Entrepreneurship Education) and the National Board of Directors of SCORE.

PETER LANGENBURG, J.D.

CHANCELLOR AND GOVERNMENT AFFAIRS LIAISON

Peter Langenberg, J.D. serves as the Chancellor and Government Affairs Liaison for Anaheim University. He graduated from Princeton University summa cum laude with an A.B., and the University of California, Hastings College of Law with a Juris Doctorate. Peter Langenberg lived in Japan for a number of years, speaks Japanese

fluently, and is former Chair of the Los Angeles Nagoya Sister City Affiliation. Mr. Langenberg was admitted to the California Bar in 1977 and serves as Hughes, Hubbard & Reed Senior Counsel. His areas of concentration include General Commercial and Business Law; Corporate Law; Intellectual Property (Trademarks, Copyrights, Licensing); and Employment Law.

ROD ELLIS, PH.D.

VICE-PRESIDENT OF ACADEMIC AFFAIRS

DOCTOR OF EDUCATION IN TESOL PROGRAM DESIGNER

SENIOR PROFESSOR, GRADUATE SCHOOL OF EDUCATION

Dr. Rod Ellis is a world-renowned thought leader in the field of Second Language Acquisition. Prof. Ellis received his Doctorate from the University of London and his Master of Education from the University of Bristol. A former professor at Temple University both in Japan and the US, Prof. Ellis has served as the Director of the Institute of Language Teaching and Learning at the University of Auckland and has taught in numerous positions in England, Japan, the US, Zambia and New Zealand. Dr. Ellis, who is known as an expert in Second Language Acquisition, is author of the Oxford University Press Duke of Edinburgh Award-Winning Classic “The Study of Second Language Acquisition”, as well as numerous student and teacher-training textbooks for Prentice Hall and Oxford University Press. Prof. Ellis’s textbooks on Second Language Acquisition and Grammar are core textbooks in TESOL and Linguistics programs around the world.

KATE STRAUSS, MA

VICE PRESIDENT OF ADMINISTRATIVE AFFAIRS

Kate Strauss is the Administrative Director at Anaheim University. Ms. Strauss holds a BA in English from Princeton University, and an MA in English from the University of California, Irvine. Ms. Strauss brings over 10 years of experience in the human relations and marketing fields, and has won numerous civic awards in her role as Marketing Director for One Colorado in Old Pasadena, CA for her innovative contributions to cultural life and leadership. She has also enjoyed success using her communication skills as a teacher and training professional for the Orange County Human Relations Council.

ROBERT ROBERTSON, PH.D.

DEAN OF THE AKIO MORITA SCHOOL OF BUSINESS AND PROFESSOR

Dr. Robert Robertson has more than 15 years of experience in academia as a Vice President of Academic Affairs, Dean of Business and MBA program director. He holds a Ph.D. in Management and Organization (Stirling University, Scotland); Master of Studies in Law (Vermont Law School); Master of Public Administration (Dalhousie University, Canada); a Master of Arts (Eastern Kentucky University) and a Bachelor of Science (East Tennessee State University). Dr. Robertson was selected by the United States Department of State Bureau of Educational and Cultural Affairs to the Fulbright Specialist Program. He has served as the Chief Academic Officer and Research Fellow at the University of Phoenix’s Center for Workforce Diversity, Central Florida campus in Orlando, Florida. He is an invited speaker on international business, strategy, online education and workforce training; and he regularly lectures in China, Taiwan, Vietnam, Kazakhstan, Europe, Brazil and the United States. In the public sector, he has more than 20 years of management experience including serving as the City Manager for the City of Hamilton, Ontario in Canada with more than 8,500 employees and a budget in excess of one billion dollars.

DAVID NUNAN, PH.D.

PRESIDENT EMERITUS

DESIGNER, MA IN TESOL PROGRAM DIRECTOR, DAVID NUNAN TESOL INSTITUTE

David Nunan, President Emeritus, has been with the California-based institution since its founding in 1996, when he played a central part in the development of the University's ground-breaking interactive online learning system. Dr. Nunan is a world-renowned linguist and best-selling author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning. His ELT textbook series "Go For It" is the largest selling textbook series in the world with sales exceeding 2.5 billion. In 2000, David Nunan served as President of TESOL, the world's largest language teaching association. David Nunan has served as Chair and Professor of Applied Linguistics at the University of Hong Kong since 1994 and has been involved in the teaching of graduate programs for such prestigious institutions as Columbia University, the University of Hawaii, Monterey Institute for International Studies, and many more. In 2002 Dr. Nunan received a congressional citation from the United States House of Representatives for his services to English language education through his pioneering work in online education at Anaheim University, and in 2003 he was ranked the 7th most influential Australian in Asia by Business Review Weekly

HAYO REINDERS, PH.D.

GRADUATE SCHOOL OF EDUCATION CHAIR OF RESEARCH

Holding a Ph.D. in Language Teaching and Learning from the University of Auckland, Dr. Hayo Reinders is also Professor of Education and Head of Department at Unitec in Auckland, New Zealand. His previous positions include Head of Learner Development at Middlesex University in London, Director of the English Language Self Access Centre at the University of Auckland in New Zealand and associate professor at RELC in Singapore. He has worked with teachers from a large number of countries worldwide and has been visiting professor in Japan, Thailand, Mexico and the Netherlands. Dr. Reinders edits the journal 'Innovation in Language Learning and Teaching' as well as a book series on 'New Language Learning and Teaching Environments' for Palgrave Macmillan. He is Editor of Innovation in Language Learning and Teaching, and Convenor of the AILA Research Network for CALL and the Learner. Dr. Reinders' interests are in technology in education, learner autonomy, and out-of-class learning, and he is a speaker on these subjects for the Royal Society of New Zealand. His most recent books are on teacher autonomy, teaching methodologies, and second language acquisition.

LUKE PLONSKY, PH.D.

GRADUATE TESOL PROGRAM DIRECTOR

Luke Plonsky (Ph.D., Michigan State University) specializes in three main areas of applied linguistics and TESOL: second language acquisition, language pedagogy, and research methods. Recent and forthcoming work in these and other areas can be found in virtually all major journals in the field including Annual Review of Applied Linguistics, Applied Linguistics, Language Learning, Modern Language Journal, Second Language Research, and Studies in Second Language Acquisition and in book chapters published by Cambridge, De Gruyter, Routledge, and Wiley-Blackwell. Luke has also co-authored or edited four books including the best-selling 4th edition of Second Language Acquisition: An Introductory Course. In addition to an accomplished scholarly record, Luke has taught courses in applied linguistics/TESOL as well as English and Spanish as a second language in Spain, The Netherlands (National Graduate School of Linguistics), Puerto Rico (Caribbean University), and in the US at Michigan State University, Arizona State University, and Northern Arizona University.

DAVID DESSER, PH.D.

DEAN, AKIRA KUROSAWA SCHOOL OF FILM

Dr. David Desser is Dean of the Anaheim University Akira Kurosawa School of Film. He is also Professor Emeritus of Cinema Studies, University of Illinois, where he was Professor of Cinema Studies, Comparative and World Literatures, East Asian Languages and Cultures and Research Professor of Communication. He has taught at the University of Michigan, Kansai University in Japan, Hong Kong Baptist University, the University of Pennsylvania, UCLA, Chapman University and the University of Southern California (USC). He received his Ph.D. from USC in the Cinema program with a minor in Japanese.

YUKUO TAKENAKA, CPA

EXECUTIVE STRATEGY ADVISOR

Yukuo Takenaka is Chairman, CEO and President of the Takenaka Partners Group. Prior to forming The Takenaka Partners Group in 1989, he was a partner and National Director of KPMG Peat Marwick's Japanese practice. He also served as Chairman of Project Japan for the parent company, KPMG. A graduate of the University of Utah, Mr. Takenaka is recognized for his expertise in cross-border M&A and joint venture transactions. On both sides of the Pacific, he serves as senior advisor to companies in a wide range of industries including high technology, electronics, manufacturing, financial services and real estate. He is the author of the Japanese best seller, *Merger and Acquisition Strategy*.

DAVID R. BRACEY

DISTANCE LEARNING / DEVELOPMENT

David Bracey works to develop and promote the University's programs worldwide and to ensure that students of Anaheim University receive quality care and attention. A major in International Communications and Psychology, Mr. Bracey has over 18 years of experience working in Japan.

ELIZABETH MAYS, MM

REGISTRAR

Holding a Master's degree from Azusa Pacific University and a Bachelor's degree from University of Redlands, Elizabeth Mays is the Registrar at Anaheim University. In this role, she oversees Anaheim University's various student services tasks from admissions through graduation. Prior to joining Anaheim University, Ms. Mays held management positions at technology firms and a faculty position at APU, where she founded the Master's of Music Handbell performance program. She has also volunteered for various nonprofit organizations including the Handbell Musicians of America and Habitat for Humanity.

POLICIES AND PROCEDURES

All administrative policies and procedures are contained in the Policies and Procedures Catalog. Click here to download the university's policies and procedures.

<http://www.anaheim.edu/downloadable-documents/AU-policiesandprocedures-1701.pdf>

DISCLOSURES

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

FACILITIES, EQUIPMENT, AND TECHNOLOGICAL REQUIREMENTS

Anaheim University is an online institution, and all instructional equipment and materials must be provided by the student. Equipment includes: access to a computer and internet.

The course management system used by Anaheim University is Moodle. Moodle 3.5 is compatible with any standards-compliant web browser, including Google Chrome, Mozilla Firefox, Safari, Microsoft Edge, and Internet Explorer. Moodle is also available on mobile device browsers through MobileSafari and Google Chrome.

Please note that older "legacy" browsers have compatibility issues with Moodle 3.5. These older browsers include Internet Explorer 10 and below, and Safari 7 and below. For the best experience and optimum security, we recommend that you keep your browser up-to-date. <https://whatbrowser.org>

Graduate level students attend their live classes using the software GotoMeeting. To attend the GotoMeeting live sessions, students will need access to the following:

- Computer or mobile device. GotoMeeting requires the following:
 - 2GB of RAM (minimum), 4GB or more of RAM (recommended) for computers
 - iPad2 or later and iPhone 4s or later for mobile devices
- A webcam (optional). Your computer's built-in camera will work, or you may use an external webcam.
- A microphone or audio input device. Many times, you can use your computer's built-in microphone. A USB headset is recommended
- Headphones or audio output device. Often, your computer's built-in speakers will work just fine. A USB headset is recommended
- Internet access. Ensure you have a stable connection for clear audio and video. Anaheim University recommends access to the following connections:
 - Computer: 1 Mbps or better (broadband recommended)
 - Mobile device & Chromebook: 3G or better (WiFi recommended for VoIP audio)

**** Note:** Most devices have built-in speakers, but you will get better audio quality while connected via VoIP if you use a headset. You can also use your phone to dial in and connect to audio.

GotoMeeting is compatible with the following operating systems:

- Google Chrome v57 or later
- Windows 7 - Windows 10

- Mac OS X 10.9 (Mavericks) - macOS Mojave (10.14)
- Linux/Ubuntu (Web App only)
- Google Chrome OS (Web App only)
- iOS 9 - iOS 12
- Android OS 4.4 (Kit Kat) - Android 9 (Pie)
- Windows Phone 8, Windows 8RT or later

ENGLISH PROFICIENCY REQUIREMENTS

English language services are not provided. Non-native English speakers must demonstrate college-level proficiency in one of the following ways.

- Degree from an accredited institution where English is the primary language of instruction.
- Transcript from an accredited institution indicating completion of at least 30 semester hours of credit where the language of instruction was English (“B” average for Ed.D, Masters, Graduate Programs & Graduate Certificates; “C” average for TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- Transcript from an accredited institution indicating a “B” or higher in an English composition class (Ed.D, Masters, Graduate Programs & Graduate Certificates); “C” or higher for TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad.
- A minimum TOEFL score of 550 PBT / 213 CBT/ 80 iBT (Ed.D); 530 PTB / 197 CBT / 71 iBT (Masters, Graduate Programs & Graduate Certificates); 500 PBT / 173 CBT / 61 iBT (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum TOEIC score of 800 (Ed.D, Masters, Graduate Programs & Graduate Certificates); 625 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum IELTS score of 6.5 (Ed.D, Masters, Graduate Programs & Graduate Certificates); 6.0 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum PTE (Pearson Test of English Academic Score Report) of 58 (Ed.D); 50 (Masters, Graduate Programs & Graduate Certificates); 44 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum BULATS Level 3 (60), accepted only for Cultura Inglesia in Brazil.
- A minimum grade of Level 3 on the ACT COMPASS’s English as a Second Language Placement Test.
- A minimum grade of Pre-1 on the Eiken English Proficiency Exam.
- A minimum B1 English proficiency level identified within the Common European Framework of Reference (CEFR) Standards and assessed through various ESOL examinations, including the University of Cambridge.

The language of instruction at Anaheim University is exclusively English.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Anaheim University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the Certificate in Teaching English to Young Learners you earn in the Anaheim University David Nunan TESOL Institute is also at the complete discretion of the institution to which you may seek to transfer. If the certificate that you earn at this institution is not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may

include contacting an institution to which you may seek to transfer after attending Anaheim University to determine if your certificate will transfer.

ACCEPTANCE OF CREDITS EARNED AT OTHER INSTITUTIONS

Anaheim University does not accept any transfer credits for the TEYL Certificate program.

EXPERIENTIAL CREDIT

Anaheim University will not extend credit for prior experiential learning to any student.

ATTENDANCE

Anaheim University students participate in a weekly discussion forum in which they must contribute regular substantive posts to the discussion questions. In addition to the assigned course assessments, students are graded on participation in the discussion forum and online classes. A student is considered to have dropped a course if s/he fails to attend classes for a three-week period or fails to submit three consecutive lessons.

MEDICAL LEAVE OF ABSENCE

Students may also petition for a medical leave of absence during their program, which is handled differently than a voluntary leave of absence. The maximum period for a medical leave of absence is ninety (90) days per leave. Students may apply for a maximum of four (4) leaves of absence for medical reasons throughout their degree program. Each leave of absence must be ninety (90) days or less and requires a separate petition which must be approved by the University's administration. Only students in good academic and financial standing will be considered for approval of medical leave. The [Petition for Special Medical Leave of Absence Form](#) can be downloaded from the University website and requires a doctor's signature.

FINAL GRADES

Final Grades are submitted two weeks after the final day of the course. Students are notified of their final grades by email once the grades have been submitted. Students who have been approved for an extension will be notified of their final grades once all terms of the extension have been met.

VISA STATUS

Anaheim University does not provide visa services but can provide a letter verifying a student's active status upon request.

HOUSING

As Anaheim University programs are conducted online, regardless of where the student resides, the University does not have dormitory facilities under its control and does not provide housing or dormitory facilities.

STATE LICENSURE

The programs at Anaheim University are not designed to lead to positions requiring licensure in this state.

PLACEMENT SERVICES

Anaheim University does not offer placement services.

GRADUATE EMPLOYMENT DATA

Anaheim University undergraduate certificate and diploma graduates self-report that they are employed in the following fields: Academic Director, Bilingual Training Specialist, Wall Street English Foreign Trainer, English Teacher, Adjunct Professor, Cram School Teacher, Linguist/Translator, Private English teacher, Language Technician, Academic Advisor, Business English Instructor, ESL Professor, TOEFL Instructor, Online ESL Teacher, Professional Proctor, Language School Team Leader, English Tutor.

FINANCIAL AID

Anaheim University does not participate in federal or state financial aid programs.

STUDENT TUITION RECOVERY FUND

It is a state requirement that a student who pays his or her tuition is required to pay a state-imposed assessment for the Student Tuition Recovery Fund (STRF).

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589. To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.

3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans. To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF. A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.

STUDENT CANCELLATION, WITHDRAWAL, AND REFUND RIGHTS

The student has the right to cancel an enrollment agreement in any manner through the first day of the course, or the seventh day after signing

the enrollment agreement, whichever is later (the "Cancellation Period"), and obtain a full refund of all monies paid. Students canceling after the seven-day Cancellation Period will receive a refund of all amounts paid, less the non-refundable registration fee of \$100 and the non-refundable application fee of \$75 (for graduate programs) or \$50 (for undergraduate programs).

The written notice of cancellation may be given by e-mail, fax, or postal service (in which case, the effective date begins when the letter is deposited in the mail properly addressed with postage prepaid). The "Official Notice of Withdrawal" form can be downloaded from the University website.

For the purposes of determining the student's obligation for the time attended, the student will be considered to have withdrawn from the program when any of the following occurs, unless the Dean or Program Director determines a different course of action:

- The student notifies the school of the withdrawal.
- The school terminates the student's enrollment.
- The student fails to attend classes for a three-week period. In this case, the date of withdrawal will be the last date of attendance.
- The student fails to submit three consecutive lessons or fails to submit a completed lesson required for home study or correspondence within 60 days of its due date.
- The student has not responded to communication in any form from the University for four months.

- Students who have been withdrawn from their program for any of the above reasons may be required to submit a new application (and all applicable fees) if they wish to continue. Tuition for all courses is refunded based on the number of weeks completed.

For Courses Lasting 15 Weeks	Percentage of Refundable Tuition	Sample Calculation Based on \$750 tuition for a 15 Week course
Week 1 (days 0 - 7)	100% of tuition refunded	Refund: \$750 (100% of \$750)
Week 2 (days 8 – 14)	90% of tuition refunded	Refund: \$675 (90% of \$750)
Week 3 (days 15 – 21)	80% of tuition refunded	Refund: \$600 (80% of \$750)
Week 4 (days 22 – 28)	70% of tuition refunded	Refund: \$525 (70% of \$750)
Week 5 (days 29 – 35)	60% of tuition refunded	Refund: \$450 (60% of \$750)
Week 6 (days 36 – 42)	50% of tuition refunded	Refund: \$375 (50% of \$750)
Week 7 (days 43 – 49)	40% of tuition refunded	Refund: \$300 (40% of \$750)
Week 8 (days 50 – 56)	30% of tuition refunded	Refund: \$225 (30% of \$750)
Week 9 (days 57 – 63)	20% of tuition refunded	Refund: \$150 (20% of \$750)
Weeks 10 - 15	0% of tuition refunded	Refund: \$0

If a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund, and if the student receives federal student financial aid funds, the student is entitled to a refund of the moneys not paid from the federal financial aid funds. All monies due the student will be refunded within 30 days of the notice of cancellation.

If the student has been approved for a monthly payment plan, Anaheim University will calculate the total amount of tuition and fees owed to the University based on the number of weeks completed, and compare this amount with the total amount the student has paid up to the date of their withdrawal. Any amount paid over the total amount of tuition and fees will be refunded to the student. If there is a balance due, the student will be responsible for the remaining amount.

STUDENT PRIVACY

Anaheim University makes every effort to protect student privacy. Student records are stored in secure, locked, fire-proof facilities which have restricted access and a motion sensor alarm security system. The university's online course management system maintains strict data security protection in addition to user authentication and virus scanning. Cloud storage of back-up records is protected by a two-step verification process in addition to the highest standards in SSL browser encryption.

All transcripts are issued in compliance with the Family, Educational Rights and Privacy Act of 1974 (section 438 of Public Law 93-380), and information contained in the transcript is not released to a third party without the written consent of the student. If a student requests the release of any information from his/her file, the student must submit the request in writing to the Registrar.

RETENTION OF STUDENT RECORDS

Student records are stored in secure, locked, fire-proof facilities which have restricted access and a motion sensor alarm security system. The university's online course management system maintains strict data security protection in addition to user authentication and virus scanning. Cloud storage of back-up records is protected by a two-step verification process in addition to the highest standards in SSL browser encryption. Anaheim University retains all student records and transcripts indefinitely. A student or graduate can request information by contacting the University at its offices.

STUDENT GRIEVANCE PROCEDURES

Anaheim University places great emphasis on putting the educational experience of its student body as the first priority of its administration, faculty, and staff. In line with this "Students First, Always" policy, the University seeks to continuously improve the educational experience of its students, including the quality of academics, learning resources, online learning system, and Student Services. Students may always provide feedback, seek assistance, and express grievances in person, in writing, by phone, by email, or by live chat/Skype sessions. Formal grievances/complaints must be submitted in writing, either by mail or email, to Student Services. Written complaints may be sent by email to support@anaheim.edu or mailed to Anaheim University Admissions Office, 1240 S. State College Blvd Rm 110, Anaheim, CA 92806, USA.

Anaheim University defines a complaint as a formal statement made in writing that outlines a specific grievance which is interfering with the student's perceived ability to succeed in their chosen program of study. Once a complaint is received, it will be directed to the appropriate department and the individual responsible for overseeing that department. Grievances that cannot be resolved by the department will be referred to the Vice President of Administrative Affairs or the Office of the President. All formal grievances/complaints will receive a response within 10 days of the University receiving the complaint.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888-370-7589, or by completing a complaint form, which can be obtained on the Bureau's internet Web site: www.bppe.ca.gov.

Any questions or problems concerning this school which have not been satisfactorily answered or resolved by the school should be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA 95798-0818. Phone: (916) 431-6959. Fax: (916) 263-1897, or the Distance Education Accrediting Commission (DEAC) at <https://www.deac.org/Student-Center/Complaint-Process.aspx>

BANKRUPTCY CODE DISCLOSURE

Anaheim University does not have a pending petition in bankruptcy, nor has it filed a petition within the preceding five years. Anaheim University is also not operating as a debtor in possession, and it has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

HOW TO CONTACT ANAHEIM UNIVERSITY

President Dr. Andrew Honeycutt	president@anaheim.edu
Managing Director of Development	online@anaheim.edu
Vice President of Administrative Affairs	vpadmin@anaheim.edu
Director of Student Services	studios@anaheim.edu
Student Services	support@anaheim.edu
Registrar	registrar@anaheim.edu
Technical Support	techsupport@anaheim.edu

ANAHEIM UNIVERSITY OFFICE OF ADMISSIONS

Hours of operation: Monday - Friday 9 a.m. to 6 p.m. (Closed major U.S. holidays)

1240 S. State College Blvd., Room 110 Anaheim, CA 92806-5150 USA

Toll-Free: 1-800-955-6040

Tel: 714-772-3330

Fax: 714-772-3331

Email: admissions@anaheim.edu

OFFICERS: ANAHEIM UNIVERSITY, INC.

Andrew E. Honeycutt, DBA	CEO, Director
Elaine Parker-Gills, Ed.D.	Secretary, Director
David Bracey	CFO, Director

TESOL ADVISORY COUNCIL

Dr. Masahiko Abe	University of Tokyo Professor of English
Dr. Charles Browne	Meiji Gakuin University Professor of Applied Linguistics and TESOL, Head, EFL Teacher Training Program
Richard Hawking	Technological and Instructional Design Specialist & J.F. Oberlin University English Language Program Assistant Professor
Dr. Tadayoshi Kaya	Gakushuin Women's College Professor
John Lowe	Mosaic8 Director, former Thomson Heinle (now Cengage Learning) Asia English Language Teaching Director
Dr. Yuji Nakamura	Keio University Professor of English, Past President of the Japan Language Testing Association (JLTA), former Chair of the Testing SIG of the Japan Association of College English Teachers (JACET)
David Bracey	Anaheim University Managing Director of Development / Chief Communications Officer

BOARD OF TRUSTEES

Elaine Parker-Gills, Ed.D.	Chair/Voting Member
Andrew E. Honeycutt, DBA	Voting Member
Robert E. Garrity, M.S.	Voting Member

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA 95798-0818. Phone: (916) 431-6959. Fax: (916) 263-1897, Website: www.bppe.ca.gov. Questions may also be directed to the Distance Education Accrediting Commission (DEAC) at www.deac.org.

Anaheim University Office of Admissions

1240 South State College Blvd. Room 110 Anaheim, CA 92806 USA

Tel: 714-772-3330 Fax: 714-772-3331 E-mail: admissions@anaheim.edu

www.anaheim.edu

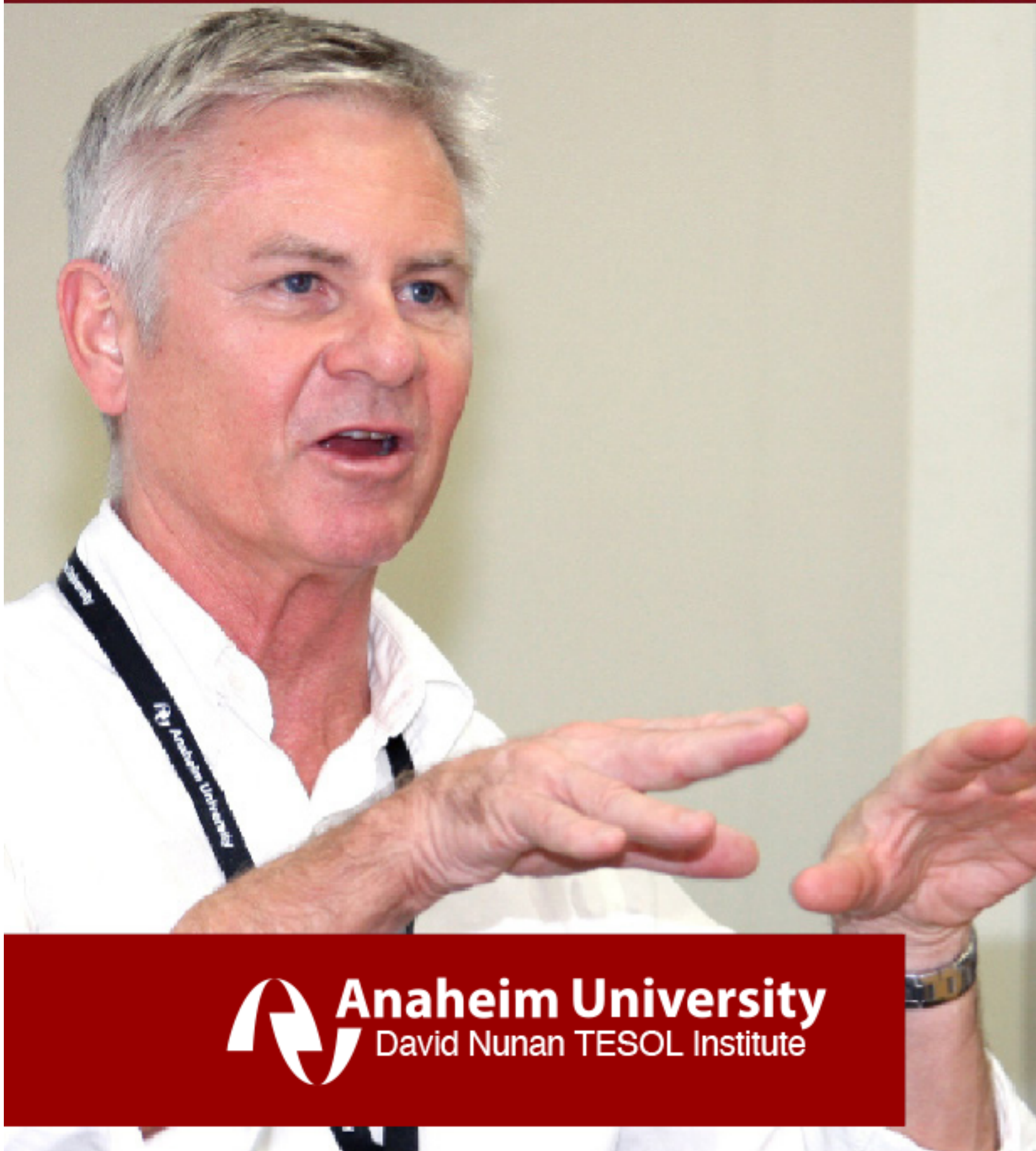
Anaheim University is accredited by the Distance Education Accrediting Commission (DEAC)

1601 18th St. NW, Suite 2, Washington D.C. 20009 USA (202) 234-5100 <http://www.deac.org>

TEYLCCAT 04/21

Certificate in Teaching English to Speakers of Other Languages

January 1 – December 31, 2021



Anaheim University
David Nunan TESOL Institute

ANAHEIM UNIVERSITY MISSION

Anaheim University was established as a unique, innovative and sustainable institution of higher learning to meet the educational needs of a diverse and global student body through academic programs of the highest quality. Dedicated to a student-centered philosophy, Anaheim University makes higher education accessible to qualified students worldwide through both online and on-campus study.

ANAHEIM UNIVERSITY OBJECTIVES

Taking advantage of the newest technological innovations, Anaheim University is designed to be a sustainable global institution with a multicultural perspective, with programs designed to meet the needs of its diverse student population. To accomplish this, Anaheim University has the following objectives:

- Meeting the educational needs of our students by offering instructional programs otherwise unavailable because of access, cost, or work schedule
- Excellence of academic instruction through the guidance and expertise of dedicated faculty
- Provision of an instructional environment where students can take an active role in their own learning
- Utilization of the newest technologies
- Deployment of technology-based learning resources
- Development of interactive learning environments in both synchronous and asynchronous settings
- Support of an academic environment where professors are able to deliver the highest quality educational programs and take advantage of the University's learning resources
- Regular course and program assessments and evaluation to improve our offerings
- Development and maintenance of a University alumni support system to advance alumni professional skills, knowledge, and expertise and help them realize their lifelong educational goals
- Development of University culture and programs promoting sustainability

ABOUT US

Anaheim University is a private institution that was founded in Orange County, California in 1996. The University is accredited by the Distance Education Accrediting Commission (DEAC). The DEAC is listed by the U.S. Department of Education as a recognized accrediting agency and recognized by the Council for Higher Education Accreditation (CHEA). Anaheim University is also approved to operate by the California Bureau for Private Post-Secondary Education. "Approval to operate" means that Anaheim University operates in compliance with state standards as set forth in the California Education Code and the California Code of Regulations.

MESSAGE FROM DR. DAVID NUNAN, DIRECTOR DAVID NUNAN TESOL INSTITUTE

"I'd like to welcome you to Anaheim University's TESOL Certificate program. I designed this program to provide practical skills and knowledge that is based on sound theory and research. I trust that engaging with the ideas presented in the program will be enjoyable, productive and professionally rewarding.

I have been involved in directing post-graduate and Certificate programs in applied linguistics and language education in many different parts of the world for over three decades. However, I have never been involved in better quality programs than these. In addition to their innovative means of delivery, the programs are distinctive in a number of important respects.

In the first place, the program offers principled links between theory, research and practice. Procedurally, the material reflects the experiential, task-based philosophy being advocated for the teaching of foreign languages. The medium and the message are therefore in harmony.

In the Certificate program, whether you are a language teacher, teacher in preparation or intending teacher, you will be introduced to TESOL theory, research and practice that is accessible and that is supported by a wide range of teaching materials, teaching ideas and classroom extracts. In the TESOL Certificate program, through interactive online instruction using print, audio and video media, you will develop a solid pedagogical foundation in the core areas of language teaching methodology, including listening, speaking, reading, writing, pronunciation, vocabulary, grammar, content-based instruction, and computer assisted language learning.

I look forward to traveling with you on this exciting educational voyage, and trust that you find the programs as rewarding to complete as I found them to create."

- *World's leading author selling over 2.5 billion textbooks*
- *Past President of TESOL (1999-2000), the world's largest language teaching organization*
- *Named one of the Top 50 Australians in the World & the 7th most influential Australian in Asia*
- *Ph.D. in Educational Psycholinguistics from Flinders University & Master of Education (Curriculum Studies) from the University of Exeter*

COURSE DESIGNER

Dr. David Nunan, Founding Dean of the Anaheim University Graduate School of Education and Director of the David Nunan TESOL Institute

Dr. Nunan is a world-renowned linguist and acclaimed author of texts for both teachers and students of the English language. He is a former President of TESOL, the world's largest language teaching organization. Dr. Nunan is the world's leading textbook author with textbook sales exceeding 1,000,000,000. He has authored textbooks for many of the world's leading publishers including Oxford University Press, Cambridge University Press, Thomson Publishing, Heinle & Heinle, and Cengage Learning. He has been involved in the teaching of graduate programs for such prestigious institutions as Columbia University, the University of Hawaii, Monterey Institute for International Studies and the University of Hong Kong.

PROGRAM GOALS

The objectives of the TESOL Certificate program are:

- To introduce TESOL theory, research and practice to relatively inexperienced or unqualified teachers that is accessible and that is supported by a wide range of teaching materials, teaching ideas and classroom extracts
- To encourage self-direction on the part of students through the provision of follow up resources and ideas
- To develop the necessary knowledge, attitudes and skills to enable those students who desire it to go on to higher study
- To present content through a range of print, audio and video media
- To foster the development of higher level thinking skills such as the critical evaluation of pedagogical materials

Upon successful completion of the TESOL Certificate program, students will be able to:

- discuss some of the research findings that have influenced language teaching methodology.
- create instructional sequences that incorporate the pretask, task, and follow-up cycle.
- demonstrate familiarity with a range of techniques for teaching listening, speaking, reading, writing, pronunciation, and grammar.
- demonstrate familiarity with cultural patterns at the linguistic, behavior, and content levels, and discuss how cross-cultural (mis)communication occurs.
- design and edit language teaching dialogues and other spoken materials so that they are natural and realistic and focus more on discourse.
- understand how different forms of content-based instruction apply to different student populations and instructional settings.
- devise ways to adapt or supplement an activity for a specific group of learners by introducing supplementary material.
- explain the importance of consciousness-raising activities, receptive activities, and productive activities when teaching about language differences.
- explain how Computer-Assisted Language Learning (CALL) can be used as whole class and small group activities.
- identify major learning styles and strategies and explain why they are important considerations in second language teaching.
- organize a project or series of classroom activities so that the students make choices and decisions about their learning.
- develop classroom assessment tasks that are linked to learning outcomes.

TESOL CERTIFICATE OVERVIEW

WORK FULL TIME & STUDY ONLINE

Anaheim University's Certificate in TESOL (Teaching English to Speakers of Other Languages) was designed by Anaheim University President Emeritus and world-renowned linguist Dr. David Nunan. It is taught 100% online and can be completed in as little as 15 weeks. It enables students to network with teachers of English residing around the world

WHO IS THE TESOL CERTIFICATE FOR?

This program is designed for language teachers, teachers in preparation or intending teachers. These include teachers of English, experienced English language teaching professionals, native and non-native English-speaking teachers of English, teachers of English to children, teachers of English to adults, and public and private school teachers.

COURSE DESCRIPTION

1. Language teaching methodology
2. Listening
3. Speaking
4. Reading
5. Writing
6. Pronunciation
7. Vocabulary
8. Grammar
9. Discourse
10. Content-based instruction
11. Using coursebooks
12. Computer assisted language learning
13. Learning styles and strategies
14. Learner autonomy in the classroom
15. Classroom-based assessment
16. Cross-cultural communication

This 3-unit course offers a practical introduction to language teaching and links practice to theory and research. The program offers students the opportunity of developing a solid pedagogical foundation through instruction in the following areas:

Students are admitted on an open enrollment basis, i.e., official documentation of prior academic experience is not required. Applicants must be 18 years or older or have graduated from High School. Exceptions require special written permission from the parent or legal guardian and Dean or Program Director. See Admissions Policy on page 10 for specific English language proficiency requirements.

Students will be graded on a pass/fail basis, and, upon successful completion of the course and submission of an end-of-course survey, will be awarded a TESOL Certificate.

METHOD OF INSTRUCTION

Online Learning: reading of textbook, Online Discussion Forums, online quizzes, video lecture

Course Duration: Each course is 15 weeks (3 units). Courses begin on the first Monday of each month.

Students are expected to complete the TESOL Certificate within the prescribed 15-week term. Students requiring a 15-week extension will be charged an additional \$200 extension fee. Maximum time allowed for completion is 30 weeks.

COURSE INSTRUCTOR MARIE WEBB

Marie Webb is a graduate of the University of San Diego where she earned her Master of Education in TESOL, Literacy and Culture. She has been teaching since 2010 in a wide range of settings including California community colleges and universities, and has international teaching experience in Seoul, South Korea, Tokyo, Japan, and Macau, China. In addition to her ESL teaching, Marie has also taught Master's level coursework at the University of San Diego's Master of Education in TESOL program. Currently, Marie is a Doctoral candidate in English composition and applied linguistics at Indiana University of Pennsylvania, and is interested in researching and learning more about writing teacher identity in the Composition and TESOL fields.

PROGRAM FEES

TESOL Certificate Program Fees	
Application Fee (Non-Refundable after 7 days)	\$ 50
Registration Fee (Non-Refundable after 7 days)	\$ 100
STRF Fee (Non-Refundable, CA Residents Only)	\$ 0
Tuition Fee	\$ 750
Online Supervised Teaching Option A** (Student arranges the ESL learners)	\$ 300 (optional)
Online Supervised Teaching Option B** (Anaheim University arranges the ESL learners)	\$ 450 (optional)
Certificate	No cost
Replacement Certificate	\$ 100 (optional)
Replacement Cover	\$ 50 (optional)
Course Completion Letter	\$ 35 (optional)
Program Total	\$ 900**

* The Student Tuition Recovery Fund (STRF) is administered by the California BPPE and applies only to California residents. The STRF fee is currently fifty cents (\$.50) per one thousand dollars (\$1,000) of institutional charges. 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.

**** Online Supervised Teaching Options:** For students wishing to gain experience teaching English as a Second Language (ESL) Learners and receive written corrective feedback on the student's teaching, an Online Supervised Teaching Option is available. Students who choose Option A arrange to teach three 30 to 60 minute classes of ESL learners, video record the lessons, and upload the videos for the instructor to view and provide written corrective feedback. Students who choose Option B where Anaheim University arranges ESL learners, will be required to teach three 30 to 60 minute classes by online webcam. The sessions are recorded and the instructor provides written corrective feedback. In either option, the classes may be either private or group lessons.

****Assumes completion in 15 weeks. Maximum cost of program is \$1,100 (extension fee of \$200 for one additional 15- week term)**

Textbook fees are not included. A student can plan on approximately \$35 for textbook purchase

US Military: Anaheim University's programs are approved for VA benefits

Payments can be made by check, credit card (Visa, MasterCard, American Express or Discover), money order or bank transfer (the student is responsible for any transactions fees imposed by the institution). The application fee must be paid at the time of application.

Please note that students who register and pay for the course seven days or less before the scheduled start date will pay an expedited registration fee of \$40.

PROGRAM STUDY SUGGESTIONS

Students are responsible for being knowledgeable of the course syllabus and course grading. Also, in order to assist you allocate your time, the course guide contains a weekly breakdown. It is a suggestion only, but one that students are advised to adhere to as closely as possible to keep up with the demanding schedule of the course. Below is an example:

Weekly Study Format:	
150 min.	video lecture & PowerPoint presentation (<i>watching video, reviewing PowerPoint, taking notes, reflecting on notes</i>)
150 min.	background reading
120 min.	preparation of responses to discussion questions and tasks
90 min.	discussion board
30 min.	online quiz
9 hours	per week total

Duration: 15 weeks x 9 hours per week = 135-hour course.

ONLINE LEARNING RESOURCES

AU ONLINE DISCUSSION FORUM

The Online Discussion Forum is an electronic bulletin board and e-mail list facilitating lively communication and interaction among students and their professor. When a student posts a message to the Forum, the message is automatically redistributed to the professor and all other students in the course, allowing students to discuss the week's readings in their free time. A weekly Student Host directs students to perform certain tasks as outlined in the online Course Guide. The Online Discussion Forum plays an integral part in AU's online programs by facilitating the out-of-class interaction between students necessary for an effective exchange of ideas. The AU Online Discussion Forum ensures that learning and interaction does not end when the real-time class does.

ONLINE BOOKSTORE

The Online Bookstore is the one-stop source for textbook and course material needs. Designed for students to buy textbooks based on their course schedule, track their textbook orders, and sell their textbooks back from a previous semester, the Online Bookstore offers money-saving used books, multiple shipping options, and access to hundreds of academic items related to your studies. In an effort to provide additional savings, textbooks or course materials may be available for purchase in an electronic format. Purchases will be subject to the refund policy of the bookstore.

LIBRARY

Anaheim University requires all of its students to make extensive use of library facilities and resources in the course of their program. The University's online resources provide a major boost in assisting and supporting a student's academic work. The login ID and password provided by the University to the student upon enrollment will provide the student access to the online resources.

AU ALUMNI ASSOCIATION

Upon completion of their chosen programs of study, AU graduates have the privilege of becoming part of the university's Alumni Association. The AU Alumni Association is a highly regarded online network established to ensure that an AU graduate's learning never ends. The Alumni Association is an excellent way to network with other professionals in your field and keep abreast of recent developments. Members have access to the most recent updates regarding the latest news from the field, important events, suggested readings, cutting edge information and professional career opportunities

STUDENT SERVICES AND TECHSUPPORT

The policy of Anaheim University is "Students First, Always" and Anaheim University's Student Services staff is committed to providing students with the administrative services they need for course registration, textbook ordering, graduation, etc. Technical issues are addressed by the TechSupport Division of the University.

GRADUATION STORE

Alumni of Anaheim University have the opportunity to show Anaheim pride by ordering Anaheim University graduation rings and diploma frames online.

MESSAGE FROM THE PRESIDENT

As President, it is my pleasure to welcome you to the Anaheim University global online learning community.

At Anaheim University, we offer relevant, application-based programs designed to help you, the student, make an immediate difference in your current employment or future career. If you want an affordable, high quality experience in a globally connected setting, and a diverse faculty deeply engaged in their fields and with lifetime connections to invigorate your drive for success, you are at the right place.

With our experienced faculty and staff, interactive learning environment, and the integration of traditional and innovative learning methods, Anaheim University's mission is to provide exceptional learning opportunities to students who wish to benefit from a proven learning process. Upon completion of your academic program, you will join the worldwide Anaheim University Alumni Association with the many benefits it has to offer.

On behalf of the faculty and staff of Anaheim University, I wish you success in your chosen program of study.

Welcome to Anaheim University.

Andrew Honeycutt, DBA
President

ANAHEIM UNIVERSITY ADMINISTRATORS AND ADVISORS

ANDREW E. HONEYCUTT, DBA PRESIDENT

Dr. Andrew E. Honeycutt, President of Anaheim University and former Dean of the Anaheim University Akio Morita School of Business, received a Doctor of Business Administration degree in Marketing from Harvard University and a Masters in Business Administration degree in Organizational Behavior from Boston University. Dr. Honeycutt has served as Dean of the College of Business and Technology of Argosy University Atlanta, Vice Chairman of Edgenics, Inc. and Senior Partner of the Center for Collaborative Learning and Coaching. As a business professor and school of business administrator, he has been instrumental in the development of cooperative relationships with major companies - Colgate Palmolive, Dupont, Gulfstream Corporation, Savannah Foods, Simmons First National Bank, SC Johnson Wax, and others. His much-utilized business expertise is evidenced by his service on business and governmental advisory boards and boards of directors. He has also served on the advisory boards of the Winthrop Rockefeller Foundation (Small Business Strategic Planning), the Ewing Marion Kauffman Foundation (Entrepreneurship Education) and the National Board of Directors of SCORE.

PETER LANGENBURG, J.D.

CHANCELLOR AND GOVERNMENT AFFAIRS LIAISON

Peter Langenberg, J.D. serves as the Chancellor and Government Affairs Liaison for Anaheim University. He graduated from Princeton University summa cum laude with an A.B., and the University of California, Hastings College of Law with a Juris Doctorate. Peter Langenberg lived in Japan for a number of years, speaks Japanese

fluently, and is former Chair of the Los Angeles Nagoya Sister City Affiliation. Mr. Langenberg was admitted to the California Bar in 1977 and serves as Hughes, Hubbard & Reed Senior Counsel. His areas of concentration include General Commercial and Business Law; Corporate Law; Intellectual Property (Trademarks, Copyrights, Licensing); and Employment Law.

ROD ELLIS, PH.D.

VICE-PRESIDENT OF ACADEMIC AFFAIRS

DOCTOR OF EDUCATION IN TESOL PROGRAM DESIGNER

SENIOR PROFESSOR, GRADUATE SCHOOL OF EDUCATION

Dr. Rod Ellis is a world-renowned thought leader in the field of Second Language Acquisition. Prof. Ellis received his Doctorate from the University of London and his Master of Education from the University of Bristol. A former professor at Temple University both in Japan and the US, Prof. Ellis has served as the Director of the Institute of Language Teaching and Learning at the University of Auckland and has taught in numerous positions in England, Japan, the US, Zambia and New Zealand. Dr. Ellis, who is known as an expert in Second Language Acquisition, is author of the Oxford University Press Duke of Edinburgh Award-Winning Classic “The Study of Second Language Acquisition”, as well as numerous student and teacher-training textbooks for Prentice Hall and Oxford University Press. Prof. Ellis’s textbooks on Second Language Acquisition and Grammar are core textbooks in TESOL and Linguistics programs around the world.

KATE STRAUSS, MA

VICE PRESIDENT OF ADMINISTRATIVE AFFAIRS

Kate Strauss is the Administrative Director at Anaheim University. Ms. Strauss holds a BA in English from Princeton University, and an MA in English from the University of California, Irvine. Ms. Strauss brings over 10 years of experience in the human relations and marketing fields, and has won numerous civic awards in her role as Marketing Director for One Colorado in Old Pasadena, CA for her innovative contributions to cultural life and leadership. She has also enjoyed success using her communication skills as a teacher and training professional for the Orange County Human Relations Council.

ROBERT ROBERTSON, PH.D.

DEAN OF THE AKIO MORITA SCHOOL OF BUSINESS AND PROFESSOR

Dr. Robert Robertson has more than 15 years of experience in academia as a Vice President of Academic Affairs, Dean of Business and MBA program director. He holds a Ph.D. in Management and Organization (Stirling University, Scotland); Master of Studies in Law (Vermont Law School); Master of Public Administration (Dalhousie University, Canada); a Master of Arts (Eastern Kentucky University) and a Bachelor of Science (East Tennessee State University). Dr. Robertson was selected by the United States Department of State Bureau of Educational and Cultural Affairs to the Fulbright Specialist Program. He has served as the Chief Academic Officer and Research Fellow at the University of Phoenix’s Center for Workforce Diversity, Central Florida campus in Orlando, Florida. He is an invited speaker on international business, strategy, online education and workforce training; and he regularly lectures in China, Taiwan, Vietnam, Kazakhstan, Europe, Brazil and the United States. In the public sector, he has more than 20 years of management experience including serving as the City Manager for the City of Hamilton, Ontario in Canada with more than 8,500 employees and a budget in excess of one billion dollars.

DAVID NUNAN, PH.D.

PRESIDENT EMERITUS

DESIGNER, MA IN TESOL PROGRAM DIRECTOR, DAVID NUNAN TESOL INSTITUTE

David Nunan, President Emeritus, has been with the California-based institution since its founding in 1996, when he played a central part in the development of the University's ground-breaking interactive online learning system. Dr. Nunan is a world-renowned linguist and best-selling author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning. His ELT textbook series "Go For It" is the largest selling textbook series in the world with sales exceeding 2.5 billion. In 2000, David Nunan served as President of TESOL, the world's largest language teaching association. David Nunan has served as Chair and Professor of Applied Linguistics at the University of Hong Kong since 1994 and has been involved in the teaching of graduate programs for such prestigious institutions as Columbia University, the University of Hawaii, Monterey Institute for International Studies, and many more. In 2002 Dr. Nunan received a congressional citation from the United States House of Representatives for his services to English language education through his pioneering work in online education at Anaheim University, and in 2003 he was ranked the 7th most influential Australian in Asia by Business Review Weekly

HAYO REINDERS, PH.D.

GRADUATE SCHOOL OF EDUCATION CHAIR OF RESEARCH

Holding a Ph.D. in Language Teaching and Learning from the University of Auckland, Dr. Hayo Reinders is also Professor of Education and Head of Department at Unitec in Auckland, New Zealand. His previous positions include Head of Learner Development at Middlesex University in London, Director of the English Language Self Access Centre at the University of Auckland in New Zealand and associate professor at RELC in Singapore. He has worked with teachers from a large number of countries worldwide and has been visiting professor in Japan, Thailand, Mexico and the Netherlands. Dr. Reinders edits the journal 'Innovation in Language Learning and Teaching' as well as a book series on 'New Language Learning and Teaching Environments' for Palgrave Macmillan. He is Editor of Innovation in Language Learning and Teaching, and Convenor of the AILA Research Network for CALL and the Learner. Dr. Reinders' interests are in technology in education, learner autonomy, and out-of-class learning, and he is a speaker on these subjects for the Royal Society of New Zealand. His most recent books are on teacher autonomy, teaching methodologies, and second language acquisition.

LUKE PLONSKY, PH.D.

GRADUATE TESOL PROGRAM DIRECTOR

Luke Plonsky (Ph.D., Michigan State University) specializes in three main areas of applied linguistics and TESOL: second language acquisition, language pedagogy, and research methods. Recent and forthcoming work in these and other areas can be found in virtually all major journals in the field including Annual Review of Applied Linguistics, Applied Linguistics, Language Learning, Modern Language Journal, Second Language Research, and Studies in Second Language Acquisition and in book chapters published by Cambridge, De Gruyter, Routledge, and Wiley-Blackwell. Luke has also co-authored or edited four books including the best-selling 4th edition of Second Language Acquisition: An Introductory Course. In addition to an accomplished scholarly record, Luke has taught courses in applied linguistics/TESOL as well as English and Spanish as a second language in Spain, The Netherlands (National Graduate School of Linguistics), Puerto Rico (Caribbean University), and in the US at Michigan State University, Arizona State University, and Northern Arizona University.

DAVID DESSER, PH.D.

DEAN, AKIRA KUROSAWA SCHOOL OF FILM

Dr. David Desser is Dean of the Anaheim University Akira Kurosawa School of Film. He is also Professor Emeritus of Cinema Studies, University of Illinois, where he was Professor of Cinema Studies, Comparative and World Literatures, East Asian Languages and Cultures and Research Professor of Communication. He has taught at the University of Michigan, Kansai University in Japan, Hong Kong Baptist University, the University of Pennsylvania, UCLA, Chapman University and the University of Southern California (USC). He received his Ph.D. from USC in the Cinema program with a minor in Japanese.

YUKUO TAKENAKA, CPA

EXECUTIVE STRATEGY ADVISOR

Yukuo Takenaka is Chairman, CEO and President of the Takenaka Partners Group. Prior to forming The Takenaka Partners Group in 1989, he was a partner and National Director of KPMG Peat Marwick's Japanese practice. He also served as Chairman of Project Japan for the parent company, KPMG. A graduate of the University of Utah, Mr. Takenaka is recognized for his expertise in cross-border M&A and joint venture transactions. On both sides of the Pacific, he serves as senior advisor to companies in a wide range of industries including high technology, electronics, manufacturing, financial services and real estate. He is the author of the Japanese best seller, *Merger and Acquisition Strategy*.

DAVID R. BRACEY

DISTANCE LEARNING / DEVELOPMENT

David Bracey works to develop and promote the University's programs worldwide and to ensure that students of Anaheim University receive quality care and attention. A major in International Communications and Psychology, Mr. Bracey has over 18 years of experience working in Japan.

ELIZABETH MAYS, MM

REGISTRAR

Holding a Master's degree from Azusa Pacific University and a Bachelor's degree from University of Redlands, Elizabeth Mays is the Registrar at Anaheim University. In this role, she oversees Anaheim University's various student services tasks from admissions through graduation. Prior to joining Anaheim University, Ms. Mays held management positions at technology firms and a faculty position at APU, where she founded the Master's of Music Handbell performance program. She has also volunteered for various nonprofit organizations including the Handbell Musicians of America and Habitat for Humanity.

POLICIES AND PROCEDURES

All administrative policies and procedures are contained in the Policies and Procedures Catalog. Click here to download the university's policies and procedures.

<http://www.anaheim.edu/downloadable-documents/AU-policiesandprocedures-1701.pdf>

DISCLOSURES

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

FACILITIES, EQUIPMENT, AND TECHNOLOGICAL REQUIREMENTS

Anaheim University is an online institution, and all instructional equipment and materials must be provided by the student. Equipment includes: access to a computer and internet.

The course management system used by Anaheim University is Moodle. Moodle 3.5 is compatible with any standards-compliant web browser, including Google Chrome, Mozilla Firefox, Safari, Microsoft Edge, and Internet Explorer. Moodle is also available on mobile device browsers through MobileSafari and Google Chrome.

Please note that older "legacy" browsers have compatibility issues with Moodle 3.5. These older browsers include Internet Explorer 10 and below, and Safari 7 and below. For the best experience and optimum security, we recommend that you keep your browser up-to-date. <https://whatbrowser.org>

Graduate level students attend their live classes using the software GotoMeeting. To attend the GotoMeeting live sessions, students will need access to the following:

- Computer or mobile device. GotoMeeting requires the following:
 - 2GB of RAM (minimum), 4GB or more of RAM (recommended) for computers
 - iPad2 or later and iPhone 4s or later for mobile devices
- A webcam (optional). Your computer's built-in camera will work, or you may use an external webcam.
- A microphone or audio input device. Many times, you can use your computer's built-in microphone. A USB headset is recommended
- Headphones or audio output device. Often, your computer's built-in speakers will work just fine. A USB headset is recommended
- Internet access. Ensure you have a stable connection for clear audio and video. Anaheim University recommends access to the following connections:
 - Computer: 1 Mbps or better (broadband recommended)
 - Mobile device & Chromebook: 3G or better (WiFi recommended for VoIP audio)

**** Note:** Most devices have built-in speakers, but you will get better audio quality while connected via VoIP if you use a headset. You can also use your phone to dial in and connect to audio.

GotoMeeting is compatible with the following operating systems:

- Google Chrome v57 or later
- Windows 7 - Windows 10

- Mac OS X 10.9 (Mavericks) - macOS Mojave (10.14)
- Linux/Ubuntu (Web App only)
- Google Chrome OS (Web App only)
- iOS 9 - iOS 12
- Android OS 4.4 (Kit Kat) - Android 9 (Pie)
- Windows Phone 8, Windows 8RT or later

ENGLISH PROFICIENCY REQUIREMENTS

English language services are not provided. Non-native English speakers must demonstrate college-level proficiency in one of the following ways.

- Degree from an accredited institution where English is the primary language of instruction.
- Transcript from an accredited institution indicating completion of at least 30 semester hours of credit where the language of instruction was English (“B” average for Ed.D, Masters, Graduate Programs & Graduate Certificates; “C” average for TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- Transcript from an accredited institution indicating a “B” or higher in an English composition class (Ed.D, Masters, Graduate Programs & Graduate Certificates); “C” or higher for TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad.
- A minimum TOEFL score of 550 PBT / 213 CBT/ 80 iBT (Ed.D); 530 PTB / 197 CBT / 71 iBT (Masters, Graduate Programs & Graduate Certificates); 500 PBT / 173 CBT / 61 iBT (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum TOEIC score of 800 (Ed.D, Masters, Graduate Programs & Graduate Certificates); 625 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum IELTS score of 6.5 (Ed.D, Masters, Graduate Programs & Graduate Certificates); 6.0 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum PTE (Pearson Test of English Academic Score Report) of 58 (Ed.D); 50 (Masters, Graduate Programs & Graduate Certificates); 44 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum BULATS Level 3 (60), accepted only for Cultura Inglesia in Brazil.
- A minimum grade of Level 3 on the ACT COMPASS’s English as a Second Language Placement Test.
- A minimum grade of Pre-1 on the Eiken English Proficiency Exam.
- A minimum B1 English proficiency level identified within the Common European Framework of Reference (CEFR) Standards and assessed through various ESOL examinations, including the University of Cambridge.

The language of instruction at Anaheim University is exclusively English.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Anaheim University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the TESOL Certificate you earn in the Anaheim University David Nunan TESOL Institute is also at the complete discretion of the institution to which you may seek to transfer. If the credits or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an

institution to which you may seek to transfer after attending Anaheim University to determine if your credits or certificate will transfer.

ACCEPTANCE OF CREDITS EARNED AT OTHER INSTITUTIONS

Anaheim University does not accept any transfer credit for the TESOL Certificate program.

EXPERIENTIAL CREDIT

Anaheim University will not extend credit for prior experiential learning to any student.

ATTENDANCE

Anaheim University students participate in a weekly discussion forum in which they must contribute regular substantive posts to the discussion questions. In addition to the assigned course assessments, students are graded on participation in the discussion forum and online classes. A student is considered to have dropped a course if s/he fails to attend classes for a three-week period or fails to submit three consecutive lessons.

MEDICAL LEAVE OF ABSENCE

Students may also petition for a medical leave of absence during their program, which is handled differently than a voluntary leave of absence. The maximum period for a medical leave of absence is ninety (90) days per leave. Students may apply for a maximum of four (4) leaves of absence for medical reasons throughout their degree program. Each leave of absence must be ninety (90) days or less and requires a separate petition which must be approved by the University's administration. Only students in good academic and financial standing will be considered for approval of medical leave. The [Petition for Special Medical Leave of Absence Form](#) can be downloaded from the University website and requires a doctor's signature.

FINAL GRADES

Final Grades are submitted two weeks after the final day of the course. Students are notified of their final grades by email once the grades have been submitted. Students who have been approved for an extension will be notified of their final grades once all terms of the extension have been met.

VISA STATUS

Anaheim University does not provide visa services but can provide a letter verifying a student's active status upon request.

HOUSING

As Anaheim University programs are conducted online, regardless of where the student resides, the University does not have dormitory facilities under its control and does not provide housing or dormitory facilities.

STATE LICENSURE

The programs at Anaheim University are not designed to lead to positions requiring licensure in this state.

PLACEMENT SERVICES

Anaheim University does not offer placement services.

GRADUATE EMPLOYMENT DATA

Anaheim University undergraduate certificate and diploma graduates self-report that they are employed in the following fields: Academic Director, Bilingual Training Specialist, Wall Street English Foreign Trainer, English Teacher, Adjunct Professor, Cram School Teacher, Linguist/Translator, Private English teacher, Language Technician, Academic Advisor, Business English Instructor, ESL Professor, TOEFL Instructor, Online ESL Teacher, Professional Proctor, Language School Team Leader, English Tutor.

FINANCIAL AID

Anaheim University does not participate in federal or state financial aid programs.

STUDENT TUITION RECOVERY FUND

It is a state requirement that a student who pays his or her tuition is required to pay a state-imposed assessment for the Student Tuition Recovery Fund (STRF).

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589. To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.

3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans. To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF. A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.

STUDENT CANCELLATION, WITHDRAWAL, AND REFUND RIGHTS

The student has the right to cancel an enrollment agreement in any manner through the first day of the course, or the seventh day after signing

the enrollment agreement, whichever is later (the "Cancellation Period"), and obtain a full refund of all monies paid. Students canceling after the seven-day Cancellation Period will receive a refund of all amounts paid, less the non-refundable registration fee of \$100 and the non-refundable application fee of \$75 (for graduate programs) or \$50 (for undergraduate programs).

The written notice of cancellation may be given by e-mail, fax, or postal service (in which case, the effective date begins when the letter is deposited in the mail properly addressed with postage prepaid). The "Official Notice of Withdrawal" form can be downloaded from the University website.

For the purposes of determining the student's obligation for the time attended, the student will be considered to have withdrawn from the program when any of the following occurs, unless the Dean or Program Director determines a different course of action:

- The student notifies the school of the withdrawal.
- The school terminates the student's enrollment.
- The student fails to attend classes for a three-week period. In this case, the date of withdrawal will be the last date of attendance.
- The student fails to submit three consecutive lessons or fails to submit a completed lesson required for home study or correspondence within 60 days of its due date.
- The student has not responded to communication in any form from the University for four months.

- Students who have been withdrawn from their program for any of the above reasons may be required to submit a new application (and all applicable fees) if they wish to continue. Tuition for all courses is refunded based on the number of weeks completed.

For Courses Lasting 15 Weeks	Percentage of Refundable Tuition	Sample Calculation
		Based on \$750 tuition for a 15 Week course
Week 1 (days 0 -7)	100% of tuition refunded	Refund: \$750 (100% of \$750)
Week 2 (days 8 – 14)	90% of tuition refunded	Refund: \$675 (90% of \$750)
Week 3 (days 15 – 21)	80% of tuition refunded	Refund: \$600 (80% of \$750)
Week 4 (days 22 – 28)	70% of tuition refunded	Refund: \$525 (70% of \$750)
Week 5 (days 29 – 35)	60% of tuition refunded	Refund: \$450 (60% of \$750)
Week 6 (days 36 – 42)	50% of tuition refunded	Refund: \$375 (50% of \$750)
Week 7 (days 43 – 49)	40% of tuition refunded	Refund: \$300 (40% of \$750)
Week 8 (days 50 – 56)	30% of tuition refunded	Refund: \$225 (30% of \$750)
Week 9 (days 57 – 63)	20% of tuition refunded	Refund: \$150 (20% of \$750)
Weeks 10 - 15	0% of tuition refunded	Refund: \$0

If a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund, and if the student receives federal student financial aid funds, the student is entitled to a refund of the moneys not paid from the federal financial aid funds. All monies due the student will be refunded within 30 days of the notice of cancellation. If the student has been approved for a monthly payment plan, Anaheim University will calculate the total amount of tuition and fees owed to the University based on the number of weeks completed, and compare this amount with the total amount the student has paid up to the date of their withdrawal. Any amount paid over the total amount of tuition and fees will be refunded to the student. If there is a balance due, the student will be responsible for the remaining amount.

STUDENT PRIVACY

Anaheim University makes every effort to protect student privacy. Student records are stored in secure, locked, fire-proof facilities which have restricted access and a motion sensor alarm security system. The university's online course management system maintains strict data security protection in addition to user authentication and virus scanning. Cloud storage of back-up records is protected by a two-step verification process in addition to the highest standards in SSL browser encryption.

All transcripts are issued in compliance with the Family, Educational Rights and Privacy Act of 1974 (section 438 of Public Law 93-380), and information contained in the transcript is not released to a third party without the written consent of the student. If a student requests the release of any information from his/her file, the student must submit the request in writing to the Registrar.

RETENTION OF STUDENT RECORDS

Student records are stored in secure, locked, fire-proof facilities which have restricted access and a motion sensor alarm security system. The university's online course management system maintains strict data security protection in addition to user authentication and virus scanning. Cloud storage of back-up records is protected by a two-step verification process in addition to the highest standards in SSL browser encryption. Anaheim University retains all student records and transcripts indefinitely. A student or graduate can request information by contacting the University at its offices.

STUDENT GRIEVANCE PROCEDURES

Anaheim University places great emphasis on putting the educational experience of its student body as the first priority of its administration, faculty, and staff. In line with this "Students First, Always" policy, the University seeks to continuously improve the educational experience of its students, including the quality of academics, learning resources, online learning system, and Student Services. Students may always provide feedback, seek assistance, and express grievances in person, in writing, by phone, by email, or by live chat/Skype sessions. Formal grievances/complaints must be submitted in writing, either by mail or email, to Student Services. Written complaints may be sent by email to support@anaheim.edu or mailed to Anaheim University Admissions Office, 1240 S. State College Blvd Rm 110, Anaheim, CA 92806, USA.

Anaheim University defines a complaint as a formal statement made in writing that outlines a specific grievance which is interfering with the student's perceived ability to succeed in their chosen program of study. Once a complaint is received, it will be directed to the appropriate department and the individual responsible for overseeing that department. Grievances that cannot be resolved by the department will be referred to the Vice President of Administrative Affairs or the Office of the President. All formal grievances/complaints will receive a response within 10 days of the University receiving the complaint.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888-370-7589, or by completing a complaint form, which can be obtained on the Bureau's internet Web site: www.bppe.ca.gov.

Any questions or problems concerning this school which have not been satisfactorily answered or resolved by the school should be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA 95798-0818. Phone: (916) 431-6959. Fax: (916) 263-1897, or the Distance Education Accrediting Commission (DEAC) at <https://www.deac.org/Student-Center/Complaint-Process.aspx>

BANKRUPTCY CODE DISCLOSURE

Anaheim University does not have a pending petition in bankruptcy, nor has it filed a petition within the preceding five years. Anaheim University is also not operating as a debtor in possession, and it has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

HOW TO CONTACT ANAHEIM UNIVERSITY

President Dr. Andrew Honeycutt	president@anaheim.edu
Managing Director of Development	online@anaheim.edu
Vice President of Administrative Affairs	vpadmin@anaheim.edu
Director of Student Services	studios@anaheim.edu
Student Services	support@anaheim.edu
Registrar	registrar@anaheim.edu
Technical Support	techsupport@anaheim.edu

ANAHEIM UNIVERSITY OFFICE OF ADMISSIONS

Hours of operation: Monday - Friday 9 a.m. to 6 p.m. (Closed major U.S. holidays)

1240 S. State College Blvd., Room 110 Anaheim, CA 92806-5150 USA

Toll-Free: 1-800-955-6040

Tel: 714-772-3330

Fax: 714-772-3331

Email: admissions@anaheim.edu

OFFICERS: ANAHEIM UNIVERSITY, INC.

Andrew E. Honeycutt, DBA	CEO, Director
Elaine Parker-Gills, Ed.D.	Secretary, Director
David Bracey	CFO, Director

TESOL ADVISORY COUNCIL

Dr. Masahiko Abe	University of Tokyo Professor of English
Dr. Charles Browne	Meiji Gakuin University Professor of Applied Linguistics and TESOL, Head, EFL Teacher Training Program
Richard Hawking	Technological and Instructional Design Specialist & J.F. Oberlin University English Language Program Assistant Professor
Dr. Tadayoshi Kaya	Gakushuin Women's College Professor
John Lowe	Mosaic8 Director, former Thomson Heinle (now Cengage Learning) Asia English Language Teaching Director
Dr. Yuji Nakamura	Keio University Professor of English, Past President of the Japan Language Testing Association (JLTA), former Chair of the Testing SIG of the Japan Association of College English Teachers (JACET)
David Bracey	Anaheim University Managing Director of Development / Chief Communications Officer

BOARD OF TRUSTEES

Elaine Parker-Gills, Ed.D.	Chair/Voting Member
Andrew E. Honeycutt, DBA	Voting Member
Robert E. Garrity, M.S.	Voting Member

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA 95798-0818. Phone: (916) 431-6959. Fax: (916) 263-1897, Website: www.bppe.ca.gov. Questions may also be directed to the Distance Education Accrediting Commission (DEAC) at www.deac.org.

Anaheim University Office of Admissions

1240 South State College Blvd. Room 110 Anaheim, CA 92806 USA

Tel: 714-772-3330 Fax: 714-772-3331 E-mail: admissions@anaheim.edu

www.anaheim.edu

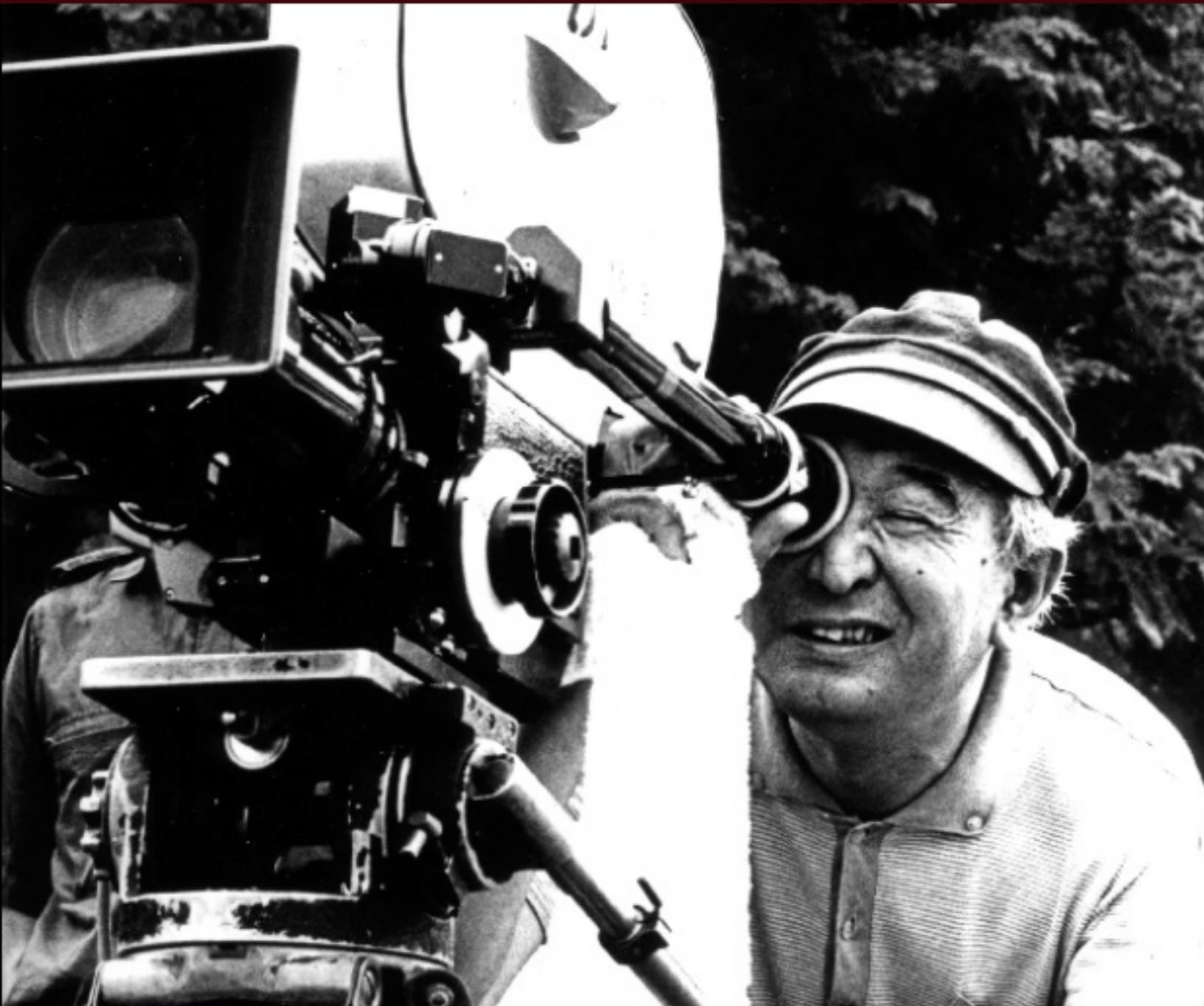
Anaheim University is accredited by the Distance Education Accrediting Commission (DEAC)

1601 18th St. NW, Suite 2, Washington D.C. 20009 USA (202) 234-5100 <http://www.deac.org>

TESOLCCAT 04/21

Online Master of Fine Arts in Digital Filmmaking

January 1 – December 31, 2021



Anaheim University
Akira Kurosawa School of Film

ANAHEIM UNIVERSITY MISSION

Anaheim University was established as a unique, innovative and sustainable institution of higher learning to meet the educational needs of a diverse and global student body through academic programs of the highest quality. Dedicated to a student-centered philosophy, Anaheim University makes higher education accessible to qualified students worldwide through both online and on-campus study.

ANAHEIM UNIVERSITY OBJECTIVES

Taking advantage of the newest technological innovations, Anaheim University is designed to be a sustainable global institution with a multicultural perspective, with programs designed to meet the needs of its diverse student population. To accomplish this, Anaheim University has the following objectives:

- Meeting the educational needs of our students by offering instructional programs otherwise unavailable because of access, cost, or work schedule
- Excellence of academic instruction through the guidance and expertise of dedicated faculty
- Provision of an instructional environment where students can take an active role in their own learning
- Utilization of the newest technologies
- Deployment of technology-based learning resources
- Development of interactive learning environments in both synchronous and asynchronous settings
- Support of an academic environment where professors are able to deliver the highest quality educational programs and take advantage of the University's learning resources
- Regular course and program assessments and evaluation to improve our offerings
- Development and maintenance of a University alumni support system to advance alumni professional skills, knowledge, and expertise and help them realize their lifelong educational goals
- Development of University culture and programs promoting sustainability

ABOUT US

Anaheim University is a private institution that was founded in Orange County, California in 1996. The University is accredited by the Distance Education Accrediting Commission (DEAC). The DEAC is listed by the U.S. Department of Education as a recognized accrediting agency and recognized by the Council for Higher Education Accreditation (CHEA). Anaheim University is also approved to operate by the California Bureau for Private Post-Secondary Education. "Approval to operate" means that Anaheim University operates in compliance with state standards as set forth in the California Education Code and the California Code of Regulations.

THE MISSION

The mission of the Akira Kurosawa School of Film is to provide students with a quality online Master of Fine Arts degree in Digital Filmmaking. Through this program, students acquire the knowledge, skills, and ethics needed to produce media content in an ever-shifting landscape of production, distribution and exhibition. The curriculum reflects the variety of production practices involved in today's complex entertainment and artistic realms – from film, video and gaming to festivals, YouTube and other online platforms, and to innovating into areas yet unknown. Through Anaheim University's rich learning experiences and state of the art approach, students both new to digital filmmaking and looking to expand their filmmaking horizons will gain a greater appreciation for the history, theory and range of cinematic practices in global contexts, along with a full background in the most recent technologies of pre-production, production and post-production. Students will have the opportunity to experience aspects of Hollywood production practices through video interviews and real-time interactions with experts in various components of studio filmmaking, as well as interactions with those involved in other aspects of content production and distribution.

In the spirit of Akira Kurosawa, perhaps the most influential filmmaker of all time, the Akira Kurosawa School of Film endeavors to provide a solid grounding in all aspects of artistic creation and film appreciation through its MFA in Digital Filmmaking program.

ABOUT AKIRA KUROSAWA

One of the most celebrated filmmakers in history, Akira Kurosawa had a career that spanned the Second World War to the early nineties, standing as a monument of artistic and personal achievement. His best-known films remain his samurai epics *Seven Samurai* and *Yojimbo*, but his intimate dramas, such as *Ikiru* and *High and Low*, are just as compelling. The first serious phase of Kurosawa's career came during the postwar era, with *Drunken Angel* and *Stray Dog*, gritty dramas about people on the margins of society. Kurosawa would subsequently gain international fame with *Rashomon*, a breakthrough in nonlinear narrative and sumptuous visuals. In the late sixties, Kurosawa expanded his dark brand of humanism into new stylistic territory, with films such as *Kagemusha* and *Ran* – visionary, colorful, epic ruminations on modern man and nature.

Kurosawa and his work influenced and inspired nearly every filmmaker of his time. Many of Kurosawa's movies and screenplays were remade by other filmmakers with similar plots and characters. *Seven Samurai* inspired *The Magnificent Seven* and *A Bug's Life*, *Yojimbo* led to *A Fistful of Dollars* and *Last Man Standing*, and *Hidden Fortress* was a source of inspiration for *Star Wars*.

George Lucas who, along with Francis Ford Coppola, co-produced Kurosawa's *Kagemusha*, stated, "It's no secret that I'm a fan of Kurosawa's work, and that his films were a source of inspiration for my own *Star Wars* saga. I have no doubt his work will continue to inspire for generations to come. He had a tremendous influence on my life, on my work, and on my sensitivity to visual story telling." Steven Spielberg, who produced *Kurosawa's Dreams*, said, "From his very first film *Sugata Sanjuro* to his last film *Madadayo*, Akira Kurosawa has been a maestro to my entire generation and to every generation of filmmakers who watch movies, are inspired by movies, and learn from movies....The time I spent with Kurosawa has been reflected in my own work as all of the time I spent with Kurosawa's films has done so much to inspire me to be a better filmmaker.... I have learned more from him than almost any filmmaker on the face of the Earth."

Sources: Criterion Collection, Tokyo Journal

AKIRA KUROSAWA SCHOOL OF FILM

The Master of Fine Arts in Digital Filmmaking degree is for individuals living around the world who wish to obtain a quality education from professors based in Hollywood and other leading film markets without having to relocate during their period of study. The target market includes recent college graduates, as well as those who have pursued other professions but have a deep interest in filmmaking and a future filmmaking career.

WORK FULL TIME & STUDY ONLINE

The AU MFA in Digital Filmmaking degree program allows you to study online while working full time and fulfilling your personal responsibilities. All courses are taught online.

EDUCATIONAL OBJECTIVES

Upon completion of the Master of Fine Arts in Digital Filmmaking program, students will be able to:

- Situate film and media in a continuum of artistic endeavors drawn from a variety of national traditions.
- Understand the central place that Akira Kurosawa occupies in world cinema.
- Be able to produce critical works on film and media in the language of the field and with an understanding of the critical theories that are most appropriate to cinematic and media texts.
- Produce creative works that reflect timeless stories of interior and exterior journeys of understanding of the self and the world around.
- Summarize significant research findings in film to develop a depth of knowledge ranging from the historical to the leading edge.
- Develop creative writings that reflect professional standards demanded of the film and media industries.
- Have a grasp of the techniques and technologies for the production of creative digital media.
- Discern the variety of cinematic texts and the variety of ways they are produced, distributed and consumed.
- Acquire the overall intellectual and professional background needed to prepare for both the applied and academic film worlds.

FROM THE DEAN OF THE AKIRA KUROSAWA SCHOOL OF FILM

"Hello and welcome to the Akira Kurosawa School of Film at Anaheim University. In the spirit of the great artist and craftsman of the cinema, we are pleased to offer an innovative MFA in Digital Filmmaking. Taking advantage of our proximity to Hollywood—the center of global film production—our unique access to major filmmakers, craftspeople, studio personnel and others in the media production and distribution industry, and unique and exclusive video content, our program offers students an unparalleled opportunity to experience and learn the varieties of film, video and game production. A highly-trained and experienced faculty make distance learning an opportunity for students around the world to interact in real-time yet still take advantage of their own cultural specificities. We are excited to offer this opportunity to students worldwide who want to obtain an MFA that will provide a meaningful exposure to the art of the cinema and train them in its multi-faceted craft and complex business practices."

David Desser, Ph.D.
Dean, Akira Kurosawa School of Business Anaheim University

MFA IN DIGITAL FILMMAKING OVERVIEW

The MFA in Digital Filmmaking through Anaheim University's Akira Kurosawa School of Film allows working professionals to obtain an MFA degree while working full time no matter where they reside. Anaheim University's cutting-edge online infrastructure provides an interactive and intercultural learning environment matched by no other. During each of the 12 nine-week courses, students must participate in weekly real-time online classes. During the entire term, students interact with each other and their professor through the University's Online Discussion Forum, discussing responses to questions regarding their assigned readings and projects. Finally, students must submit assignments based on the weekly topics.

Interactive

Students study in a highly interactive online program by attending weekly real time online meetings per course with their professor and / or expert guest speaker and interacting daily with their fellow students by discussing weekly topics in their free time.

Networking Opportunities

Students from around the world interact with each other and their professors through the online Forum.

Experienced Faculty

Students have the opportunity to learn from highly qualified professors who have extensive experience in various fields of film.

Residential

Students will attend one 7-day Residential session during their program for additional hands on experience and interaction with their peers and professors.

Culturally Diverse Program

AU students have the opportunity to come into contact with individuals from around the world, providing a rich and culturally diverse environment in which to study. Students broaden their cultural perspective while at the same time remaining in touch with their own cultural identity.

Achieve Success

Anaheim University faculty and staff are committed to helping every student succeed. Students benefit from small class sizes and direct access to professors.

Online Resources

Students have access to digital resources including journals, articles, and video interviews, lectures and seminars.

For Working Professionals

The online system allows students the opportunity to complete an MFA while at the same time holding down a full- time job.

METHOD OF INSTRUCTION

Online Learning: Reading of textbooks, analysis of films and submission of written and video assignments; weekly 90-minute real time online classes and discussion forums with professor and students

Residential Session: A one-week, in-person presence at an appropriate facility in Hollywood, California or Tokyo, Japan where students will attain hands on experience with professional-grade motion picture and HD video equipment and learn the following from industry professionals: the technology and art of feature- film or television post-production, distribution and marketing; the business of screenwriting; and video-game development and marketing. Seminars from those professionally involved in these areas will be complemented by tours of facilities and classroom-style lectures. This capstone experience will come at the end of the student's coursework.

The tuition for the Residential Session is included in the total program price, but students must pay for their own travel, room, and board. The Residential Session typically alternates between California and Asia.

Course Duration: Each course is nine weeks long. Courses begin every ten weeks.

Degree Program Duration: The MFA in Digital Filmmaking degree program will take approximately three years to complete. The maximum time allotted to complete the program - four years from date of matriculation. Students may be granted an extension to their program at the discretion of the Dean.

FACILITIES, EQUIPMENT, AND TECHNOLOGICAL REQUIREMENTS

Anaheim University is an online institution, and all instructional equipment and materials must be provided by the student. Equipment includes: access to a computer and internet.

The course management system used by Anaheim University is Moodle. Moodle 3.5 is compatible with any standards-compliant web browser, including Google Chrome, Mozilla Firefox, Safari, Microsoft Edge, and Internet Explorer. Moodle is also available on mobile device browsers through MobileSafari and Google Chrome. Please note that older "legacy" browsers have compatibility issues with Moodle 3.5. These older browsers include Internet Explorer 10 and below, and Safari 7 and below. For the best experience and optimum security, we recommend that you keep your browser up-to-date. <https://whatbrowser.org>

Graduate level students attend their live classes using the software GotoMeeting. To attend the GotoMeeting live sessions, students will need access to the following:

- Computer or mobile device. GotoMeeting requires the following:
 - 2GB of RAM (minimum), 4GB or more of RAM (recommended) for computers
 - iPad2 or later and iPhone 4s or later for mobile devices
- A webcam (optional). Your computer's built-in camera will work, or you may use an external webcam.
- A microphone or audio input device. Many times, you can use your computer's built-in microphone. A USB headset is recommended
- Headphones or audio output device. Often, your computer's built-in speakers will work just fine. A USB headset is recommended
- Internet access. Ensure you have a stable connection for clear audio and video. Anaheim University recommends access to the following connections:

- Computer: 1 Mbps or better (broadband recommended)
- Mobile device & Chromebook: 3G or better (WiFi recommended for VoIP audio)

**** Note:** Most devices have built-in speakers, but you will get better audio quality while connected via VoIP if you use a headset. You can also use your phone to dial in and connect to audio.

GotoMeeting is compatible with the following operating systems:

- Google Chrome v57 or later
- Windows 7 - Windows 10
- Mac OS X 10.9 (Mavericks) - macOS Mojave (10.14)
- Linux/Ubuntu (Web App only)
- Google Chrome OS (Web App only)
- iOS 9 - iOS 12
- Android OS 4.4 (Kit Kat) - Android 9 (Pie)
- Windows Phone 8, Windows 8RT or later

Camera capable of shooting 1920x1080/24fps.

- DSLR: Canon 5DMII, 5DMIII, 7D, 60D, Rebel T2i, T3i, Nikon D800, D90, D3200, etc.; Black Magic Pocket Camera;
- Mirrorless: Panasonic GH2, Sony A7, etc.

Lens(es)

- Focal length: 24-105mm. Often the DSRL and mirrorless cameras listed above come with a stock zoom lens that will cover this focal range.

Digital sound recorder with XLR inputs

- Tascam DR-40; Zoom H4N; Rode shotgun microphone and XLR cable

Basic Continuous Lighting Equipment.

- Inexpensive brands: Impact, Manfrotto, Genaray
- More expensive: Arri lighting kits, Kino-flo

Non-linear editing software

- Final Cut Pro, Adobe Premiere Pro

MFA in Digital Filmmaking Program Fees	
Application fee (Non-Refundable after 7 days)	\$ 75
Registration fee (Non-Refundable after 7 days)	\$ 100
Per Course Fees	
Tuition fee (\$500 per credit x four credits):	\$ 2,000/course taken
Records fee	\$ 200/term
STRF fee* (Non-Refundable, CA Residents Only)	\$ 13.50
Per Course Fee Total	\$ 2,200
Additional Fees	
Residential fee attending in person*	\$ 2,200
Residential fee attending online	\$ 1,200
Transfer credit fee (optional)	\$ 75/course
End of Program Fees	
Original transcript	No cost
Additional transcript (optional)	\$ 25
Diploma	No cost
Replacement diploma (optional)	\$ 200
Replacement cover (optional)	\$ 75
Official completion letter (optional)	\$ 35
Total Fees and Charges (in-person residential)	\$33,175
Total Fees and Charges (online residential)	\$32,175

Note: The list of program fees does not include textbook fees, film viewing fees, or equipment fees. Textbooks and film viewing average approximately \$100 - \$200 per course, and equipment fees average \$2,200 for the program. Students may wish to check with retailers to inquire about educational pricing. Anaheim University can provide proof of enrollment upon request.

Affordable Pay-As-You-Learn System: Pay for only one course at a time, or receive a 10% discount on tuition by paying 100% of your program fees at the time you enroll.

US Military: Anaheim University's programs are approved for VA benefits.

Please see refund policy in the Policies and Procedures catalog.

Payments can be made by check, credit card (Visa, MasterCard, American Express or Discover), money order or bank transfer. Tuition may be paid on a course-by-course basis. The application fee must be paid at the time of application, and prior to beginning the first term, students must pay the registration, tuition, and records fee. For the remaining nineteen terms, students must pay the tuition and records fee.

Some courses require the submission of an original film project; production expenses are also the responsibility of the student and are not included in the MFA program fees.

* The Student Tuition Recovery Fund (STRF) is administered by the California BPPE and applies only to California residents. The STRF fee is currently fifty cents (\$.50) per one thousand dollars (\$1,000) of institutional charges. 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.

**The residential fee does not include housing, meals or transportation; costs vary depending on the originating location of the student and the chosen accommodations. Anaheim University endeavors to find housing at a reasonable cost for students. Any students traveling to the residential should have travel insurance, and any local students should have medical emergency insurance.

Anaheim University makes certain provisions in order to provide access to library resources and library services for all students enrolled directly through Anaheim University. However, students enrolled in Anaheim University's online graduate degree programs are required to have an additional reserve fund to be used for the purchase of journals and research - materials that will aid them in their studies by providing information specific to their unique areas of interest and research - and to provide access to software and other resources that may help them in the completion of their studies. The research reserve fund is \$1,500 for masters students to be used over the duration of their program. *Students are not required to spend the entire research fund - only that amount necessary in order to carry out their research.*

MFA IN DIGITAL FILMMAKING CURRICULUM

Anaheim University's Online Master of Fine Arts in Digital Filmmaking degree program is comprised of 14 courses (9 weeks each). Students complete nine core courses, three elective courses, and a two-course thesis project. Each course is 4 units for a total of 56 required units to complete the program.

Core Courses

- MFA 500 The Cinema of Akira Kurosawa in a Global Context
- MFA 510 Film Aesthetics
- MFA 520 Intro to Digital Filmmaking
- MFA 530 Advanced Digital Filmmaking*
- MFA 540 Screenwriting
- MFA 550 History of World Cinema
- MFA 560 Film Theory
- MFA 570 The International Film Business
- MFA 580 Concept of Post Production: Sound and Editing
- MFA 600 Thesis Project**

**Students must complete MFA 520 Intro to Digital Filmmaking in order to take this course.*

***Students begin their thesis project after all other course work is completed. The thesis project consists of a two-term project.*

Electives – Group A (select 2)

- MFA 590 Documentary Film – History and Theory*
- MFA 591 Documentary Film Production*
- MFA 592 Animation – History, Theory, Practice
- MFA 593 Producing for the Web
- MFA 594 Game Design – Theory and Practice
- MFA 595 Story Structure

**students may take either MFA 590 or MFA 591*

Electives – Group B (select 1)

- MFA 598 Transnational Film Genre
- MFA 599 Major World Directors

PROGRAM REQUIREMENTS AND SATISFACTORY ACADEMIC PROGRESS

The MFA in Digital Filmmaking program consists of 12 courses and 2 Research Portfolio or Thesis terms, for a total of 14 terms, or 56 units (14 courses, 4 units each). Students must maintain a 3.0 grade point average (GPA) throughout the MFA in order to graduate from the program. Any student whose GPA falls below a 3.0 will be put on Academic Probation and given two terms to bring his/her GPA back to a 3.0 level. Students who earn a grade lower than an 80% (a "C," "D," or "F") on any given course must repeat the course.

The MFA schedule is set each year and typically announced in the Fall. Failure to take an available course when one is offered may prevent a student from completing his/her program in the allotted time. The maximum time allotted for completion of the MFA program is 4 years. Students who have not completed their programs within the maximum allotted time are subject to academic dismissal. Students who need additional time must receive permission from the Dean or Program Director.

Attendance at a one-week, in-person residential at an appropriate facility in Hollywood, California or Tokyo, Japan is a requirement for graduation from the MFA program. At the residential, students will attain hands-on experience with professional-grade motion picture and HD video equipment and learn from industry professionals. The tuition for the Residential Sessions is included in the total program price, but students must pay for their own travel, room and board.

PROGRAM STUDY SUGGESTIONS

Students are responsible for the information contained in the course syllabus and course grading rubrics. Each course is worth 4 units, or 180 hours of study (approximately 20 hours a week). To help you allocate your time, each course guide contains a weekly program break-down. The course guides are meant as a suggestion only, but one that students are advised to adhere to as closely as possible to keep up with the demanding schedule of the courses. Below is a sample taken from a course that has a film project as its final assignment:

Each week the student will:

1. Complete the set reading, making notes to prepare for the real-time online class. (2.5 hours)
2. Film viewing assignment; take notes in preparation for the real-time online class. (2.5 hours)
3. Written Assignment (2 hours, selected weeks)
4. Discuss the weekly assigned topic with other students via the online discussion forum. (3 hours)
5. Take part in the weekly real-time online class. (1.5 hours)
6. Review the transcript of the real-time online class and make notes (1.5 hrs)
7. Journal entries throughout the week (1 hour)
8. On-going work on the planning, shooting and editing of the rough cut and final video project (6 hours)

Total: 20 hours for a 9-week course

COURSE DESCRIPTIONS

Core Courses

MFA 500 THE CINEMA OF AKIRA KUROSAWA IN GLOBAL CONTEXT

An examination of selected films of Akira Kurosawa from the point of view of their origins in global culture and their impact on international film culture, in turn. The course will focus on those films that clearly interact with world culture(s) and which have been overtly or in some sense remade, concentrating on theoretical issues of transnational culture, intertextuality and reception. Viewing of films, critical and source readings, and response and research papers are required.

MFA 510 FILM AESTHETICS

This course provides an in-depth analysis of the particular aesthetic features of film, with some consideration given to television and video. Aspects such as mise-en-scene (lighting, camera position and movement, sets, props, costumes), editing, sound, and narrative structure are considered.

MFA 520 INTRO TO DIGITAL FILMMAKING

This course gives the beginning filmmaker a fundamental understanding of the digital filmmaking process, starting from preproduction and going through production to post-production and delivery. Through lectures, screenings and hands-on practical learning, the students will learn the jobs and responsibilities of each member of a film crew, with proper on-set procedures and protocols, and understand the fundamentals of screenwriting, casting, working with actors, camera techniques, directing and editing. Over the course of the class, each student will take a film project from inception to completion by applying the techniques learned throughout the course. This course will combine practical with theoretical learning in helping students gain a solid foundation in digital filmmaking.

MFA 530 ADVANCED DIGITAL FILMMAKING

This course is designed to build upon the skills and tools that the student filmmaker acquired in their Introduction to Digital Filmmaking course and give them a more advanced understanding of the digital filmmaking process. Through lectures, screenings and practical work, student filmmakers will gain a comprehensive understanding and experience in all phases of digital filmmaking: development, preproduction, production and post-production. Students will take the concepts discussed in class to plan, develop, shoot and edit a final narrative project.

MFA 540 SCREENWRITING

Over the last thirty years, there have been major changes in the role of the media in culture and society. Successful media practitioners have an opportunity to launch fascinating careers, produce works of high artistic quality, and positively impact society or societies (in the globalization era, media arts are increasingly transcultural). This introductory course prepares MFA students -- future creative artists, filmmakers, writers, and videogame designers -- for productive careers in the media and screen arts, including designing, developing and promoting their own projects as independent entrepreneurs. This course offers an introduction to the principles of screenwriting, with special attention given to traditional cinematic narrative, dramatic plot and structure, scene design, and character development. The method combines lectures and intensive workshops. Students learn by reading assigned texts; analyzing and discussing relevant short films and scenes and their peers' screenplay pitches and first drafts; participating in screenwriting exercises; and completing a short screenplay. Students will take part in critical analysis of their own and their classmates' creative work.

MFA 550 HISTORY OF WORLD CINEMA

This course introduces students to the history of world cinema, from the invention of the medium to the present day. We will focus most of our attention on films made outside of the Hollywood system, though we will also explore how international cinema has interacted with and reacted to the American motion picture industry. We will examine the impact of industrial, economic, technological, and social change on world cinema, and we will

study how various national cinemas have contributed to the development of cinematic storytelling over the past century.

MFA 560 FILM THEORY

What is the relationship between film and reality? What distinguishes film from the other arts? Is cinema a kind of language? How is pleasure derived? This course is a survey of critical methods used by scholars to answer such questions, and many more, through the close study of cinematic texts. The course will engage with the major issues and debates surrounding varied methodologies, including: genre theory, authorship, psychoanalysis, semiotics, feminism, Marxism, Cultural Studies, reception studies, and post-colonialism.

MFA 570

Given the intertwined nature of filmmaking, media companies and the variety of business models possible outside of major conglomerates or specialized companies, it is imperative to give film and video makers a sense of how the business side of the equation operates.

MFA 580 CONCEPTS OF POST-PRODUCTION SOUND AND EDITING

Once production ends, the art and craft of finishing a film begins. This course will examine both theoretical and practical approaches to post-production with emphasis on sound and editing.

Electives

MFA 590 DOCUMENTARY FILM – HISTORY AND THEORY

Debates around and concepts of documentary/non-fiction cinema are the intensive focus of this course. It will trace both the history of documentary production and the critical and theoretical writings that have arisen in response. The course will examine the major filmmakers and film movements within the non-fiction film canon, including Flaherty, Grierson, Vertov, Riefenstahl, Maysles, Wiseman, Moore. Students will choose one documentary not chosen for class analysis and examine it in-depth from the point of view of how it highlights debates within the field.

MFA 591 DOCUMENTARY FILM PRODUCTION

In this course, students learn the fundamentals of documentary production: mode, style, technical and practical logistics, and aesthetic choices. Through lectures, screenings, readings, discussions and hands-on practical learning, the students will learn the process and techniques of non-fiction video production and then apply these techniques to their own short documentaries. The students will be required to research, develop, produce, shoot, edit and deliver a short documentary project by the end of the class.

MFA 592 ANIMATION – HISTORY, THEORY, PRACTICE

An examination of concepts, characters, and storyboards for basic animation production. Emphasis is on creating movement and expression, utilizing traditional or electronically generated image movement.

MFA 593 PRODUCING FOR THE WEB

This course gives students a comprehensive understanding of how to properly use and navigate the developments in web technology to create videos for online distribution. Through lectures, screenings, assigned readings and practical work, students will learn the history of streaming video, web video production techniques, creating proper aesthetics, editing for the web, compression and technical considerations for uploading, and social media and online marketing. Students will take the concepts discussed in class and apply them to create multiple online video projects.

MFA 594 GAME DESIGN – THEORY AND PRACTICE

This course provides students a practical foundation in game design, with a focus on concept development, design decomposition, and prototyping. Using game design theory, analysis, physical prototyping, playtesting, and iteration, students learn how to translate game ideas, themes, and metaphors into gameplay, game pitches, and design documents. Students will analyze and recognize play that exists in important games, stories, and other media.

MFA 595 STORY STRUCTURE

Story Structure is an advanced level course building on introductory screenwriting skills and elements. During the course students will develop original narrative screenplays for film, television and/or digital programming. The focus will be on developing the elements of a script, including the hook, the first act, the first plot point, inciting event and key event, the second act, the mid-point, the third act, the climax, and the resolution. Students will learn to define and use vocabulary pertinent to the analysis and construction of film and television screenplays; identify and explain the structural elements of a half-hour sit-com, one-hour drama, feature-length film, and digital short; and create an original short film screenplay that adheres to industry standards. Critical readings and film viewings will aid in the appreciation of the elements that adhere to original, engaging works.

MFA 598 TRANSNATIONAL FILM GENRE

This course will introduce students to the latest theoretical models of genre theory, transnationalism, and cultural flows as demonstrated by an in-depth analysis of a single global genre. Possible topics include: Melodrama, Horror, Neo-Noir, Action, Youth, and the Road Movie.

MFA 599 MAJOR WORLD DIRECTORS

Authorship—the demonstrable qualities of an individual filmmaker in terms of his/her preferred style: approach to narrative; use of actors; and the recurrences of characters, motifs, themes and issues presented in the films over the course of a career. It is likely that the course in any given semester will focus on one or perhaps two filmmakers drawn from the ranks of globally important directors.

Final Project

MFA 600 THESIS PROJECT

This “capstone course” will not only demonstrate a command of the learning outcomes of the writing and production courses, but it will also provide an opportunity to work on a project that may be submitted to a film festival or otherwise used to show creativity, imagination and solid cinematic construction. Length, genre or other aspects will be determined by the student in consultation with the thesis advisor. The thesis project can be completed in approximately two terms.

ONLINE LEARNING RESOURCES

AU ONLINE CLASSROOMS

Anaheim University MFA students meet in real-time interactive online classes with their professors and fellow students for ninety minutes every week during each of the courses. Transcripts of all online classes are recorded and are made available as soon as the class has been completed. This allows the students to stay focused on the live discussion during the class, and the opportunity to review the class discussion afterwards. For the schedule of the 90-minute online class times, please see the University website.

AU ONLINE DISCUSSION FORUM

The Online Discussion Forum is an electronic bulletin board and e-mail list facilitating lively communication and interaction among students and their professor. When a student posts a message to the Forum, the message is automatically redistributed to the professor and all other students in the course, allowing students to discuss the week’s readings in their free time. A weekly Student Host directs students to perform certain tasks as outlined in the online Course Guide. The Online Discussion Forum plays an integral part in AU’s online programs by facilitating the out-of- class interaction between students necessary for an effective exchange of ideas. The AU Online Discussion Forum ensures that learning and interaction does not end when the real-time class does.

ONLINE BOOKSTORE

The Online Bookstore is the one-stop source for textbook and course material needs. Designed for students to buy textbooks based on their course schedule, track their textbook orders, and sell their textbooks back from a previous semester, the Online Bookstore offers money-saving used books, multiple shipping options, and access to hundreds of academic items related to your studies. In an effort to provide additional savings, textbooks or course materials may be available for purchase in an electronic format. Purchases will be subject to the refund policy of the bookstore.

LIBRARY

Anaheim University requires all of its students to make extensive use of library facilities and resources in the course of their program. The University's online resources provide a major boost in assisting and supporting a student's academic work. The login ID and password provided by the University to the student upon enrollment will provide the student access to the online resources. Anaheim University makes certain provisions in order to provide access to library resources and library services for all students enrolled directly through Anaheim University.

AU ALUMNI ASSOCIATION

Upon completion of their chosen programs of study, AU graduates have the privilege of becoming part of the university's Alumni Association. The AU Alumni Association is a highly regarded online network established to ensure that an AU graduate's learning never ends. The Alumni Association is an excellent way to network with other professionals in your field and keep abreast of recent developments. Members have access to the most recent updates regarding the latest news from the field, important events, suggested readings, cutting edge information and professional career opportunities

STUDENT SERVICES AND TECHSUPPORT

The policy of Anaheim University is "Students First, Always" and Anaheim University's Student Services staff is committed to providing students with the administrative services they need for course registration, textbook ordering, graduation, etc. Technical issues are addressed by the TechSupport Division of the University.

GRADUATION STORE

Alumni of Anaheim University have the opportunity to show Anaheim pride by ordering Anaheim University graduation rings and diploma frames online.

graduation rings and diploma frames online.

AKIRA KUROSAWA SCHOOL OF FILM FACULTY

DAVID DESSER, PH.D.

DEAN OF THE AKIRA KUROSAWA SCHOOL OF FILM AND PROFESSOR

Dr. David Desser has taught at the University of Southern California (USC), University of California Los Angeles (UCLA), University of Pennsylvania, University of Michigan, Kansai University in Japan, Hong Kong Baptist University and the University of Illinois where he is Professor Emeritus of Cinema Studies. He received his Ph.D. from USC in the Cinema program with a minor in Japanese. As Dean of the Anaheim University Akira Kurosawa School of Film, Dr. Desser oversees the Master of Fine Arts (MFA) in Digital Filmmaking.

- He is the author of The Samurai Films of Akira Kurosawa and Eros Plus Massacre: An Introduction to the Japanese New Wave Cinema
- Co-author of American Jewish Filmmakers
- Editor of Ozu's Tokyo Story (Cambridge Film Handbooks)

- Co-editor of *The Cinema of Hong Kong: History, Arts, Identity*; *Reframing Japanese Cinema: Authorship, Genre, History*; *Cinematic Landscapes: Observations on the Visual Arts of China and Japan*; *Hollywood Goes Shopping*; and *Reflections in a Male Eye: John Huston and the American Experience*.
- Published more than fifty essays in scholarly collections and journals
- Created DVD commentary for the Criterion Edition of *Tokyo Story* and *Seven Samurai*.
- Former editor of *Cinema Journal*, and the co-editor of *The Journal of Japanese and Korean Cinema*.

VIKRAM CHANNA, MASTER'S IN FILM & TELEVISION PRODUCTION

ASSOCIATE DEAN OF THE AKIRA KUROSAWA SCHOOL OF FILM AND PROFESSOR

Discovery Networks Asia-Pacific Vice President of Production and Development, Vikram Channa serves as Associate Dean of the Anaheim University Akira Kurosawa School of Film. Vikram, who in addition to having a Master's in Film and Television Production and a Master's in History, earned his MBA from the University of Chicago and brings strategic thinking to the film set and innovation to the classroom. At Discovery Networks Asia-Pacific, he is responsible for the production of all original Discovery content out of Asia-Pacific. Based in Singapore, he works closely with Discovery Networks Asia-Pacific's (DNAP) senior management and country heads to provide editorial direction. Vikram and his team produce approximately 100 hours of programming every year across DNAP's portfolio of eight channel brands. Vikram first joined Discovery in 1995. He has taken on various roles within the company from on-air promotions to programming and production. Together with his team, he executive produced over 500 documentaries, several of which garnered accolades at events such as the Asia Television Awards, New York Festival, Omni Intermedia, and the Academy Awards. Vikram began his working career in India as an independent producer of short films.

RAPHAEL RAPHAEL, PH.D.

CARRIE HAMILTON ENTERTAINMENT INSTITUTE AND PROFESSOR

Raphael Raphael (Ph.D., University of Oregon; MFA, Plymouth University; Master's, Teachers College, Columbia University) is a film and media scholar who also lectures at the University of Hawai'i at Mānoa. His work frequently looks at making connections between genre, culture and disability. His most recent book, *Transnational Horror Cinema: Bodies of Excess and the Global Grotesque* (2017), with Sophia Siddique, looks at intersections of the horror genre, disability and trauma across borders. Other writing includes *Transnational Stardom: International Celebrity in Film and Popular Culture* (2013) with Russell Meeuf and contributions to the *Encyclopedia of American Disability History*. He currently serves as Associate Editor of *Creative Works and Multimedia for the Review of Disability Studies*. Raphael's work on pedagogy also includes writing on teaching film and disability studies in *Modern Language Association's Teaching Film* (2012) and social media learning in *Let's Get Social: The Educator's Guide to Edmodo*, with Ginger Carlson (2015). He has coordinated and directed educational technology programs with institutions in Asia, Europe and the United States. His scholarship in film, technology and media is also informed by his own practice as transmedia artist, and he has exhibited his work, including augmented reality and found footage installations as well as short films, in the United States and Europe. He is currently working on a book making connections between disability studies and film studies. Dr. Raphael tweets on issues in film and technology @raphaelspeak.

LILY ALEXANDER, PH.D. PROFESSOR

Dr. Lily Alexander is the author of the book on film and screenwriting, *Fictional Worlds*. She completed two doctoral programs at the University of Alberta, Canada in “Modern Languages and Comparative Cultural Studies: Emphasis on Film Narratology, Visual Semiotics, Theories of Culture” and “Anthropology: Emphasis on Communication, Storytelling and Performance.” A recipient of international academic fellowships and awards, she has been teaching screenwriting, film, literature, folklore, media, and communication for fifteen years, including the last ten years at New York University and City University of New York. She has been a Visiting Research Scholar at University of California, Los Angeles and Hebrew University in Jerusalem, a visiting scholar at Columbia University, and an Adjunct Professor at the New School University in New York. She has lectured at universities across the United States, Canada, UK and Israel, and she has given presentations in France, Netherlands, Russia, Italy and Spain. Dr. Alexander’s diverse experiences have included traveling and studying narrative cultures in thirty countries on four continents; experimenting with directing; writing for the media; and conducting research in the fields of symbolic anthropology and international media. Her website is: storytellingonscreen.com.

ALISON MAREK, MFA PROFESSOR

Alison Marek (MFA, New York University) started telling stories with words and images on paper: She wrote and illustrated a graphic novel called “Desert Streams,” which was published by Piranha Press, an imprint of DC Comics. A second book, “Sparrow,” followed the next year. She wrote and illustrated a comic strip, “Fido Kaplan,” that was published by Fairchild Publications in “Travel Today!” At Hunter College in New York City, Alison studied writing with the playwright Tina Howe and memoirist Louise DeSalvo, and was her class Valedictorian. She then went on to New York University’s prestigious film directing program. Alison’s short films, web series and PSAs have been broadcast, become festival favorites and have won grants and awards, including a Showtime Networks Inc. production grant, Sloan Foundation grant, a local Emmy nomination, and a Gold Aurora. Alison has worked as an associate field producer at Magical Elves and PivotTV, where she helped shape stories during development and post-production.

RYAN DANIEL MCKINNEY, MFA PROFESSOR

Ryan Daniel McKinney is an award-winning director and producer based out of Los Angeles, CA. His narrative films have screened at festivals in New York, Los Angeles, Houston, Kansas City, Orlando and Melbourne. He has directed numerous music videos in multiple genres and languages, as well as fashion lifestyle and brand videos and product commercials. Ryan graduated with distinction from National University’s Master of Fine Arts in Digital Cinema program.

BILLY BUDD VERMILLION, PH.D. PROFESSOR

Billy Budd Vermillion earned his Ph.D. from the University of Wisconsin-Madison in 2011. His dissertation examines the influence of Marxist humanist thought and the legacy of Socialist Realism on art films produced in East-Central Europe between 1956 and 1981. He has also published articles on silent romantic comedy and on the nature documentary “Microcosmos.” He has taught at the University of Wisconsin-Madison, Ripon College, the University of Illinois at Urbana-Champaign, and Northwestern University.

MESSAGE FROM THE PRESIDENT

As President, it is my pleasure to welcome you to the Anaheim University global online learning community.

At Anaheim University, we offer relevant, application-based programs designed to help you, the student, make an immediate difference in your current employment or future career. If you want an affordable, high quality experience in a globally connected setting, and a diverse faculty deeply engaged in their fields and with lifetime connections to invigorate your drive for success, you are at the right place.

With our experienced faculty and staff, interactive learning environment, and the integration of traditional and innovative learning methods, Anaheim University's mission is to provide exceptional learning opportunities to students who wish to benefit from a proven learning process. Upon completion of your academic program, you will join the worldwide Anaheim University Alumni Association with the many benefits it has to offer.

On behalf of the faculty and staff of Anaheim University, I wish you success in your chosen program of study.

Welcome to Anaheim University.

**Andrew Honeycutt, DBA
President**

ABOUT ANDREW HONEYCUTT

Dr. Andrew E. Honeycutt, President of Anaheim University and former Dean of the Anaheim University Akio Morita School of Business, received a Doctor of Business Administration degree in Marketing from Harvard University and a Master in Business Administration degree in Organizational Behavior from Boston University. Dr. Honeycutt has served as Dean of the College of Business and Technology of Argosy University Atlanta, Vice Chairman of Edgenics, Inc. and Senior Partner of the Center for Collaborative Learning and Coaching. As a business professor and school of business administrator, he has been instrumental in the development of cooperative relationships with major companies - Colgate Palmolive, Dupont, Gulfstream Corporation, Savannah Foods, Simmons First National Bank, SC Johnson Wax, and others. His much-utilized business expertise is evidenced by his service on business and governmental advisory boards and boards of directors. He has also served on the advisory boards of the Winthrop Rockefeller Foundation (Small Business Strategic Planning), the Ewing Marion Kauffman Foundation (Entrepreneurship Education) and the National Board of Directors of SCORE.

ANAHEIM UNIVERSITY ADMINISTRATORS AND ADVISORS

ANDREW E. HONEYCUTT, DBA PRESIDENT

Dr. Andrew E. Honeycutt, President of Anaheim University and former Dean of the Anaheim University Akio Morita School of Business, received a Doctor of Business Administration degree in Marketing from Harvard University and a Masters in Business Administration degree in Organizational Behavior from Boston University. Dr. Honeycutt has served as Dean of the College of Business and Technology of Argosy University Atlanta, Vice Chairman of Edgenics, Inc. and Senior Partner of the Center for Collaborative Learning and Coaching. As a business professor and school of business administrator, he has been instrumental in the development of cooperative relationships with major companies - Colgate Palmolive, Dupont, Gulfstream Corporation, Savannah Foods, Simmons First National Bank, SC Johnson Wax, and others. His much-utilized business expertise is evidenced by his service on business and governmental advisory boards and boards of directors. He has also served on the advisory

boards of the Winthrop Rockefeller Foundation (Small Business Strategic Planning), the Ewing Marion Kauffman Foundation (Entrepreneurship Education) and the National Board of Directors of SCORE.

PETER LANGENBURG, J.D.

CHANCELLOR AND GOVERNMENT AFFAIRS LIAISON

Peter Langenberg, J.D. serves as the Chancellor and Government Affairs Liaison for Anaheim University. He graduated from Princeton University summa cum laude with an A.B., and the University of California, Hastings College of Law with a Juris Doctorate. Peter Langenberg lived in Japan for a number of years, speaks Japanese fluently, and is former Chair of the Los Angeles Nagoya Sister City Affiliation. Mr. Langenberg was admitted to the California Bar in 1977 and serves as Hughes, Hubbard & Reed Senior Counsel. His areas of concentration include General Commercial and Business Law; Corporate Law; Intellectual Property (Trademarks, Copyrights, Licensing); and Employment Law.

ROD ELLIS, PH.D.

VICE-PRESIDENT OF ACADEMIC AFFAIRS

DOCTOR OF EDUCATION IN TESOL PROGRAM DESIGNER

SENIOR PROFESSOR, GRADUATE SCHOOL OF EDUCATION

Dr. Rod Ellis is a world-renowned thought leader in the field of Second Language Acquisition. Prof. Ellis received his Doctorate from the University of London and his Master of Education from the University of Bristol. A former professor at Temple University both in Japan and the US, Prof. Ellis has served as the Director of the Institute of Language Teaching and Learning at the University of Auckland and has taught in numerous positions in England, Japan, the US, Zambia and New Zealand. Dr. Ellis, who is known as an expert in Second Language Acquisition, is author of the Oxford University Press Duke of Edinburgh Award-Winning Classic “The Study of Second Language Acquisition”, as well as numerous student and teacher-training textbooks for Prentice Hall and Oxford University Press. Prof. Ellis’s textbooks on Second Language Acquisition and Grammar are core textbooks in TESOL and Linguistics programs around the world.

KATE STRAUSS, MA

VICE PRESIDENT OF ADMINISTRATIVE AFFAIRS

Kate Strauss is the Administrative Director at Anaheim University. Ms. Strauss holds a BA in English from Princeton University, and an MA in English from the University of California, Irvine. Ms. Strauss brings over 10 years of experience in the human relations and marketing fields, and has won numerous civic awards in her role as Marketing Director for One Colorado in Old Pasadena, CA for her innovative contributions to cultural life and leadership. She has also enjoyed success using her communication skills as a teacher and training professional for the Orange County Human Relations Council.

ROBERT ROBERTSON, PH.D.

DEAN OF THE AKIO MORITA SCHOOL OF BUSINESS AND PROFESSOR

Dr. Robert Robertson has more than 15 years of experience in academia as a Vice President of Academic Affairs, Dean of Business and MBA program director. He holds a Ph.D. in Management and Organization (Stirling University, Scotland); Master of Studies in Law (Vermont Law School); Master of Public Administration (Dalhousie University, Canada); a Master of Arts (Eastern Kentucky University) and a Bachelor of Science (East Tennessee State University). Dr. Robertson was selected by the United States Department of State Bureau of Educational and

Cultural Affairs to the Fulbright Specialist Program. He has served as the Chief Academic Officer and Research Fellow at the University of Phoenix's Center for Workforce Diversity, Central Florida campus in Orlando, Florida. He is an invited speaker on international business, strategy, online education and workforce training; and he regularly lectures in China, Taiwan, Vietnam, Kazakhstan, Europe, Brazil and the United States. In the public sector, he has more than 20 years of management experience including serving as the City Manager for the City of Hamilton, Ontario in Canada with more than 8,500 employees and a budget in excess of one billion dollars.

DAVID NUNAN, PH.D.

PRESIDENT EMERITUS

DESIGNER, MA IN TESOL PROGRAM DIRECTOR, DAVID NUNAN TESOL INSTITUTE

David Nunan, President Emeritus, has been with the California-based institution since its founding in 1996, when he played a central part in the development of the University's ground-breaking interactive online learning system. Dr. Nunan is a world-renowned linguist and best-selling author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning. His ELT textbook series "Go For It" is the largest selling textbook series in the world with sales exceeding 2.5 billion. In 2000, David Nunan served as President of TESOL, the world's largest language teaching association. David Nunan has served as Chair and Professor of Applied Linguistics at the University of Hong Kong since 1994 and has been involved in the teaching of graduate programs for such prestigious institutions as Columbia University, the University of Hawaii, Monterey Institute for International Studies, and many more. In 2002 Dr. Nunan received a congressional citation from the United States House of Representatives for his services to English language education through his pioneering work in online education at Anaheim University, and in 2003 he was ranked the 7th most influential Australian in Asia by Business Review Weekly

HAYO REINDERS, PH.D.

GRADUATE SCHOOL OF EDUCATION CHAIR OF RESEARCH

Holding a Ph.D. in Language Teaching and Learning from the University of Auckland, Dr. Hayo Reinders is also Professor of Education and Head of Department at Unitec in Auckland, New Zealand. His previous positions include Head of Learner Development at Middlesex University in London, Director of the English Language Self Access Centre at the University of Auckland in New Zealand and associate professor at RELC in Singapore. He has worked with teachers from a large number of countries worldwide and has been visiting professor in Japan, Thailand, Mexico and the Netherlands. Dr. Reinders edits the journal 'Innovation in Language Learning and Teaching' as well as a book series on 'New Language Learning and Teaching Environments' for Palgrave Macmillan. He is Editor of Innovation in Language Learning and Teaching, and Convenor of the AILA Research Network for CALL and the Learner. Dr. Reinders' interests are in technology in education, learner autonomy, and out-of- class learning, and he is a speaker on these subjects for the Royal Society of New Zealand. His most recent books are on teacher autonomy, teaching methodologies, and second language acquisition.

LUKE PLONSKY, PH.D.

GRADUATE TESOL PROGRAM DIRECTOR

Luke Plonsky (Ph.D., Michigan State University) specializes in three main areas of applied linguistics and TESOL: second language acquisition, language pedagogy, and research methods. Recent and forthcoming work in these and other areas can be found in virtually all major journals in the field including Annual Review of Applied Linguistics, Applied Linguistics, Language Learning, Modern Language Journal, Second Language Research, and Studies in Second Language Acquisition and in book chapters published by Cambridge, De Gruyter, Routledge, and Wiley-Blackwell. Luke has also co-authored or edited four books including the best-selling 4th edition of Second Language Acquisition: An Introductory Course. In addition to an accomplished scholarly record, Luke has taught courses in applied linguistics/TESOL as well as English and Spanish as a second language in Spain, The Netherlands

(National Graduate School of Linguistics), Puerto Rico (Caribbean University), and in the US at Michigan State University, Arizona State University, and Northern Arizona University.

DAVID DESSER, PH.D.

DEAN, AKIRA KUROSAWA SCHOOL OF FILM

Dr. David Desser is Dean of the Anaheim University Akira Kurosawa School of Film. He is also Professor Emeritus of Cinema Studies, University of Illinois, where he was Professor of Cinema Studies, Comparative and World Literatures, East Asian Languages and Cultures and Research Professor of Communication. He has taught at the University of Michigan, Kansai University in Japan, Hong Kong Baptist University, the University of Pennsylvania, UCLA, Chapman University and the University of Southern California (USC). He received his Ph.D. from USC in the Cinema program with a minor in Japanese.

YUKUO TAKENAKA, CPA

EXECUTIVE STRATEGY ADVISOR

Yukuo Takenaka is Chairman, CEO and President of the Takenaka Partners Group. Prior to forming The Takenaka Partners Group in 1989, he was a partner and National Director of KPMG Peat Marwick's Japanese practice. He also served as Chairman of Project Japan for the parent company, KPMG. A graduate of the University of Utah, Mr. Takenaka is recognized for his expertise in cross-border M&A and joint venture transactions. On both sides of the Pacific, he serves as senior advisor to companies in a wide range of industries including high technology, electronics, manufacturing, financial services and real estate. He is the author of the Japanese best seller, *Merger and Acquisition Strategy*.

DAVID R. BRACEY

DISTANCE LEARNING / DEVELOPMENT

David Bracey works to develop and promote the University's programs worldwide and to ensure that students of Anaheim University receive quality care and attention. A major in International Communications and Psychology, Mr. Bracey has over 18 years of experience working in Japan.

ELIZABETH MAYS, MM

REGISTRAR

Holding a Master's degree from Azusa Pacific University and a Bachelor's degree from University of Redlands, Elizabeth Mays is the Registrar at Anaheim University. In this role, she oversees Anaheim University's various student services tasks from admissions through graduation. Prior to joining Anaheim University, Ms. Mays held management positions at technology firms and a faculty position at APU, where she founded the Master's of Music Handbell performance program. She has also volunteered for various nonprofit organizations including the Handbell Musicians of America and Habitat for Humanity.

POLICIES AND PROCEDURES

All administrative policies and procedures are contained in the Policies and Procedure Catalog. Click here to download the university's policies and procedures

<http://www.anaheim.edu/downloadable-documents/AU-policiesandprocedures-1701.pdf>

DISCLOSURES

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

English Proficiency Requirements

English language services are not provided. Non-native English speakers must demonstrate college-level proficiency in one of the following ways.

- Degree from an accredited institution where English is the primary language of instruction.
- Transcript from an accredited institution indicating completion of at least 30 semester hours of credit where the language of instruction was English ("B" average for Ed.D, Masters, Graduate Programs & Graduate Certificates; "C" average for TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- Transcript from an accredited institution indicating a "B" or higher in an English composition class (Ed.D, Masters, Graduate Programs & Graduate Certificates); "C" or higher for TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad.
- A minimum TOEFL score of 550 PBT / 213 CBT / 80 iBT (Ed.D); 530 PTB / 197 CBT / 71 iBT (Masters, Graduate Programs & Graduate Certificates); 500 PBT / 173 CBT / 61 iBT (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum TOEIC score of 800 (Ed.D, Masters, Graduate Programs & Graduate Certificates); 625 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum IELTS score of 6.5 (Ed.D, Masters, Graduate Programs & Graduate Certificates); 6.0 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum PTE (Pearson Test of English Academic Score Report) of 58 (Ed.D); 50 (Masters, Graduate Programs & Graduate Certificates); 44 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum BULATS Level 3 (60), accepted only for Cultura Inglesia in Brazil.
- A minimum grade of Level 3 on the ACT COMPASS's English as a Second Language Placement Test.
- A minimum grade of Pre-1 on the Eiken English Proficiency Exam.
- A minimum B1 English proficiency level identified within the Common European Framework of Reference (CEFR) Standards and assessed through various ESOL examinations, including the University of Cambridge.

The language of instruction at Anaheim University is exclusively English.

Notice Concerning Transferability of Credits and Credentials Earned at our Institution

The transferability of credits you earn at Anaheim University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the Master of Fine Arts degree you earn in the Anaheim University Akira

Kurosawa School of Film is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals.

This may include contacting an institution to which you may seek to transfer after attending Anaheim University to determine if your credits or degree will transfer.

Acceptance of Credits Earned at Other Institutions

Anaheim University will accept up to two (or three, for a DBA) graduate semester classes or the equivalent in units (6 units for an MBA or ME, 8 units for MA TESOL, MFA or Ed.D, 9 units for a DBA) awarded by another institution toward a Masters or Doctoral degree at Anaheim University. The entering student will be required to clearly demonstrate the equivalency of a transfer course through relevant documents (syllabus, catalog, course outline) and justify its acceptance through petition. No course will be considered for transfer with a grade lower than a "B" or its equivalent. Petitions are directed to the specific Dean or Director for the affected program. There is a fee of \$75 per graduate course, and the overall program cost will be adjusted to reflect credit for the approved class(es). All petitions for transfer credit must be submitted as part of the student's initial application to the University. Credits awarded as part of another degree will not be accepted for transfer. Anaheim University has not entered into an articulation or transfer agreement with any other college or university.

Experiential Credit

Anaheim University will not extend credit for prior experiential learning to any student.

Attendance

Anaheim University students participate in a weekly discussion forum in which they must contribute regular substantive posts to the discussion questions. In addition, all degree students must participate in the scheduled Real-Time Online Classes for each course. Business courses include two online classes within the six-week term; students are expected to attend both sessions and must make arrangements with the professor for make-up work if they are unable to attend a session. TESOL and MFA degree courses include eight online classes within the nine-week term; students are expected to attend at least six of the sessions. Students are expected to utilize their webcams during their live classes regularly throughout their program. In addition to providing a more interactive learning environment, use of webcams will also allow Anaheim University to complete student identity verification in line with accreditation requirements. Periodically during the program, Anaheim University will request a student to turn on his/her webcam for this purpose. In addition to the assigned course assessments, students are graded on participation in the discussion forum and online classes. A student is considered to have dropped a course if s/he fails to attend classes for a three-week period or fails to submit three consecutive lessons.

Skipped Terms

Students are expected to enroll in a course every time a course that is needed for their program completion is offered. Skipping a term can delay graduation, as the student must wait for the course to be offered again.

- A student who wishes to skip one term must complete the "Registration for Skipping a Term" form, which can be downloaded from the University website.
- A student who wishes to take two consecutive terms off must complete the "Registration for Skipping a Term" form, and they must also complete a "Dean/ Program Director Skipped Term Petition" and received

signed permission from the Dean or Program Director. Two non-consecutive terms off requires only a second "Registration for Skipping a Term" form.

- A request for a third (non-consecutive) skipped term requires the student to complete a third "Registration for Skipping a Term" form; complete a "Dean/ Program Director Skipped Term Petition" and receive signed permission from the Dean or Program Director; and schedule a meeting with the Admissions Director to discuss any issues or areas of concern.
- A request for a fourth skipped term requires the student to receive permission from the Vice President of Academic Affairs.

The above policy does not apply to students who are on active military duty or who are an approved Medical Leave of Absence.

Medical Leave of Absence

Students may also petition for a medical leave of absence during their program, which is handled differently than a voluntary leave of absence. The maximum period for a medical leave of absence is ninety (90) days per leave. Students may apply for a maximum of four (4) leaves of absence for medical reasons throughout their degree program. Each leave of absence must be ninety (90) days or less and requires a separate petition which must be approved by the University's administration. Only students in good academic and financial standing will be considered for approval of medical leave. The [Petition for Special Medical Leave of Absence Form](#) can be downloaded from the University website and requires a doctor's signature.

Final Grades

Final Grades are submitted two weeks after the final day of the course. Students are notified of their final grades by email once the grades have been submitted. Students who have been approved for an extension will be notified of their final grades once all terms of the extension have been met.

Visa Status

Anaheim University does not provide visa services but can provide a letter verifying a student's active status upon request. For MFA students attending the short residential sessions, it is the student's responsibility to ensure that they have taken care of proper visa procedures, if required. Anaheim University can provide a letter of invitation to present to authorities should a student need it to travel outside of his or her country for the residential.

Housing

As Anaheim University programs are conducted online, regardless of where the student resides, the University does not have dormitory facilities under its control and does not provide housing or dormitory facilities.

State Licensure

The programs at Anaheim University are not designed to lead to positions requiring licensure in this state.

Placement Services

Anaheim University does not offer placement services.

Graduate Employment Data

Anaheim University Master of Fine Arts students self-report that they are employed in the following fields:

Animation Media Specialist, Media Specialist, Film Production Company Owner, Film Professor

Financial Aid

Anaheim University does not participate in federal or state financial aid programs.

Student Tuition Recovery Fund

It is a state requirement that a student who pays his or her tuition is required to pay a state-imposed assessment for the Student Tuition Recovery Fund (STRF).

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589. To be eligible for STRF, you must be a California resident or 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:

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.

You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.

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.

The institution has been ordered to pay a refund by the Bureau but has failed to do so.

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.

You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.

You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans. To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF. A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Student Cancellation, Withdrawal, and Refund Rights

The student has the right to cancel an enrollment agreement in any manner through the first day of the course, or the seventh day after signing the enrollment agreement, whichever is later (the “Cancellation Period”), and obtain a full refund of all monies paid. Students canceling after the seven-day Cancellation Period will receive a refund of all amounts paid, less the non-refundable registration fee of \$100 and the non-refundable application fee of \$75 (for graduate programs) or \$50 (for undergraduate programs).

The written notice of cancellation may be given by e-mail, fax, or postal service (in which case, the effective date begins when the letter is deposited in the mail properly addressed with postage prepaid). The “Official Notice of Withdrawal” form can be downloaded from the University website.

For the purposes of determining the student's obligation for the time attended, the student will be considered to have withdrawn from the program when any of the following occurs, unless the Dean or Program Director determines a different course of action:

- The student notifies the school of the withdrawal.
- The school terminates the student's enrollment.
- The student fails to attend classes for a three-week period. In this case, the date of withdrawal will be the last date of attendance.
- The student fails to submit three consecutive lessons or fails to submit a completed lesson required for home study or correspondence within 60 days of its due date.
- The student has not responded to communication in any form from the University for four months.
- Students who have been withdrawn from their program for any of the above reasons may be required to submit a new application (and all applicable fees) if they wish to continue. Tuition for all courses is refunded based on the number of weeks completed.

For Courses Lasting from 7 – 10 Weeks	Percentage of Refundable Tuition	Sample Calculation
		Based on \$2,200 tuition for a 7 – 10 Week course
Week 1 (days 0 -7)	100% of tuition refunded	Refund: \$2,200 (100% of \$2,200)
Week 2 (days 8 – 14)	85% of tuition refunded	Refund: \$1,870 (85% of \$2,200)
Week 3 (days 15 – 21)	70% of tuition refunded	Refund: \$1,540 (70% of \$2,200)
Week 4 (days 22 – 28)	55% of tuition refunded	Refund: \$1,120 (55% of \$2,200)
Week 5 (days 29 – 35)	40% of tuition refunded	Refund: \$880 (40% of \$2,200)
Week 6 (days 36 – 42)	20% of tuition refunded	Refund: \$440 (20% of \$2,200)
Weeks 7 - 10	0% of tuition refunded	Refund: \$0

If a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund, and if the student receives federal student financial aid funds, the student is entitled to a refund of the moneys not paid from the federal financial aid funds. If the student paid for his/her entire program at the time of enrollment and received the 10% tuition discount for payment in full, the regular course tuition will be used in the calculation of the refund since the discount will no longer apply. All monies due the student will be refunded within 30 days of the notice of cancellation.

If the student has been approved for a monthly payment plan, Anaheim University will calculate the total amount of tuition and fees owed to the University based on the number of courses taken, and compare this amount with the total amount the student has paid up to the date of their withdrawal. Any amount paid over the total amount of tuition and fees will be refunded to the student. If there is a balance due, the student will be responsible for the remaining amount.

For the Residential portion of the MFA program, students are entitled to a refund of the 40-hour Residential session as follows:

Hours Completed for the 40-hour MFA Residential	Percentage of Refundable Tuition	Sample Calculation
		Based on \$2,200 for 40 hours of instruction
Up to 4 hours (10% of total hours)	90% of residential fee	Refund: \$1,980 (90% of \$2,200)
5 – 10 hours (25% of total hours)	75% of residential fee	Refund: \$1,650 (75% of \$2,200)
11 – 24 hours (60% of total hours)	40% of residential fee	Refund: \$880 (40% of \$2,200)
More than 24 hours	0% of residential fee	Refund: \$0

Student Privacy

Anaheim University makes every effort to protect student privacy. Student records are stored in secure, locked, fire-proof facilities which have restricted access and a motion sensor alarm security system. The university's online course management system maintains strict data security protection in addition to user authentication and virus scanning. Cloud storage of back-up records is protected by a two-step verification process in addition to the highest standards in SSL browser encryption.

All transcripts are issued in compliance with the Family, Educational Rights and Privacy Act of 1974 (section 438 of Public Law 93-380), and information contained in the transcript is not released to a third party without the written consent of the student. If a student requests the release of any information from his/her file, the student must submit the request in writing to the Registrar.

Retention of Student Records

Student records are stored in secure, locked, fire-proof facilities which have restricted access and a motion sensor alarm security system. The university's online course management system maintains strict data security protection in addition to user authentication and virus scanning.

Cloud storage of back-up records is protected by a two-step verification process in addition to the highest standards in SSL browser encryption. Anaheim University retains all student records and transcripts indefinitely. A student or graduate can request information by contacting the University at its offices.

Student Grievance Procedures

Anaheim University places great emphasis on putting the educational experience of its student body as the first priority of its administration, faculty, and staff. In line with this "Students First, Always" policy, the University seeks to continuously improve the educational experience of its students, including the quality of academics, learning resources, online learning system, and Student Services. Students may always provide feedback, seek assistance, and express grievances in person, in writing, by phone, by email, or by live chat/Skype sessions. Formal grievances/complaints must be submitted in writing, either by mail or email, to Student Services. Written complaints may be sent by email to support@anaheim.edu or mailed to Anaheim University Admissions Office, 1240 S. State College Blvd Rm 110, Anaheim, CA 92806, USA.

Anaheim University defines a complaint as a formal statement made in writing that outlines a specific grievance which is interfering with the student's perceived ability to succeed in their chosen program of study. Once a complaint is received, it will be directed to the appropriate department and the individual responsible for overseeing that department. Grievances that cannot be resolved by the department will be referred to the Vice President of Administrative Affairs or the Office of the President. All formal grievances/complaints will receive a response within 10 days of the University receiving the complaint.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888-370-7589, or by completing a complaint form, which can be obtained on the Bureau's internet Web site: www.bppe.ca.gov.

Any questions or problems concerning this school which have not been satisfactorily answered or resolved by the school should be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA 95798-0818. Phone: (916) 431-6959. Fax: (916) 263-1897, or the Distance Education Accrediting Commission (DEAC) at <https://www.deac.org/Student-Center/Complaint-Process.aspx>

Bankruptcy Code Disclosure

Anaheim University does not have a pending petition in bankruptcy, nor has it filed a petition within the preceding five years. Anaheim University is also not operating as a debtor in possession, and it has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

HOW TO CONTACT ANAHEIM UNIVERSITY

President Dr. Andrew Honeycutt	president@anaheim.edu
Managing Director of Development	online@anaheim.edu
Vice President of Administrative Affairs	vpadmin@anaheim.edu
Director of Student Services	studios@anaheim.edu
Student Services	support@anaheim.edu
Registrar	registrar@anaheim.edu
Technical Support	techsupport@anaheim.edu

Anaheim University Office of Admissions

Hours of operation: Monday - Friday 9 a.m. to 6 p.m. (Closed major U.S. holidays)

1240 S. State College Blvd., Room 110 Anaheim, CA 92806-5150 USA

Toll-Free:	1-800-955-6040
Tel:	714-772-3330
Fax:	714-772-3331
Email:	admissions@anaheim.edu

Officers: Anaheim University, Inc.

Andrew E. Honeycutt, DBA	CEO, Director
Elaine Parker-Gills, Ed.D.	Secretary, Director
David Bracey	CFO, Director

Business Advisory Council

Jim Kelly	Former VP Business Development. H.I.S. Int'l Tours
Shin Koyamada	"Last Samurai" Actor & Shinca Entertainment Founder
Dennis Lee, CPA	Dennis M. Lee & Associates

Masakatsu Mori	Former Chairman, Accenture Japan, Ltd.
Hideo Morita	CEO of RayKay Corporation
Yukuo Takenaka, CPA	CEO of Takenaka & Partners
David Bracey	Anaheim University Managing Director of Development/Chief Communications Officer

Board of Trustees

Elaine Parker-Gills, Ed.D.	Chair/Voting Member
Andrew E. Honeycutt, DBA	Voting Member
Robert E. Garrity, M.S.	Voting Member

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA 95798-0818. Phone: (916) 431-6959. Fax: (916) 263-1897, Website: www.bppe.ca.gov. Questions may also be directed to the Distance Education Accrediting Commission (DEAC) at www.deac.org.

Anaheim University Office of Admissions

1240 South State College Blvd. Room 110 Anaheim, CA 92806 USA

Tel: 714-772-3330 Fax: 714-772-3331 E-mail: admissions@anaheim.edu

www.anaheim.edu

Anaheim University is accredited by the Distance Education Accrediting Commission (DEAC)

1601 18th St. NW, Suite 2, Washington D.C. 20009 USA (202) 234-5100 <http://www.deac.org>

Doctor of Business Administration

January 1 – December 31, 2021



Anaheim University
Akio Morita School of Business

ANAHEIM UNIVERSITY MISSION

Anaheim University was established as a unique, innovative and sustainable institution of higher learning to meet the educational needs of a diverse and global student body through academic programs of the highest quality. Dedicated to a student-centered philosophy, Anaheim University makes higher education accessible to qualified students worldwide through both online and on-campus study.

ANAHEIM UNIVERSITY OBJECTIVES

Taking advantage of the newest technological innovations, Anaheim University is designed to be a sustainable global institution with a multicultural perspective, with programs designed to meet the needs of its diverse student population. To accomplish this, Anaheim University has the following objectives:

- Meeting the educational needs of our students by offering instructional programs otherwise unavailable because of access, cost, or work schedule
- Excellence of academic instruction through the guidance and expertise of dedicated faculty
- Provision of an instructional environment where students can take an active role in their own learning
- Utilization of the newest technologies
- Deployment of technology-based learning resources
- Development of interactive learning environments in both synchronous and asynchronous settings
- Support of an academic environment where professors are able to deliver the highest quality educational programs and take advantage of the University's learning resources
- Regular course and program assessments and evaluation to improve our offerings
- Development and maintenance of a University alumni support system to advance alumni professional skills, knowledge, and expertise and help them realize their lifelong educational goals
- Development of University culture and programs promoting sustainability

ABOUT US

Anaheim University is a private institution that was founded in Orange County, California in 1996. The University is accredited by the Distance Education Accrediting Commission (DEAC). The DEAC is listed by the U.S. Department of Education as a recognized accrediting agency and recognized by the Council for Higher Education Accreditation (CHEA). Anaheim University is also approved to operate by the California Bureau for Private Post-Secondary Education. "Approval to operate" means that Anaheim University operates in compliance with state standards as set forth in the California Education Code and the California Code of Regulations.

WHO IS THE DBA FOR?

Whether pursuing a career in management, marketing, human resources, accounting, finance, or IT, the Anaheim University DBA program prepares students with the global business skills to be successful in a management position or to establish their own business as an entrepreneur. Although the DBA does not lead to a specific job position, careers that DBA graduates often pursue include:

Accounting	Administration / Office Support
Aerospace/Aviation/Defense	Agriculture
Airlines	Architectural Services
Automotive	Banking, Finance and Economics
Biotechnology and Pharmaceutical	Building and Grounds Maintenance
Community & Government	Construction & Architecture
Consulting Services	Customer Service
Education and Training	Energy/Utilities
Environmental Services	Engineering
Human Resources & Recruitment	Insurance
International Trade	IT & Telecommunications
Legal, Compliance & Paralegal	Logistics, Transport & Supply
Localization, Interpreting & Translation	Manufacturing
Marketing, PR, Advertising/Communications	Media, Arts & Entertainment
Medical, Health & Scientific	Mining and Trades
Publishing/Printing	Property & Real Estate
Retail & Fashion	Sales
Tourism, Travel & Hospitality	

AKIO MORITA SCHOOL OF BUSINESS

The Anaheim University Akio Morita School of Business was established in honor of Sony Founder Akio Morita's enterprising and innovative spirit, foresight and global perspective. The contributions of Akio Morita (1921-1999) to the fields of technology, business, and intercultural relations are a constant source of inspiration to society. As a pioneering institution in the field of higher education, Anaheim University strives to pass on the traits of Akio Morita to its students for the purpose of creating a better tomorrow.

WORLD-CLASS FACULTY

Dr. Andrew Honeycutt, University President and former Dean of the Akio Morita School of Business, holds a Doctorate in Business Administration with a concentration in Marketing from Harvard Business School, and an MBA in Organizational Behavior from Boston University. He was a Nissan Fellow at Northwestern University's prestigious Kellogg School of Management and has served as a consultant and speaker for many of the world's largest corporations. In addition to 100% of the AU Akio Morita School of Business professors holding doctoral degrees from some of the world's most esteemed universities, the entire business faculty has real-life experience in business management and administration. The business school's professors bring extensive experience teaching in accredited on-campus programs as well as exceptional real-life experience, and a number of the professors have served as Department Chairs and Deans at major universities throughout the United States.

MISSION OF THE SCHOOL OF BUSINESS

Founded upon the management principles of Akio Morita, Peter Drucker and other renowned business leaders, the mission of the Akio Morita School of Business is to integrate innovative online teaching, relevant scholarship, and business experience to develop global business leaders who will contribute to the development of sound economic and public policy in a globally competitive world.

INTERNATIONAL NETWORKING

Anaheim University DBA candidates are working professionals residing around the world, and 98% of AU students work full time or own and operate their own business. A few of the corporations that have employed AU candidates and graduates include:

3M	Accenture	Agfa-Gevaert
Asahi Newspaper	Audi	Bank of Japan
Bayer Medical	Bearing Point	Beckman Coulter
Bosch Rexroth Corporation	British Airways	Cisco Systems
Citigroup	Dell	Deutsche Bank
Deutsche Securities	Dow Chemical	Dow Jones Intl.
EDS	Embassy of Australia	Embassy of Haiti
Embassy of the Philippines	Embassy of Zimbabwe	Exxon Mobil
Fidelity Investments	Fujitsu	GE Consumer Finance
Goldman Sachs	Hewlett-Packard	Hitachi
HMV	Honda Electron	Hyatt Hotels
IBM	Intel	KDDI
Kirin Brewery Company	Kubota Corporation	Kyocera-Maruzen
Macmillan Publishing	Marubeni	McDonald's
Mercedes Benz Finance	Merrill Lynch	Michelin
Mitsubishi Heavy Industries	Morgan Stanley	Nippon Ericsson
Nissan	Nomura Research Institute	Nomura Securities
Novartis Pharma	Pearson Publishing	Pioneer Corporation
Polaris Software Lab	Recruit	Sanofi Aventis
Stahl Thyssenkrupp	Sumitomo Corporation	Toyota
UBS	Unisys	Volkswagen Investment Co.

FROM THE DEAN OF THE AKIO MORITA SCHOOL OF BUSINESS

Welcome to the Akio Morita School of Business at Anaheim University.

The Anaheim University Akio Morita School of Business offers career-relevant graduate business courses and programs that are designed for the busy professional. The courses link theory to real world examples and practice. Our faculty members are academically qualified and they have professional experience in public, private and not-for-profit organizations across the globe. Our goal is to provide you with information and skills that can add value to your career. As you consider pursuing a graduate program, please do not hesitate to contact me if I can be of any assistance. Good luck in achieving your career goals.

*Robert W. Robertson, Ph.D.
Dean, Akio Morita School of Business Anaheim University*

DOCTOR OF BUSINESS ADMINISTRATION

Anaheim University's Doctor of Business Administration (DBA) program has been developed by senior faculty members and leading business practitioners to establish business leaders in an increasingly complex global environment through the use of theory and applied research. The Doctor of Business Administration degree program is designed to provide graduates with the skills to be subject matter experts, leaders within organizations, and industry innovators. Graduates will add value to their organizations, their communities and to the professional body of knowledge.

The final piece of the DBA is the development of a dissertation, which requires the student to carry out significant research and then apply that research to solve a practical business problem. The dissertation will represent an original contribution to the body of business literature.

PROGRAM OBJECTIVES

Upon completion of the DBA program, students will be able to:

- Analyze and interpret organizations operating in an increasingly global, diverse and technological environment.
- Develop the leadership principles, theories, and skills required to enhance organizational performance.
- Apply the concepts of ethical and sustainable leadership to manage change and optimize organizational performance.
- Implement professional research studies and analysis to address practical business issues.
- Analyze organizational structures to assist in improving organizational performance.
- Devise appropriate strategies for ongoing professional development and implementation of these strategies upon successful completion of the DBA

ONLINE DBA OVERVIEW

The Online Doctor of Business Administration (DBA) through Anaheim University's Akio Morita School of Business allows working professionals to obtain a DBA degree while working full time no matter where they reside. Anaheim University's cutting-edge online infrastructure provides an interactive and intercultural learning environment matched by no other. During each of the 15 six-week pre-dissertation courses, students must participate in two 90-minute, real-time online classes. The two dissertation-related courses will have a somewhat different format with additional real-time interaction. During each of the DBA's 600 and 700 numbered courses, students interact with each other and their professors through the University's Online Discussion Forum, responding to questions about their assigned readings and projects. Student assignments include a report based on a video lecture or Internet research assignment, and a final project

Interactive

Students participate in a highly interactive online program in the 600 and 700 numbered courses by attending two 90-minute real time online seminars per course with their professor and interacting daily with their fellow students by discussing weekly topics provided by the professor.

Networking Opportunities

Students from around the world interact with each other and their professors through the online Forum.

Enroll in Only One Course

Students have the option of enrolling in individual business courses or the entire DBA degree program. Upon acceptance into the DBA degree program, students will enroll in one course each term beginning with the foundation courses and continuing through the dissertation courses.

For Working Professionals

The online system allows students the opportunity to complete a Doctor of Business Administration while holding down a full-time job.

Culturally Diverse Program

AU students have the opportunity to come into contact with individuals from around the world,

providing a rich and culturally diverse environment in which to study.

Achieve Success

Anaheim University faculty and staff are committed to helping every student succeed. Students benefit from small class sizes and direct access to professors.

Online Resources

Students have access to digital resources, including print journals and articles, and video interviews, lectures and seminars.

Program Duration

The entire DBA program can be completed in no fewer than three years but no more than five years from date of matriculation, with the opportunity to apply for an extension under special circumstances.

No Travel

Students throughout the world have the opportunity to study at an American university without having to travel abroad.

Experienced Faculty

Students have the opportunity to learn from highly-qualified professors all of whom hold doctoral degrees and have extensive experience in various fields of business.

FEATURES OF THE PROGRAM

- Courses that apply cutting edge theory and concepts to the solving of real problems within organizations;
- The opportunity to major in one of four concentrations: Management; International Business; Global Sustainable Management; or Entrepreneurship;
- Completion of a dissertation that explores an existing issue and provides students the opportunity to display mastery of the theory and concepts covered in their course of study.

DOCTOR OF BUSINESS ADMINISTRATION DEGREE PROGRAM FEES

Doctor of Business Administration Degree Program Fees	
Non-Refundable Fees	
Application Fee (Non-Refundable after 7 days)	\$ 75
Registration Fee (Non-Refundable after 7 days)	\$ 100
STRF Fee* (non-refundable, CA Residents Only)	\$ 17
Per Course Fees	
Tuition Fee (\$500 per credit x three credits):	\$ 1,500/course taken
Records Fee	\$ 200/term
PER COURSE FEE TOTAL:	\$ 1,700
Additional Fees	
Transfer credit (per course)	\$ 75 (optional)
Original transcript	No charge
Each additional transcript	\$ 25 (optional)
End of Program Fees	
Graduate Diploma	No charge
Replacement Diploma	\$ 200 (optional)
Replacement Cover	\$ 75 (optional)
Course Completion Letter	\$ 35 (optional)
Degree Program Total:	\$34,175**

Note: Books & materials will be extra, and are expected to average U.S.\$200 per course. Doctoral students are also required to have a reserve fund of \$2000 for research materials. Refer to page 22 for details.

Affordable Pay-As-You-Learn System: Pay for only one course at a time, or receive a 10% discount on tuition by paying 100% of your program fees at the time you enroll.

US Military: Anaheim University's programs are approved for VA benefits.

Please see refund policy in the Policies and Procedures catalog.

Payments can be made by check, credit card (Visa, MasterCard, American Express or Discover), money order or bank transfer. Tuition may be paid on a course-by-course basis. The application fee must be paid at the time of application, and prior to beginning the first term, students must pay the registration, tuition, and records fee. For the remaining terms, students must pay the tuition and records fee.

An extension may be granted by the Director of the DBA program to students requiring more time to complete the program.

* The Student Tuition Recovery Fund (STRF) is administered by the California BPPE and applies only to California residents. The STRF fee is currently fifty cents (\$.50) per one thousand dollars (\$1,000) of institutional charges. 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.

DBA REQUIREMENTS & SATISFACTORY ACADEMIC PROCESS

Anaheim University's Doctor of Business Administration (DBA) degree program is comprised of 60 graduate credit hours beyond a completed MBA. The DBA program consists of 9 foundation courses; 4 concentration courses (international business, sustainable management, entrepreneurship or management); 2 electives (one each from two other concentrations); 1 doctoral dissertation studies course; and 4 dissertation terms, for a total of 20 terms. Students must maintain a 3.0 grade point average (GPA) throughout the DBA in order to graduate from the program. Any student whose GPA falls below a 3.0 will be put on Academic Probation and given two terms to bring his/her GPA back to a 3.0 level. Students who earn a grade lower than an 80% (a "C," "D," or "F") on any given course must repeat the course.

The DBA schedule is set each year and typically announced in the Fall. Failure to take an available course when one is offered may prevent a student from completing his/her program in the allotted time. The maximum time allotted for completion of the DBA program is five years. Students who have not completed their programs within the maximum allotted time are subject to academic dismissal. Students who need additional time must receive permission from the Dean.

At the end of each of the student's first four foundation courses, s/he must take a Qualifying Exam on that particular course subject. Once all four exams have been completed, the four scores are then averaged for a final Qualifying Exam grade. The Qualifying Exam is administered at the end of each course; the score does not count toward the course grade or student GPA -- only toward the Qualifying Exam grade. Students must pass the Qualifying Exam with a minimum average score of 80% in order to continue in the program.

The Comprehensive Exam is administered after the student has successfully completed his/her coursework, and before s/ he continues to the Dissertation Proposal Writing Course. The student must pass the Comprehensive Exam with a minimum score of 80% in order to continue to the Dissertation phase of the program. The Comprehensive Exam is based only on the student's concentration courses. Students who fail the Comprehensive Exam will be enrolled in a Study Term and assigned a professor to mentor them through the process of studying and synthesizing their coursework. They will pay the standard tuition and records fee for this support and to re-sit the exam the following term.

PROGRAM STUDY SUGGESTIONS

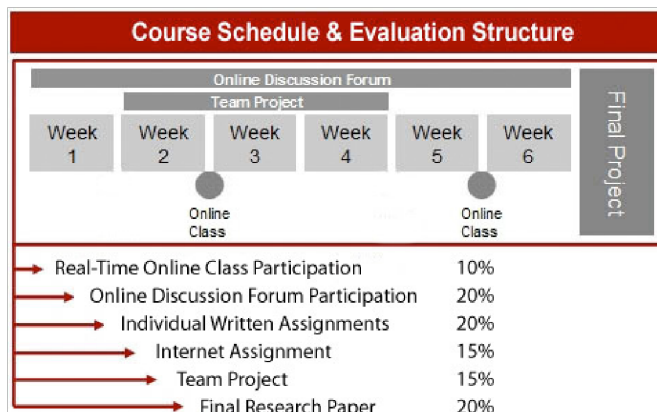
(devote 22.5 hours per week for each six-week course)

Each week the student will:

- Look briefly through the week's reading assignment; the weekly written questions to be answered and submitted the online discussion forum question for the week; the topic for the real time online seminar (weeks two and five); and any other assignments for the week. (.25 hours)
- Complete weekly reading assignments, making notes on material to be used in the written discussion questions or to answer topics posed in the online discussion forum. (3 hours)
- Complete individual weekly written assignments. (2 hours)

- Review weekly Online Discussion Forum questions and search for other material to be used for potential answers. (1 hour)
- Discuss the Online Discussion Forum topic with other students and the professor via the Online Discussion Forum site using material from the assigned course material and additional material relevant to the topic. (4 hours)
- Review video presentations which may be 20 to 30 minutes in length and respond to the video questions which are posed at the end of the video. Otherwise, students will complete the internet assignment which is due the end of the 3rd week of the course. (4 hours)
- Preparation for and participation in real-time online class, review transcripts and make notes (2.5 hours)
- Prepare for and participate in the Team Project by doing appropriate research and providing the written material for one's area of responsibility in the project. (2 hours)*
- Conduct library/internet research, further reading and note taking to complete the final research project due at the end of week six. (3.75 hours)."

**Note: Real-Time Online Classes are held twice in a course, typically at the end of Weeks 2 and 5. In weeks when no real-time online class or team project is assigned, study time should be spent on library/internet research, further reading and note taking. For courses which include a proctored examination, the study time schedule will vary.*



Method of Instruction: Reading of textbooks and submission of assignments; a team project; two 90-minute live online webcam seminars and discussion forums with professor & students.

Course Duration: Each course is six weeks long. Courses begin every six weeks. There are eight six-week terms in Anaheim University's DBA academic calendar. Term one starts in early January and term eight ends in early December. There are no breaks between the terms during the academic year.

ANAHEIM UNIVERSITY AKIO MORITA SCHOOL OF BUSINESS FACULTY

ROBERT ROBERTSON, PH.D.

DEAN OF THE AKIO MORITA SCHOOL OF BUSINESS AND PROFESSOR

Dr. Robert Robertson holds a Massachusetts Institute of Technology (MIT) Sloan School of Management Executive Certificate in Innovation and Strategy, Ph.D. in Management and Organization (Stirling University, Scotland); Post-Doctoral Professional Certificate, International Business and Leadership (Argosy University); Post Graduate Diploma in International Management-China (University of London); Master of Studies in Law (Vermont Law School); Master of Public Administration (Dalhousie University, Canada); a Master of Arts (Eastern Kentucky University) and a Bachelor of Science (East Tennessee State University). He has more than 15 years of experience in academia as a Vice President of Academic Affairs, Dean of Business and MBA program director in the United States and in Kazakhstan. Dr. Robertson was selected by the United States Department of State Bureau of Educational and Cultural Affairs to the Fulbright Specialist Program. He has served as the Chief Academic Officer and Research Fellow at the University of Phoenix's Center for Workforce Diversity, Central Florida campus in Orlando, Florida. Dr. Robertson is a Visiting Full Professor at the University of Ljubljana in Slovenia, Faculty of Economics; and, he serves as a Scientific Adviser to the Global Universities in Distance Education (GUIDE) association headquartered at Marconi University, Rome, Italy. He is an invited speaker on international business, strategy, online education and workforce training; and he regularly lectures in China, Taiwan, Vietnam, Kazakhstan, Europe, Brazil and the United States. In the public sector, he has more than 20 years of management experience including serving as the City Manager for the City of Hamilton, Ontario in Canada with more than 8,500 employees and a budget in excess of one billion dollars.

ANDREW E. HONEYCUTT, DBA PRESIDENT AND PROFESSOR

Dr. Andrew E. Honeycutt, President of Anaheim University, is the recipient of a Harvard University Doctor of Business Administration (DBA) degree in Marketing and a Boston University Masters in Business Administration (MBA) degree in Organizational Behavior. Dr. Honeycutt has served as Dean of the College of Business and Technology of Argosy University Atlanta, Distinguished Fellow in Business Management at Shorter University, Vice Chairman of Edgenics, Inc. and Senior Partner of the Center for Collaborative Learning and Coaching. As a business professor and school of business administrator, he has been instrumental in the development of cooperative relationships with major companies - Colgate Palmolive, Dupont, Gulfstream Corporation, Savannah Foods, Simmons First National Bank, SC Johnson Wax, and others. He leveraged his experience with major corporations to assist students in achieving success by developing a success resource entitled CEO Success Letters: A Resource for Career and Life. The book was an outcome of a "Fortune 500 CEOs Success Advice Project" designed to provide business career success advice to students. His much-utilized business expertise is evidenced by his service on business and governmental advisory boards and boards of directors. He has also served on the advisory boards of the Winthrop Rockefeller Foundation (Small Business Strategic Planning), the Ewing Marion Kauffman Foundation (Entrepreneurship Education) and the National Board of Directors of SCORE.

WILLIAM HARTLEY, PH.D. PROFESSOR AND PRESIDENT EMERITUS

Holding a bachelor's degree, three master degrees, and a Ph.D. from the University of Colorado, University of California at Berkeley and University of Wisconsin respectively, Dr. Hartley's background is a combination of education, private sector work, teaching and consulting. Dr. Hartley has had a variety of jobs from administrative manager of the R&D division of a Fortune 500 company to the executive training program of Ford Motor Company in Detroit, Michigan, as well as owning and operating an art gallery for a period of 12 years. In addition to many years teaching at the undergraduate level, Dr. Hartley has taught in MBA programs for 18 years at both Niagara University and Embry-Riddle Aeronautical University, and has taught on-line courses for the State University of

New York. In the area of consulting, Dr. Hartley has worked primarily in management development and in strategic management consulting activities.

CARYN CALLAHAN, PH.D. PROFESSOR

Holding a Ph.D. in East Asian Languages in Civilizations with a specialization in Japan from Harvard University, and an MBA specializing in Finance-Accounting from the University of California Los Angeles (UCLA), Dr. Caryn Callahan is a former Vice President and International Equity Analyst for Merrill Lynch Japan as well as Financial Analyst for W.R. Grace & Co.. A professor of Anaheim University's Akio Morita School of Business, Dr. Callahan has also taught courses in Corporate Finance, International Business, Organizational Behavior, and Management at Chaminade University in Hawaii. Dr. Callahan was chosen as number one analyst for the Japanese consumer electronics industry by Euromoney magazine and has been quoted in the New York Times, Wall Street Journal, Business Week, and Fortune magazine.

CARLOS AQUINO, PH.D. PROFESSOR

Holding a George Washington University MS in Structural Engineering and a University of Sao Paulo Ph.D. in Sciences and Technology, Dr. Carlos Tasso Eira De Aquino is an accomplished senior executive and educator combining over 25 years of experience in leadership and scholarship in Business, Education, IT, and Engineering. Dr. Aquino has accumulated achievements and recognition as Executive Director, Senior Director, Project Manager, Provost, Dean of Business, Dean of Accreditation, among other capacities in organizations in the USA and abroad, with followers that encompassed a clear diversity of cultures. Before moving to the United States in 2008, Dr. Aquino was responsible for directing a country-wide program, sponsored by the Brazilian Ministry of Science and Technology, focused on improving energy usage. Dr. Aquino prepared the Brazilian version of many business books, published by Pearson Education, Cengage Learning and McGraw-Hill, authored a book on Adult Higher Education (How to Learn: Andragogy and Learning Skills) for Pearson Education in Brazil. Along his career, he has presented more than 45 articles in peer-reviewed conferences and published more than 40 papers in refereed journals and conference proceedings. Since 2014, he had 15 papers presented in venues such as Western Academy of Management, ACBSP, and GUIDE (Global Universities in Distance Education) Conferences and had 6 papers published in peer-reviewed journals.

MICHAEL AUBRY, DBA PROFESSOR

Holding a Doctor of Business Administration with a specialization in International Marketing from Alliant International University, an MBA from National University and a Bachelor of Science degree from San Diego State University, Dr. Michael Aubry has held a number of accounting positions and has taught accounting, entrepreneurship, economics, management and business-related courses. He has served on the Business Education Statewide Advisory Committee for the Academic Senate for California Community Colleges, and the State of California's Business Industry Collaborative.

BARI COURTS, PH.D. PROFESSOR

Dr. Courts holds a Ph.D. from Capella University In Organizational Management and an MBA in Management from the University of Cincinnati. He also holds a BS in Mathematics from Kenyon College. He has spent time in the insurance industry and has held the position of project manager for a major ERP software implementation. Dr. Courts has enjoyed teaching abroad, especially various courses in International Business, including e-Commerce, Economics, Management, Organizational Behavior, Research Methodology, and Statistics. Locally Dr. Courts is also a business owner of a small self-storage business in Cincinnati.

ROBERT DIOTALEVI, J.D. PROFESSOR

Dr. Robert Diotalevi, Esq., LL.M., is serving in his 17th year as Associate Professor of Legal Studies at Florida Gulf Coast University in Fort Myers, Florida. He was the founding Legal Studies Program coordinator. He has been a lawyer for 33 years as a member of the Massachusetts and Florida bars. He possesses 4 degrees and has been internationally published with over 80 manuscripts in print. In 2009 Dr. Diotalevi had a book published by Cengage. It is entitled "The Florida Paralegal." As an academician since 1985 he has instructed over 400 courses. Dr. Diotalevi was a professional broadcaster for 8 years and held managerial positions in radio news and production. Dr. Diotalevi's works have been published in SMU School of Law's Computer Law Review and Technology Journal, The Online Journal of Distance Learning Administration, The Paralegal Educator, The Journal of Paralegal Education and Practice and The National Paralegal Reporter.

HOWARD FREDERICK, PH.D. PROFESSOR

After earning his bachelors' degree at Stanford University, Dr. Howard Fredrick received his master's degree from San Francisco State University and his Ph.D. in International Economics and Relations from The American University. A recognized multilingual authority in the fields of business entrepreneurship and innovation, economic development, new technologies and sustainability, Prof. Frederick researches and teaches entrepreneurship, incubation, social development, climate change entrepreneurship, and strategy at Plymouth State University. He is the author of 197 journal articles and books with 20+ years-experience in teaching, executive education, research business development, entrepreneurship and multimedia communications and 15 years-experience as a company director. He has owned four businesses and received over

\$1,000,000 in external grant funding. He is a motivated researcher and practitioner whose expertise encompasses the private and public sectors within Mexico, Australia, Samoa, Tonga, Malaysia, Indonesia, Thailand, China, Hungary, Germany, Austria, Brazil, Ecuador, and Colombia. Dr. Howard Frederick is a dynamic teacher with high student evaluations, whose keen insight of worldwide markets, economic trends and political climates, inspires students to successfully enter the global marketplace.

PERRY HAAN, DBA PROFESSOR

After earning his Bachelor of Business Administration (BBA) from The Ohio State University, Dr. Perry Haan earned his Master of Business Administration (MBA) from Xavier University and his Doctor of Business Administration (DBA) from the University of Sarasota. Professor Perry Haan has worked as a faculty member and administrator in higher education since 1986. He has won teaching awards at three different institutions of higher learning and taught in eight countries outside the U.S. In 2010, he was awarded a Fellowship by the International American Association of Financial Management for his teaching and academic work in international markets. He has authored or co-authored over 90 peer-reviewed articles that have appeared in conference proceedings and journals, including the Journal of Marketing in Higher Education and the International Journal of Sports Marketing & Sponsorship. He co-authored a textbook, Practical Statistics for Business. His research interests include entrepreneurship, international business, ethics, sales and sales management, education marketing, sports marketing, and leadership.

SCOTT A. HIPSHER, PH.D. PROFESSOR

After earning his BS degree from the University of Maryland Asian Division in Japan, Dr. Scott Hipsher received his MBA from Bangkok University and conducted research in Cambodia to earn his Ph.D. from Capella University in the U.S. His professional experience is also global as the Northeast Thailand Regional Manager for a Dutch-owned export company and the General Affairs Manager for ZOA Thailand. He has taught at a number of universities in Thailand, but primarily at Bangkok University. Dr. Hipsher has written a number of journal articles and conference

papers, and is the author of *Expatriates in Asia: Breaking Free from the Colonial Paradigm* and lead author of *The Nature of Asian Firms: An Evolutionary Perspective*, both from Chandos Publishing (Oxford).

MARIAH JEFFERY, PH.D. PROFESSOR

Dr. Mariah Jeffery holds a Ph.D. in Operations Research and a Master of Science in Industrial Engineering from the University of Central Florida, and is an APICS Certified Supply Chain Practitioner. She has extensive industry experience, consulting on supply chain management and data analytics for Fortune 500 clients, including IBM, Coca-Cola, General Motors, and the United States Postal Service.

CRAIG MAYBERRY, PH.D. PROFESSOR

Craig Mayberry holds a Ph.D. in Resource Management and Environmental Studies from the University of British Columbia, and an MBA and bachelor's degree in Economics from Brigham Young University. He spent 9 years working in the corporate finance departments of Chrysler Corporation and Intel Corporation. His dissertation research was on social entrepreneurship and the relationship between entrepreneurial orientation, leadership and performance of non-profit organizations. He has been teaching for the past 12 years in entrepreneurship, social entrepreneurship, management, and corporate social responsibility.

TAMARA MYATT, PH.D. PROFESSOR

Holding a Ph.D. and Masters in Human and Organizational Systems from Fielding Graduate University, Tamara Myatt has spent more than a decade transforming the professional and educational lives of young and disadvantaged people in some of the poorest and most dangerous regions of the world, championing the causes of women, and orchestrating locally and globally scaled initiatives in the business sphere. The specialized focus of her Ph.D. in Human and Organizational Development was in women's entrepreneurship in regions of war. She is currently pursuing advanced studies/research in entrepreneurship in emerging economies, family business, innovation, and enterprise digital transformation. The former Executive Director of Goldman Sachs 10,000 Women in Afghanistan and Chair of Entrepreneurship and Assistant Professor of Small and Medium Enterprises at the American University of Nigeria, Tamara is an internationally recognized pioneer in enterprise development. She has led enterprise development initiatives in nations such as Afghanistan, Nigeria, Pakistan, Bosnia, Kenya, Croatia, Uganda, India, Myanmar, Liberia, and Rwanda.

PATRICIA RAY, J.D. PROFESSOR

An international educator and business lawyer, Dr. Patricia Ray received two law degrees: a Juris Doctor from Duquesne University in Pittsburgh, Pennsylvania and the LLM from the National University of Singapore, as well as a Master of Arts degree in Economics from the University of Pittsburgh and a Bachelor of Science in Mechanical Engineering from Carnegie Mellon University. Dr. Ray has worked as a lawyer for the U.S. International Trade Commission litigating international trade claims and later worked as a private corporate lawyer in New York City and Dallas Texas. From 1991 to 1998, Dr. Ray was Asia General Counsel for Texas Instruments Inc., stationed in Singapore. There she managed the company's business and legal affairs in Asia. More recently, she has been teaching business law subjects worldwide in programs sponsored by the World Bank and United Nations. These courses include intellectual property, economic development, as well as commercial and business law topics. Mergers, acquisition and negotiations have been a part of Dr. Ray's international business experience with Texas Instruments. She has also served as an expert consultant for other companies undergoing merger activity, including Exxon Mobil, Parametric Technologies, Loral Cyberstar, and Rockwell International.

KWOK SHUM, PH.D. PROFESSOR

After earning a Stanford University Master of Science in Engineering degree, Dr. Kwok Shum received his Ph.D. in Management of Technology from the Tokyo Institute of Technology. Dr. Shum's research and teaching interests lie in new technologies, renewable energy industry and deployment, the business of renewable energy and clean technologies. Dr. Shum has taught at Hong Kong University of Science and Technology and conducted workshops for the Clinton Foundation's C40 Large Cities Climate Summit, Tokyo Institute of Technology and Hong Kong Baptist University. He has served as a Reviewer for the International Journal of Innovation Management and the International Journal of Hydrogen Energy and has served as the Academic Committee Chairperson for the Technology and Management Sustainability Business Plan Competition organized by the University of Illinois Urbana Champagne, Seoul National University, the University of Sao Paulo, Hong Kong University of Science and Technology and London South Bank University.

STAVROS SINDAKIS, PH.D. PROFESSOR

With both a Ph.D. and MBA in Strategy, Enterprise & Innovation from the University of Portsmouth, Dr. Stavros Sindakis has made significant contributions to these fields through his research and publications on entrepreneurship and business innovation including his books *Entrepreneurial Rise in Southeast Asia*, and *Analytics, Innovation and Excellence-Driven Enterprise Sustainability*, with his third in progress. Dr. Stavros Sindakis is an educator, advisor, mentor and innovator in the fields of business innovation, management, entrepreneurship, and service design and development. As an educator, he has taught in several different countries at both the undergraduate and postgraduate levels and held a variety of advisory and mentoring positions for students and faculty at numerous schools including the Institute of Enterprise and Entrepreneurs and Laureate Online Education.

BARBARA SON, PH.D. PROFESSOR

Holding a Ph.D. in Urban Business Economics from Portland State University, and a Masters in Urban Affairs with a concentration in Technology, Business, Economics and Public Administration from Boston University, Dr. Barbara Son has held faculty positions at California State University, Los Angeles, Argosy University, National University and DeVry University, as well as served as a site reviewer for the California Bureau for Private Post-Secondary and Vocational Education. . Her corporate experience includes positions at Pressure Profile Systems, Inc. and Medical Tactile Imaging, Inc. providing services to the U.S. Army, National Institute of Health (NIH), Johnson and Johnson Corporation, and university research labs., as well as serving as Vice-President/Co-Founder of the International Association Management Group.

MICHAEL SUTTON, PH.D. PROFESSOR

Holding a Ph.D. from McGill University and a Bachelors in Management Sciences from the University of Waterloo, Dr. Michael Sutton has been recognized with numerous academic awards, including Westminster College's Faculty & Staff Peer Award, the Gore School of Business - Excellence in Scholarship, and Kent State University's Assoc. Provost, Faculty Affairs & Curriculum Teaching Excellence. He is widely published in both the academic and practitioner community and has been invited to judge numerous International Game Competitions because of his specialty in experiential and game-based learning.

JOHN WANG, PH.D. PROFESSOR

Dr. John Wang received a scholarship award to complete his Ph.D. in Business Administration at Temple University, after earning his M.S. in Systems Engineering from Harbin Institute of Technology. In addition to serving as a professor at Anaheim University, Dr. John Wang is a professor in the Department of Information and Decision Sciences at Montclair State University. Professor Wang has published over 100 refereed papers and six books. He has served as session chairman and track chair 17 times on the most prestigious international and national conferences. He has also developed several computer software programs based on his research findings. He is on the editorial board of the International Journal of Cases on Electronic Commerce and has been a guest editor and referee for Operations Research, IEEE Transactions on Control Systems Technology, and many other highly prestigious journals.

SARA WILLOX, PH.D. PROFESSOR

Dr. Sara Willox earned an MLA degree in Sustainability from Harvard University, an MBA from Upper Iowa University and a Ph.D. in Organization and Management from Capella University. She also completed two BS degrees from the University of Wisconsin-Madison. Dr. Willox has been teaching online courses and face to face courses in business, leadership, and psychology since 2010, and served as the department chair in business and technology for Edgewood High School. She publishes and presents at professional and academic conferences. Dr. Willox has professional experience in nonprofit management, human

resources, operations, and development. She has held the positions of director of operations and development, department chair, human resources director, and program director. In addition, Sara does independent consulting with individuals and companies including nonprofit and corporate organizations, Grammy Award-winning artists, state government officials, and educational institutions.

JIM CARLAND, PH.D.**CARLAND ENTREPRENEURSHIP INSTITUTE DIRECTOR EMERITUS**

Dr. Jim Carland holds a Ph.D. in Management Policy and Systems from the University of Georgia as well as an MBA from Western Carolina University. He has held Certified Management Accountant (CMA), Certified Public Accountant (CPA) and Certified Valuation Analyst (CVA) qualifications. He has published more than 70 articles in scholarly journals, 200 articles in conference proceedings, and a dozen books. He is among the best-known scholars in the entrepreneurship discipline in the world, with over 3,500 citations of his work in Google Scholar. Dr. Carland has taught for more than 30 years and has been the recipient of many teaching awards and recognitions. He was involved in the development and implementation of the first Master of Entrepreneurship degree program in the U.S. His work was recognized for being the best example of graduate entrepreneurship training by the USASBE in 2005. He is interested in innovation as it relates to entrepreneurship. He first proposed an inherent link in 1984 in a seminal journal article in the Academy of Management Review. That article became a major factor in the subsequent differentiation of entrepreneurs from small business owners in the literature. Subsequently, he has interviewed, surveyed, and worked with more than 2,000 entrepreneurs

DOCTOR OF BUSINESS ADMINISTRATION PROGRAM SUMMARY

All DBA Concentrations need to take 9 Foundational courses:

Credit Hours: 27

- DBA 602 Intellectual Property
- DBA 605 International and Multinational Marketing
- DBA 615 Leadership in Global and Multicultural Organizations
- DBA 617 International Supply Chain Management
- DBA 625 Applied Research Methods - Qualitative and Quantitative DBA 627 Business Analytics
- DBA 629 Global Strategy & Innovation Management
- DBA 635 Transforming Systems Through Adaptive Leadership DBA 645 Academic Research and Writing

Students will complete a Qualifying Exam on their foundation and research courses. Students must earn a grade of 80% or higher in order to successfully pass the Qualifying Exam

Choose one area of concentration containing 4 courses:

Credit Hours: 18

MANAGEMENT CONCENTRATION

- DBA 613 Organizational Development & Change Management
- DBA 623 Human Resource Management Science
- DBA 633 Ethics in Business and Management
- DBA 640 International Business Law and Practice

INTERNATIONAL BUSINESS CONCENTRATION

- DBA 610 International Financial Management
- DBA 633 Ethics in Business and Management
- DBA 640 International Business Law & Practice
- DBA 710 Seminar in International Business

GLOBAL SUSTAINABLE MANAGEMENT CONCENTRATION

- DBA 611 Sustainable Lifecycle Management
- DBA 621 Sustainable Project Management
- DBA 651 Sustainable Accounting Management
- DBA 711 Seminar in Global Business Sustainability

ENTREPRENEURSHIP CONCENTRATION

- DBA 612 Creative Entrepreneurship
- DBA 613 Organizational Development & Change Management
- DBA 622 Entrepreneurial Funding
- DBA 632 Social Entrepreneurship

+ 2 electives, 1 in each of 2 of the other 3 concentrations

After completion of all course work, students must pass a comprehensive exam covering their specific area of concentration and general business knowledge before advancing to the dissertation stage of their program. Students must earn a grade of 80% or higher in order to successfully pass the Comprehensive Exam

Comprehensive Examination

Doctoral Dissertation Studies Courses:

Credit Hours: 15

DBA 820 Writing the Doctoral Dissertation Proposal

DBA 850 Doctoral Dissertation Completion

DOCTOR OF BUSINESS ADMINISTRATION PROGRAM

TOTAL CREDIT HOURS: 6

COURSE DESCRIPTIONS

Students will complete Foundation and Research courses and a qualifying exam, as well as take courses in one of four areas of concentration: Management, International Business, Global Sustainable Management, or Entrepreneurship. In addition, students will complete a comprehensive exam and a dissertation.

CORE COURSES

FOUNDATION COURSES:

DBA 602 INTELLECTUAL PROPERTY

The objective of this course is to inculcate in students an understanding of the value of intellectual property to an entrepreneurial venture and for students to learn how to create, protect, and preserve intellectual capital. Students will develop higher-level critical thinking skills, evidenced by analysis, evaluation, and synthesis.

DBA 605 INTERNATIONAL AND MULTINATIONAL MARKETING

International Marketing frequently requires major changes in how organizations conduct business in a global marketplace. It is a necessity for today's business leader to be aware of the implications of marketing strategies and how they are employed in different countries with different cultures. This course focuses on identifying and meeting the needs of specific international target markets through close interaction with managers from other functional areas, such as promotion, finance, accounting and human resources.

DBA 615 LEADERSHIP IN GLOBAL AND MULTICULTURAL CORPORATIONS

In the increasingly complex global environment, developing and creating strategic choices is necessary for success and is critical for long-term profitability. This course covers the major topics in managing multicultural organizations such as comparative management issues, the formation and implementation of appropriate strategies, building strategic alliances, negotiations, cross culture communications, international human resource management, and business ethics.

DBA 617 INTERNATIONAL SUPPLY CHAIN MANAGEMENT

Supply Chain Management involves the flows of materials and information among all of the firms that contribute value to a product, from the source of raw materials to end customer. The goal of this course will be to help students understand the strategic importance of good supply chain design, planning, and operations for every firm, to provide students with the use of key drivers on a conceptual and practical level to improve supply chain performance, and to give students a solid understanding of analytic methodologies for supply chain analysis necessary to achieve significant increase in performance.

DBA 625 APPLIED RESEARCH METHODS — QUALITATIVE AND QUANTITATIVE

This course focuses on students' acquisition of basic knowledge of the philosophy of science, including the review and critique of concepts and theories. Students learn about the qualitative and quantitative bases for inquiry and examine the ethical, social, and political components of conducting research. Quantitative based concepts include experimental, survey, and existing action research. The qualitative-based concepts include case study, grounded theory, and ethnography. Assignments consist of knowledge demonstration and problem-solving for professional practice. Course assignments will emphasize the practical application of writing and critical-thinking skills and the integration of professional application at the doctoral level.

DBA 627 BUSINESS ANALYTICS

This course is the blending of four overlapping areas of study: Data Mining, Business Process Optimization, Applied Business Statistics, and Information Systems/Business Intelligence. It is designed to provide students with new insights into business performance as a result of using different methods of analysis. The ultimate outcome is to provide organizations with the tools necessary to make frequent, faster, smarter, and data-driven real-time decisions.

DBA 629 GLOBAL STRATEGY & INNOVATION MANAGEMENT

Innovation management is an important concept that can greatly impact global firms. Essentially, innovation allows a firm to achieve a higher level of productivity and performance, and it provides a competitive advantage in the turbulent global marketplace. This course describes innovation and highlights the importance of innovation for global firms.

DBA 635 TRANSFORMING SYSTEMS THROUGH ADAPTIVE LEADERSHIP

In today's business environment, change is a given. This course will look at systems thinking and how to look at systems more holistically to determine what changes are needed. Systems thinking is rooted in the biotic environment and there is much that can be learned from nature and how it adapts to change. Adaptive leadership is about having a vision for what changes need to occur to adapt to a new system. It is about including others and their experiences and input in order to promote change and having empathy in the process. Adaptive leadership is about experiments and taking calculated risks and then finding solutions where everyone benefits.

DBA 645 ACADEMIC RESEARCH AND WRITING

This course is designed to develop students' critical thinking and competencies to navigate and successfully complete their doctoral programs and dissertations. Students will engage in learning activities to become better readers of academic texts, to understand the process of academic writing, and to become proficient in various academic writing genres. Emphasis will be placed on examining connections between various academic writing genres, refreshing APA style guidelines, and understanding the dissertation process. Students will develop a scholar-practitioner perspective through reading, writing, and reflection within their specific discipline and program.

CONCENTRATIONS

I. MANAGEMENT

DBA 613 ORGANIZATIONAL DEVELOPMENT AND CHANGE MANAGEMENT

In this course, students will gain an understanding of the development of organizational structure, strategies and processes through a comprehensive blending of organizational theory and concepts in the behavioral sciences and their application to organizational development and change.

DBA 623 MANAGEMENT SCIENCE

This course will provide students with a conceptually sound understanding of the role of management science in the decision-making process within organizations. An applications approach to understanding a quantitative approach to decision will be used along with powerful examples to illustrate the applications

DBA 633 ETHICS IN BUSINESS AND MANAGEMENT

This course will prepare students to understand and apply ethical decision-making models within an organizational management model. These models will introduce students to ethical skills, vocabulary, and other tools necessary to behave in an ethical manner, not only within organizations but in society at large.

DBA 640 INTERNATIONAL BUSINESS LAW AND PRACTICE

This course provides a comprehensive coverage of the legal, cultural, political, economic and ethical issues faced by global business managers. An understanding of these issues is enhanced through the use of real-world examples, cutting edge cases, managerial problems, and ethical issues.

II. INTERNATIONAL BUSINESS

DBA 610 INTERNATIONAL FINANCIAL MANAGEMENT

This course is concerned with international financial management in an international setting. Financial management is mainly concerned with how to optimally make various corporate financial decisions such as those pertaining to investment, financing operations, dividend policy and working capital management. In developed countries with well-developed capital markets, maximizing shareholder wealth is generally considered the most important corporate objective. Financial management is now studied in an international context as we live in a highly globalized and integrated world economy.

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DBA 640 INTERNATIONAL BUSINESS LAW AND PRACTICE

This course provides a comprehensive coverage of the legal, cultural, political, economic and ethical issues faced by global business managers. An understanding of these issues is enhanced through the use of real-world examples, cutting edge cases, managerial problems, and ethical issues.

DBA 710 SEMINAR IN INTERNATIONAL BUSINESS

Successful managers in a world of global competition must have an array of skills, talents and abilities at their disposal. This course uses extensive examples to illustrate the vibrancy and challenge of international business. Coverage of relevant topics includes the degree of geographical literacy necessary to succeed in international markets, which is frequently overlooked in more traditional courses.

III. GLOBAL SUSTAINABLE MANAGEMENT

DBA 611 SUSTAINABLE LIFECYCLE MANAGEMENT

The field of industrial ecology is playing an instrumental role in the redesign and realignment of industrial systems and activities to be more ecologically and socially responsible. Critical to the field of industrial ecology is life cycle assessment (LCA), which involves methods, techniques, and process and procedures analysis of the full range of environmental impacts, product or service life cycles, and supply chains. This course enables participants to develop a hands-on, in-depth understanding of the frameworks, principles, advanced tools, and applications of life

cycle assessment. As part of the course, students learn to address both social and environmental impacts from cradle-to-grave. Students will also review the state of life cycle practice and current initiatives involving companies, governments, and NGOs. Student will create a manual that details the step-by-step process for managing a sustainable lifecycle from cradle-to-grave.

DBA 621 SUSTAINABLE PROJECT MANAGEMENT

Sustainability and Corporate Citizenship are playing a more important role, both in how consumers, stakeholders, employees, and competitors view organizations, and in the demand for skilled project managers who can manage a project from a triple bottom line. Organizations need to know that the individuals managing their projects can integrate methods to achieve corporate responsibility goals and still achieve project specific objectives. Project Managers need credentials that demonstrate these specialized qualities. As part of the course, students learn how to develop a project plan that accomplishes the purpose and need of the project, while factoring in the impacts that the project will have on the environment and society. Student will create a manual that details the step-by-step process of sustainable project management, including the challenges, sustainable solutions and impacts to the project budget.

DBA 651 SUSTAINABLE ACCOUNTING MANAGEMENT

Accounting for sustainability involves linking sustainability initiatives to company strategy, evaluating risks and opportunities, and providing measurement, accounting and performance management skills to ensure that sustainability is embedded into the day-to-day operations of the company. Sustainability accounting is the term used to describe new information management and accounting methods that attempt to create and provide high quality, relevant information to support corporations in relation to their sustainable development. As part of the course, students learn how to manage sustainability accounting with activities, methods and systems that analyze and report environmentally and socially induced financial impacts. Student will create a manual that details the step-by-step process of managing sustainable marketing, including strategy, risks and opportunities.

DBA 711 SEMINAR IN GLOBAL BUSINESS SUSTAINABILITY

International economic development is the biggest challenge that global businesses face today. Companies are increasingly being held responsible for impacts of their products, processes and services on society and the environment. These impacts concern environmental effects and social effects in balance with the economic aspects of the company. This responsibility is called Corporate Responsibility or Corporate Citizenship and can include, but is not limited to, climate change, clean water, child labor, biodiversity, human rights, occupational health and safety, and poverty. As part of the course, students learn how global companies interpret their responsibility and try to manage and improve these issues in balance with their daily operations. Students will learn how sustainable companies publish sustainability reports and use management systems and sustainability programs to implement this Corporate Responsibility in their organization. Student will create a manual that details the step-by-step process for managing global business sustainability.

IV. ENTREPRENEURSHIP

DBA 612 CREATIVE ENTREPRENEURSHIP

Creative Entrepreneurship is a course that provides a comprehensive and practical analysis of creativity and innovation and their roles in entrepreneurship. The course explores the factors and issues involved in creative problem solving; developing a creative mindset; thinking creatively; finding, developing and evaluating ideas; and building a creative climate within an organization. Finally, the course looks at the entrepreneurial economy, the practice of innovation, entrepreneurial strategies, and the practice of entrepreneurship.

DBA 613 ORGANIZATIONAL DEVELOPMENT AND CHANGE MANAGEMENT

In this course, students will gain an understanding of the development of organizational structure, strategies and processes through a comprehensive blending of organizational theory and concepts in the behavioral sciences and their application to organizational development and change.

DBA 622 ENTREPRENEURIAL FUNDING

Entrepreneurial Funding is a course that applies the theory and methods of finance and economics to the rapidly evolving field of entrepreneurial finance. The course explores how entrepreneurs, venture capitalists, and outside investors can rely on academic foundations as a framework to guide decision making. It focuses on value creation as the objective of each strategic and financial choice that an entrepreneur or investor makes. The course explores the influences of risk and uncertainty on new venture success, and presents a comprehensive survey of approaches to venture valuation.

DBA 632 SOCIAL ENTREPRENEURSHIP

Social Entrepreneurship examines how entrepreneurs creatively solve social problems. The course explores theories of social change and investigates how personality impacts the decision to become a social entrepreneur. The course continues with a study on the process of creating a sustainable social enterprise and achieving maximum impact through social entrepreneurship. Finally, the course explores the distinctive characteristics of the social enterprise context.

DOCTORAL DISSERTATION STUDIES

DBA 820 WRITING THE DOCTORAL DISSERTATION PROPOSAL

This course focuses on deals with both the theoretical and practical aspects of the doctoral dissertation proposal. The purpose of the course is to assist students through the proposal writing processes including the problem statement, conceptual/theoretical framework, literature review, research design and methodology.

DBA 850 DOCTORAL DISSERTATION COMPLETION

The final doctoral study demonstrates students' scholarly ability to examine, critique, and synthesize knowledge, theory, and experience, so that new ideas can be tested; best practices identified, established, and verified; and theoretical, practice, or policy constructs evaluated and advanced. In all cases, students engage in rigorous inquiry that results in new knowledge, insight, or practice, demonstrating efficacy in the world of business and management. This course assists students in working through the process of the doctoral study. Students design personal best practices for completing their study within a designated context. They will also work with their major professor and their dissertation committee members, with whom they establish and maintain strong working relationships and on whom they rely to mentor and approve their proposal and final study. Ultimately, students completing the doctoral study make a fresh contribution to the field of practice in the professional business environment.

DBA DISSERTATION GUIDEBOOK:

All students will be required to complete a dissertation. Students will be able to enroll for dissertation credits once all course work has been successfully completed and students have taken and passed the Comprehensive Examination.

The Dissertation is the culminating component of the DBA. The dissertation should report an original piece of research and should make a significant contribution to the field of business administration. The following are criteria that students should bear in mind when preparing their proposal:

- The topic should be interesting and substantial.
- The research should aim to fill a gap in the scholarly literature.
- The methodology chosen for the research should be appropriate and the student should be able to provide a rationale for the choice of methodology.
- The dissertation should be written in accordance with the standard conventions for reporting research (i.e., those of the American Psychological Association Manual, 6th Edition).
- The author should provide implications of the findings of the research for business practice

DISSERTATION TEAM

Dissertation candidates have a dissertation supervisory team that begins during the Dissertation Proposal course and extends to the final oral defense and the awarding of the degree. This team consists of the DBA 820 professor, the Dissertation Advisor, the Chair of Ethics, the Chair of Research, and the External Examiner.

The DBA 820 course professor mentors each student through the process of developing a topic into a workable proposal that is primed to become a dissertation. S/he is the initial person who will review the dissertation proposal.

The most central member of the dissertation candidate's supervisory team is the Dissertation Advisor. The student is responsible for nominating an advisor. The advisor is typically an Anaheim University faculty member, but s/he may also be an outside professor who meets the requirements for advising (see below). Upon acceptance of the nomination and approval by the Chair of Research, the advisor guides the student through the dissertation process through regular meetings. These meetings include:

- discussion of the research plan (firming up research questions and methodology);
- discussion of data and methods of analysis, once the data has been collected;
- discussion of results and the implications; and
- discussion of the chapters or pieces of the dissertation prior to submission.

At the end of each term, the student and advisor submit a short progress report form indicating the student's progress and any outstanding issues.

The Chair of Ethics reviews the Ethics Application Form, including the Participant Information Sheet and the Participant Consent Form, to ensure that the student's research meets federal regulations, based on the Office for Human Research Protection (OHRP) laws regarding human research/subjects.

The Chair of Research gives final approval for a nominated professor to become the dissertation advisor, and s/he assists students in finding an advisor when necessary. At the end of each term, the Chair of Research reviews the term progress reports submitted by the dissertation student and advisor. S/he makes any recommendations based on these reports and helps to mediate or resolve any conflicts or issues between the advisor and the student. The Chair of Research also serves as Chair of the Oral Defense Committee, approves the External Examiner, and submits the oral defense report. If the Chair is also the student's advisor, the Chair will nominate a different faculty member to chair the defense.

The External Examiner may be a faculty member of Anaheim University or another institution with a terminal degree and knowledge of the student's research topic or type of study. This person can be recommended by the student, student's advisor, or Chair of Research, but s/he must be approved by the Chair of Research. The external examiner reviews the written dissertation, provides feedback in advance of the Oral Defense, and serves on the Oral Defense committee. Once the written dissertation is submitted, the approved External Examiner will complete a report about the written dissertation and send these remarks to the advisor(s) and the Chair of Research prior to the oral defense.

All team members from outside of AU must hold a doctorate degree, have faculty status at an appropriately accredited university, and have knowledge that is related directly to the dissertation topic. Outside faculty must also submit a CV to the Chair of Research, who decides whether the person is qualified to serve on the Defense Committee. The student may nominate the Advisor, but AU reserves the right to make the final decision regarding the Advisor.

PROCEDURE FOR PLANNING AND WRITING THE DISSERTATION

During DBA 820, you will identify a topic you are interested in and approach potential advisors informally by asking if they might consider working with you. The Chair of Research has a general "Advisors Register" to help you find a suitable advisor, if needed. Advisors can either be from within or outside Anaheim University. You will need to earn a grade of B or higher in this class in order to continue with the dissertation process. Anaheim University highly recommends that students have nominated and confirmed their Dissertation Advisor before the completion of DBA 820.

NOTE: You will increase your chances of success if you clearly explain the topic you want to examine and your preliminary ideas of what you want to investigate and how. Please remember that you have only five terms in which to complete your dissertation, so be mindful of the scope of your topic!

DBA 820 (FIRST TERM OF DISSERTATION):

This dissertation proposal writing course assists students in preparing and critiquing a research proposal.

- Discuss the feasibility and scope of your project with the professor teaching the course.
- Upon successful completion of your dissertation proposal, send it to your potential advisor.
- If s/he agrees, complete all advisory paperwork and submit to Student Services.
- Establish guidelines and expectations pertaining to the frequency of formal meetings between you and your advisor; the extent and style of the advisor's input into your day-to-day activities; and turnaround time for feedback on written work.
- Establish a clear timeline for the completion of this dissertation and the submission of each piece to your advisor for feedback.

DBA 850 (SECOND TERM OF DISSERTATION)

- Prepare and submit applications for ethics approval (if needed -- see [Ethics Review Procedure](#)). See documents here: [Ethics Application and Participant Consent Forms](#).
- Submit your progress report to Student Services. For students: [Candidate's Report](#). For advisors: [Advisor's Report](#). These reports will be submitted each term of the DBA process. Students will not receive credit for the course until this survey is received.

DBA 850 (THIRD AND FOURTH TERM OF DISSERTATION)

- Continue working with your advisor to gather your research and write the dissertation.
- Submit your progress report to Student Services. For students: [Candidate's Report](#). For advisors: [Advisor's Report](#). These reports will be submitted each term of the DBA process. Students will not receive credit for the course until this survey is received.

DBA 850 (FIFTH TERM OF DISSERTATION)

- When your advisor recommends you for the final stage of the dissertation, you will submit your dissertation to the Chair of Research and Anaheim University.
- Ask your advisor to recommend a name for your External Examiner and submit that name to the Chair of Research. The Chair of Research and your advisor will serve as the other two members on your Oral Defense Committee.
- Submit your progress report to Student Services. For students: [Candidate's Report](#). For advisors: [Advisor's Report](#). These reports will be submitted each term of the DBA process. Students will not receive credit for the course until this survey is received.

DBA 850 (ADDITIONAL TERMS)

Should your dissertation require additional terms beyond the terms allotted, you may continue to enroll in DBA 850 until your dissertation is complete. Each additional term will require tuition and records fees, as well as documentation and progress reports.

If you choose to take terms off during the dissertation phase, you will not have access to advisor resources until you resume taking DBA 850 courses.

Once the written dissertation is finalized and approved by the Dissertation Advisor, you will need to submit it to Student Services. Upon submission of the written dissertation, Anaheim University will schedule the Oral Defense.

APA FORMAT

The required format for the written dissertation is APA. It is recommended that students engage an editor to review the dissertation for errors in grammar, spelling, and formatting before submitting the final draft of the dissertation to the dissertation team. In order to help with the formatting, an APA template is available in the course resources. Please also review the APA checklist to verify that all elements of APA formatting are followed correctly.

ETHICS POLICY

All students and staff intending to undertake research involving human participants must obtain signed permission from the Chair of the Ethics Committee before the research commences. The purpose of this is to ensure that any research conducted in the name of Anaheim University adheres to the standards of ethical research.

Ethical research is research:

- Where the informed voluntary consent of the participants has been obtained, including the consent of a parent/ guardian if the participant is a minor.
- Where the participants are made fully aware of the purpose of the research and what will be asked of them.
- Where the participants are informed of any remuneration they will receive before the research commences
- Where the researcher ensures the anonymity of the participants in any report or publication emanating from the research.
- Where the participants are recruited without coercion or the appearance thereof.
- Where participants are informed as to any risks or benefits the research may have for them.
- Where the participants are informed that they can withdraw from the research at any time they wish with no adverse effect to them.
- Where the participants are informed that any data collected as part of the research will be destroyed six years after award of the degree.

- Where participants are informed that any data collected as part of the research will be held in a secure place (e.g., locked cabinets, password protected computer) until they are destroyed.
- Where the faculty supervisor agrees to the procedures the student uses to protect the participants.
- Where the participants are given the contact details of the primary researcher and the Chair of the Ethics Committee so that they can contact them whenever they wish.

The Ethics Application Form, Participant Information Form and Participant Consent Form must be submitted and approved before the student may proceed with his or her research.

RESPONSIBILITIES OF THE DISSERTATION CANDIDATE

The candidate is expected to engage in active preparation of the Dissertation process from the onset of the doctoral program. Candidates are responsible for choosing a topic, submitting proofread drafts of materials, preparing adequately for meetings, thoroughly reviewing all Dissertation policies and procedures, and communicating on a regular basis via email, phone, or other communication modality.

The candidate is expected to maintain a respectful and professional attitude at all times. Candidates are expected to maintain contact with their dissertation team throughout the dissertation process to ensure that the research and writing adhere to the agreed-upon plan. As the project is the candidate's responsibility, s/he must frequently keep the Advisor and Chair of Research informed of progress. The candidate should contact their Advisor and Chair of Research in the event of any significant changes in his/her personal or professional life which may interfere with program completion. In addition, candidates are expected to maintain regular contact with Student Services via email or phone.

COMMUNICATING WITH THE TEAM

The Dissertation Advisor will determine when the dissertation is ready for review by the Oral Defense Committee. The candidate should avoid consulting the full committee for feedback without prior approval of the Chair of Research. Team participation from a distance may be facilitated through video conference, phone conference, or other electronic media as approved.

PRESENTING DRAFTS TO TEAM MEMBERS

It is common practice to share Dissertation drafts with the Advisor or Chair of Research via email. The document should be saved in Microsoft Word format and clearly labeled with the researcher's name and stage in the process (example: Jane Smith Prospectus Chapter 2). The document should include consecutively numbered pages and should adhere to program formatting and style guidelines. All drafts of defense documents should be shared with the Oral Defense Committee at least 14 days prior to any defense date(s).

ORAL DEFENSE

- AU tech support will schedule an oral defense date that is convenient to you, the Chair of Research (who will chair the oral defense), your advisor(s), and your External Examiner.
- The External Examiner will complete the first half of the External Examiner's report about the written dissertation, and s/he will send these remarks to the advisor(s) and the Chair of Research prior to the oral defense.
- The Defense will be conducted in an online classroom. It will normally last between 1 and 2 hours. You will open with a brief presentation of the dissertation, followed by an interactive discussion where you will be expected to address any points or questions raised by the three examiners.
- The committee will evaluate both the dissertation and your performance in the oral examination to determine whether or not you pass.
- The External Examiner will complete the second half of the External Examiner's report about the oral defense, and s/he will send the report to your advisor(s) and the Chair of Research. They will both have the opportunity to comment on or add to this report. The report will also be sent to Anaheim University.
- The External Examiner, advisor(s), and Chair of Research will complete the Oral Examination Form together. This report will likewise be sent to Anaheim University.
- Once it is finalized, the Oral Examination Form will be forwarded to the candidate.
- As part of the Oral Examination Form, the committee may request revisions to be made to the dissertation. You will make these changes or follow the recommendations, including whatever timeline is established.
- Unless otherwise directed, you will send the corrected version (with a list of page numbers/corrections) to your advisor(s).
- When the advisor(s) is satisfied that the final version has addressed all issues, the advisor(s) will send the final version to the Chair of Research and Anaheim University.
- All members of the Defense committee must sign off on the final version of the dissertation, including all requested revisions.
- Congratulations -- the process is complete!
- You may use the title of "Dr." upon the successful submission of the written dissertation with all revisions and the successful completion of the Oral Defense.

ONLINE LEARNING RESOURCES

AU LIVE ONLINE WEBCAM SEMINARS

Anaheim University DBA students meet with expert guest speakers, their professors and fellow students via webcam in real-time interactive online classes for 90 minutes twice during each six- week course, typically at the end of the second and fifth weeks of the term. Chat transcripts and audio/video of online seminars are recorded and posted, allowing students to stay focused on the live discussion during the class and to review the class discussion afterwards. These classes are usually held on Friday evenings US time, which is Saturday morning in Asia. Seminar recordings may be accessed through the AU Online System for students who are unable to attend or who simply wish to review their class notes.

AU ONLINE DISCUSSION FORUM

The Online Discussion Forum is an electronic bulletin board and e-mail list facilitating lively communication and interaction among students and their professor. When a student posts a message to the Forum, the message is automatically redistributed to the professor and all other students in the course, allowing students to discuss the week's readings in their free time. A weekly Student Host directs students to perform certain tasks as outlined in the online Course Guide. The Online Discussion Forum plays an integral part in AU's online programs by facilitating the out-of-class interaction between students necessary for an effective exchange of ideas. The AU Online Discussion Forum ensures that learning and interaction do not end when the real-time class does.

ONLINE BOOKSTORE

The Online Bookstore is the one-stop source for textbook and course material needs. Designed for students to buy textbooks based on their course schedule, track their textbook orders, and sell their textbooks back from a previous semester, the Online Bookstore offers money-saving used books, multiple shipping options, and access to hundreds of academic items related to your studies. In an effort to provide additional savings, textbooks or course materials may be available for purchase in an electronic format. Purchases will be subject to the refund policy of the bookstore.

LIBRARY

Anaheim University requires all of its students to make extensive use of library facilities and resources in the course of their program. The University's online resources provide a major boost in assisting and supporting a student's academic work. The login ID and password provided by the University to the student upon enrollment will provide the student access to the online resources.

Anaheim University makes certain provisions in order to provide access to library resources and library services for all students enrolled directly through Anaheim University. However, students enrolled in Anaheim University's online graduate degree programs are required to have an additional reserve fund to be used for the purchase of journals and research - materials that will aid them in their studies by providing information specific to their unique areas of interest and research - and to provide access to software and other resources that may help them in the completion of their studies. The research reserve fund is \$1,500 for master degree students and \$2,000 for doctoral students to be used over the duration of their program. Note: Students are not required to spend the entire research fund - only that amount necessary in order to carry out their research.

AU ALUMNI ASSOCIATION

Upon completion of their chosen programs of study, AU graduates have the privilege of becoming part of the university's Alumni Association. The AU Alumni Association is a highly regarded online network established to ensure that an AU graduate's learning never ends. The Alumni Association is an excellent way to network with other professionals in your field and keep abreast of recent developments. Members have access to the most recent updates regarding the latest news from the field, important events, suggested readings, cutting edge information and professional career opportunities.

STUDENT SERVICES AND TECHSUPPORT

The policy of the Division of Student Services is "*Students First, Always*" and Anaheim University's Student Services staff is committed to providing students with the administrative services they need for course registration, textbook ordering, graduation, etc. Technical issues are addressed by the TechSupport Division of the University.

GRADUATION STORE

Alumni of Anaheim University have the opportunity to show Anaheim pride by ordering Anaheim University graduation rings and diploma frames online.

MESSAGE FROM THE PRESIDENT

As President, it is my pleasure to welcome you to the Anaheim University global online learning community.

At Anaheim University, we offer relevant, application-based programs designed to help you, the student, make an immediate difference in your current employment or future career. If you want an affordable, high quality experience in a globally connected setting, and a diverse faculty deeply engaged in their fields and with lifetime connections to invigorate your drive for success, you are at the right place.

With our experienced faculty and staff, interactive learning environment, and the integration of traditional and innovative learning methods, Anaheim University's mission is to provide exceptional learning opportunities to students who wish to benefit from a proven learning process. Upon completion of your academic program, you will join the worldwide Anaheim University Alumni Association with the many benefits it has to offer.

On behalf of the faculty and staff of Anaheim University, I wish you success in your chosen program of study.

Welcome to Anaheim University.

Andrew Honeycutt
DBA President

About Andrew Honeycutt

Dr. Andrew E. Honeycutt, President of Anaheim University and former Dean of the Anaheim University Akio Morita School of Business, received a Doctor of Business Administration degree in Marketing from Harvard University and a Master in Business Administration degree in Organizational Behavior from Boston University. Dr. Honeycutt has served as Dean of the College of Business and Technology of Argosy University Atlanta, Vice Chairman of Edgenics, Inc. and Senior Partner of the Center for Collaborative Learning and Coaching. As a business professor and school of business administrator, he has been instrumental in the development of cooperative relationships with major companies - Colgate Palmolive, Dupont, Gulfstream Corporation, Savannah Foods, Simmons First National Bank, SC Johnson Wax, and others. His much-utilized business expertise is evidenced by his service on business and governmental advisory boards and boards of directors. He has also served on the advisory boards of the Winthrop Rockefeller Foundation (Small Business Strategic Planning), the Ewing Marion Kauffman Foundation (Entrepreneurship Education) and the National Board of Directors of SCORE.

ANAHEIM UNIVERSITY ADMINISTRATORS AND ADVISORS

ANDREW E. HONEYCUTT, DBA PRESIDENT

Dr. Andrew E. Honeycutt, President of Anaheim University and former Dean of the Anaheim University Akio Morita School of Business, received a Doctor of Business Administration degree in Marketing from Harvard University and a Masters in Business Administration degree in Organizational Behavior from Boston University. Dr. Honeycutt has served as Dean of the College of Business and Technology of Argosy University Atlanta, Vice Chairman of Edgenics, Inc. and Senior Partner of the Center for

Collaborative Learning and Coaching. As a business professor and school of business administrator, he has been instrumental in the development of cooperative relationships with major companies - Colgate Palmolive, Dupont, Gulfstream Corporation, Savannah Foods, Simmons First National Bank, SC Johnson Wax, and others. His much-utilized business expertise is evidenced by his service on business and governmental advisory boards and boards of directors. He has also served on the advisory

boards of the Winthrop Rockefeller Foundation (Small Business Strategic Planning), the Ewing Marion Kauffman Foundation (Entrepreneurship Education) and the National Board of Directors of SCORE.

PETER LANGENBURG, J.D.

CHANCELLOR AND GOVERNMENT AFFAIRS LIAISON

Peter Langenberg, J.D. serves as the Chancellor and Government Affairs Liaison for Anaheim University. He graduated from Princeton University summa cum laude with an A.B., and the University of California, Hastings College of Law with a Juris Doctorate. Peter Langenberg lived in Japan for a number of years, speaks Japanese fluently, and is former Chair of the Los Angeles Nagoya Sister City Affiliation. Mr. Langenberg was admitted to the California Bar in 1977 and serves as Hughes, Hubbard & Reed Senior Counsel. His areas of concentration include General Commercial and Business Law; Corporate Law; Intellectual Property (Trademarks, Copyrights, Licensing); and Employment Law.

ROD ELLIS, PH.D.

VICE-PRESIDENT OF ACADEMIC AFFAIRS

DOCTOR OF EDUCATION IN TESOL PROGRAM DESIGNER

SENIOR PROFESSOR, GRADUATE SCHOOL OF EDUCATION

Dr. Rod Ellis is a world-renowned thought leader in the field of Second Language Acquisition. Prof. Ellis received his Doctorate from the University of London and his Master of Education from the University of Bristol. A former professor at Temple University both in Japan and the US, Prof. Ellis has served as the Director of the Institute of Language Teaching and Learning at the University of Auckland and has taught in numerous positions in England, Japan, the US, Zambia and New Zealand. Dr. Ellis, who is known as an expert in Second Language Acquisition, is author of the Oxford University Press Duke of Edinburgh Award-Winning Classic "The Study of Second Language Acquisition", as well as numerous student and teacher-training textbooks for Prentice Hall and Oxford University Press. Prof. Ellis's textbooks on Second Language Acquisition and Grammar are core textbooks in TESOL and Linguistics programs around the world.

KATE STRAUSS, MA

VICE PRESIDENT OF ADMINISTRATIVE AFFAIRS

Kate Strauss is the Administrative Director at Anaheim University. Ms. Strauss holds a BA in English from Princeton University, and an MA in English from the University of California, Irvine. Ms. Strauss brings over 10 years of experience in the human relations and marketing fields, and has won numerous civic awards in her role as Marketing Director for One Colorado in Old Pasadena, CA for her innovative contributions to cultural life and leadership. She has also enjoyed success using her communication skills as a teacher and training professional for the Orange County Human Relations Council.

ROBERT ROBERTSON, PH.D.

DEAN OF THE AKIO MORITA SCHOOL OF BUSINESS AND PROFESSOR

Dr. Robert Robertson has more than 15 years of experience in academia as a Vice President of Academic Affairs, Dean of Business and MBA program director. He holds a Ph.D. in Management and Organization (Stirling University, Scotland); Master of Studies in Law (Vermont Law School); Master of Public Administration (Dalhousie University, Canada); a Master of Arts (Eastern Kentucky University) and a Bachelor of Science (East Tennessee State University). Dr. Robertson was selected by the United States Department of State Bureau of Educational and Cultural Affairs to the Fulbright Specialist Program. He has served as the Chief Academic Officer and Research Fellow at the University of Phoenix's Center for Workforce Diversity, Central Florida campus in Orlando, Florida. He is an invited speaker on international business, strategy, online education and workforce training; and he regularly lectures in China, Taiwan, Vietnam, Kazakhstan, Europe, Brazil and the United States. In the public sector, he has more than 20 years of management experience including serving as the City Manager for the City of Hamilton, Ontario in Canada with more than 8,500 employees and a budget in excess of one billion dollars.

DAVID NUNAN, PH.D.

PRESIDENT EMERITUS

DESIGNER, MA IN TESOL PROGRAM DIRECTOR, DAVID NUNAN TESOL INSTITUTE

David Nunan, President Emeritus, has been with the California-based institution since its founding in 1996, when he played a central part in the development of the University's ground-breaking interactive online learning system. Dr. Nunan is a world-renowned linguist and best-selling author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning. His ELT textbook series "Go For It" is the largest selling textbook series in the world with sales exceeding 2.5 billion. In 2000, David Nunan served as President of TESOL, the world's largest language teaching association. David Nunan has served as Chair and Professor of Applied Linguistics at the University of Hong Kong since 1994 and has been involved in the teaching of graduate programs for such prestigious institutions as Columbia University, the University of Hawaii, Monterey Institute for International Studies, and many more. In 2002 Dr. Nunan received a congressional citation from the United States House of Representatives for his services to English language education through his pioneering work in online education at Anaheim University, and in 2003 he was ranked the 7th most influential Australian in Asia by Business Review Weekly

HAYO REINDERS, PH.D.

GRADUATE SCHOOL OF EDUCATION CHAIR OF RESEARCH

Holding a Ph.D. in Language Teaching and Learning from the University of Auckland, Dr. Hayo Reinders is also Professor of Education and Head of Department at Unitec in Auckland, New Zealand. His previous positions include Head of Learner Development at Middlesex University in London, Director of the English Language Self Access Centre at the University of Auckland in New Zealand and associate professor at RELC in Singapore. He has worked with teachers from a large number of countries worldwide and has been visiting professor in Japan, Thailand, Mexico and the Netherlands. Dr. Reinders edits the journal 'Innovation in Language Learning and Teaching' as well as a book series on 'New Language Learning and Teaching Environments' for Palgrave Macmillan. He is Editor of Innovation in Language Learning and Teaching, and Convenor of the AILA Research Network for CALL and the Learner. Dr. Reinders' interests are in technology in education, learner autonomy, and out-of-class learning, and he is a speaker on these subjects for the Royal Society of New Zealand. His most recent books are on teacher autonomy, teaching methodologies, and second language acquisition.

LUKE PLONSKY, PH.D.

GRADUATE TESOL PROGRAM DIRECTOR

Luke Plonsky (Ph.D., Michigan State University) specializes in three main areas of applied linguistics and TESOL: second language acquisition, language pedagogy, and research methods. Recent and forthcoming work in these and other areas can be found in virtually all major journals in the field including Annual Review of Applied Linguistics, Applied Linguistics, Language Learning, Modern Language Journal, Second Language Research, and Studies in Second Language Acquisition and in book chapters published by Cambridge, De Gruyter, Routledge, and Wiley-Blackwell. Luke has also co-authored or edited four books including the best-selling 4th edition of Second Language Acquisition: An Introductory Course. In addition to an accomplished scholarly record, Luke has taught courses in applied linguistics/TESOL as well as English and Spanish as a second language in Spain, The Netherlands (National Graduate School of Linguistics), Puerto Rico (Caribbean University), and in the US at Michigan State University, Arizona State University, and Northern Arizona University.

DAVID DESSER, PH.D.

DEAN, AKIRA KUROSAWA SCHOOL OF FILM

Dr. David Desser is Dean of the Anaheim University Akira Kurosawa School of Film. He is also Professor Emeritus of Cinema Studies, University of Illinois, where he was Professor of Cinema Studies, Comparative and World Literatures, East Asian Languages and Cultures and Research Professor of Communication. He has taught at the University of Michigan, Kansai University in Japan, Hong Kong Baptist University, the University of Pennsylvania, UCLA, Chapman University and the University of Southern California (USC). He received his Ph.D. from USC in the Cinema program with a minor in Japanese.

YUKUO TAKENAKA, CPA

EXECUTIVE STRATEGY ADVISOR

Yukuo Takenaka is Chairman, CEO and President of the Takenaka Partners Group. Prior to forming The Takenaka Partners Group in 1989, he was a partner and National Director of KPMG Peat Marwick's Japanese practice. He also served as Chairman of Project Japan for the parent company, KPMG. A graduate of the University of Utah, Mr. Takenaka is recognized for his expertise in cross-border M&A and joint venture transactions. On both sides of the Pacific, he serves as senior advisor to companies in a wide range of industries including high technology, electronics, manufacturing, financial services and real estate. He is the author of the Japanese best seller, *Merger and Acquisition Strategy*.

DAVID R. BRACEY

DISTANCE LEARNING / DEVELOPMENT

David Bracey works to develop and promote the University's programs worldwide and to ensure that students of Anaheim University receive quality care and attention. A major in International Communications and Psychology, Mr. Bracey has over 18 years of experience working in Japan.

ELIZABETH MAYS, MM

REGISTRAR

Holding a Master's degree from Azusa Pacific University and a Bachelor's degree from University of Redlands, Elizabeth Mays is the Registrar at Anaheim University. In this role, she oversees Anaheim University's various student services tasks from admissions through graduation. Prior to joining Anaheim University, Ms. Mays held management positions at technology firms and a faculty position at APU, where she founded the Master's of Music Handbell performance program. She has also volunteered for various nonprofit organizations including the Handbell Musicians of America and Habitat for Humanity.

POLICIES AND PROCEDURES

All administrative policies and procedures are contained in the Policies and Procedures Catalog. Click here to download the university's policies and procedures:

<http://www.anaheim.edu/downloadable-documents/AU-policiesandprocedures-1701.pdf>

DISCLOSURES

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

FACILITIES, EQUIPMENT AND TECHNOLOGICAL REQUIREMENTS

Anaheim University is an online institution, and all instructional equipment and materials must be provided by the student. Equipment includes:

- access to a computer and internet.

The course management system used by Anaheim University is Moodle. Moodle 3.5 is compatible with any standards-compliant web browser, including Google Chrome, Mozilla Firefox, Safari, Microsoft Edge, and Internet Explorer. Moodle is also available on mobile device browsers through Mobile, Safari and Google Chrome.

Please note that older "legacy" browsers have compatibility issues with Moodle 3.5. These older browsers include Internet Explorer 10 and below, and Safari 7 and below. For the best experience and optimum security, we recommend that you keep your browser up-to-date. <https://whatbrowser.org>

Graduate level students attend their live classes using the software GotoMeeting. To attend the GotoMeeting live sessions, students will need access to the following:

- Computer or mobile device. GotoMeeting requires the following:
- 2GB of RAM (minimum), 4GB or more of RAM (recommended) for computers
- iPad2 or later and iPhone 4s or later for mobile devices
- A webcam (optional). Your computer's built-in camera will work, or you may use an external webcam.
- A microphone or audio input device. Many times, you can use your computer's built-in microphone. A USB headset is recommended
- Headphones or audio output device. Often, your computer's built-in speakers will work just fine. A USB headset is recommended
- Internet access. Ensure you have a stable connection for clear audio and video. Anaheim University recommends access to the following connections:
- Computer: 1 Mbps or better (broadband recommended)
- Mobile device & Chromebook: 3G or better (WiFi recommended for VoIP audio)

**** Note:** Most devices have built-in speakers, but you will get better audio quality while connected via VoIP if you use a headset. You can also use your phone to dial in and connect to audio.

GotoMeeting is compatible with the following operating systems:

- Google Chrome v57 or later
- Windows 7 - Windows 10
- Mac OS X 10.9 (Mavericks) - macOS Mojave (10.14)
- Linux/Ubuntu (Web App only)
- Google Chrome OS (Web App only)
- iOS 9 - iOS 12
- Android OS 4.4 (Kit Kat) - Android 9 (Pie)
- Windows Phone 8, Windows 8RT or later

ENGLISH PROFICIENCY REQUIREMENTS

English language services are not provided. Non-native English speakers must demonstrate college-level proficiency in one of the following ways.

- Degree from an accredited institution where English is the primary language of instruction.
- Transcript from an accredited institution indicating completion of at least 30 semester hours of credit where the language of instruction was English (“B” average for Ed.D, Masters, Graduate Programs & Graduate Certificates; “C” average for TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- Transcript from an accredited institution indicating a “B” or higher in an English composition class (Ed.D, Masters, Graduate Programs & Graduate Certificates); “C” or higher for TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad.
- A minimum TOEFL score of 550 PBT / 213 CBT/ 80 iBT (Ed.D); 530 PTB / 197 CBT / 71 iBT (Masters, Graduate Programs & Graduate Certificates); 500 PBT / 173 CBT / 61 iBT (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum TOEIC score of 800 (Ed.D, Masters, Graduate Programs & Graduate Certificates); 625 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum IELTS score of 6.5 (Ed.D, Masters, Graduate Programs & Graduate Certificates); 6.0 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum PTE (Pearson Test of English Academic Score Report) of 58 (Ed.D); 50 (Masters, Graduate Programs & Graduate Certificates); 44 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum BULATS Level 3 (60), accepted only for Cultura Inglesia in Brazil.
- A minimum grade of Level 3 on the ACT COMPASS’s English as a Second Language Placement Test.
- A minimum grade of Pre-1 on the Eiken English Proficiency Exam.
- A minimum B1 English proficiency level identified within the Common European Framework of Reference (CEFR) Standards and assessed through various ESOL examinations, including the University of Cambridge.

The language of instruction at Anaheim University is exclusively English.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Anaheim University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the Doctor of Business Administration degree you earn in the Anaheim University Akio Morita School of Business is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals.

This may include contacting an institution to which you may seek to transfer after attending Anaheim University to determine if your credits or degree will transfer.

ACCEPTANCE OF CREDITS EARNED AT OTHER INSTITUTIONS

Anaheim University will accept up to two (or three, for a DBA) graduate semester classes or the equivalent in units (6 units for an MBA or ME, 8 units for MA TESOL, MFA or Ed.D, 9 units for a DBA) awarded by another institution toward a Masters or Doctoral degree at Anaheim University. The entering student will be required to clearly demonstrate the equivalency of a transfer course through relevant documents (syllabus, catalog, course outline) and justify its acceptance through petition. No course will be considered for transfer with a grade lower than a "B" or its equivalent. Petitions are directed to the specific Dean or Director for the affected program. There is a fee of \$75 per graduate course, and the overall program cost will be adjusted to reflect credit for the approved class(es). All petitions for transfer credit must be submitted as part of the student's initial application to the University. Credits awarded as part of another degree will not be accepted for transfer. Anaheim University has not entered into an articulation or transfer agreement with any other college or university.

EXPERIENTIAL CREDIT

Anaheim University will not extend credit for prior experiential learning to any student.

ATTENDANCE

Anaheim University students participate in a weekly discussion forum in which they must contribute regular substantive posts to the discussion questions. In addition, all degree students must participate in the scheduled Real-Time Online Classes for each course. Business courses include two online classes within the six-week term; students are expected to attend both sessions and must make arrangements with the professor for make-up work if they are unable to attend a session. TESOL and MFA degree courses include eight online classes within the nine-week term; students are expected to attend at least six of the sessions. Students are expected to utilize their webcams during their live classes regularly throughout their program. In addition to providing a more interactive learning environment, use of webcams will also allow Anaheim University to complete student identity verification in line with accreditation requirements. Periodically during the program, Anaheim University will request a student to turn on his/her webcam for this purpose. In addition to the assigned course assessments, students are graded on participation in the discussion forum and online classes. A student is considered to have dropped a course if s/he fails to attend classes for a three-week period or fails to submit three consecutive lessons.

SKIPPED TERMS

Students are expected to enroll in a course every time a course that is needed for their program completion is offered. Skipping a term can delay graduation, as the student must wait for the course to be offered again.

- A student who wishes to skip one term must complete the "Registration for Skipping a Term" form, which can be downloaded from the University website.
- A student who wishes to take two consecutive terms off must complete the "Registration for Skipping a Term" form, and they must also complete a "Dean/ Program Director Skipped Term Petition" and received signed permission from the Dean or Program Director. Two non-consecutive terms off requires only a second "Registration for Skipping a Term" form.
- A request for a third (non-consecutive) skipped term requires the student to complete a third "Registration for Skipping a Term" form; complete a "Dean/ Program Director Skipped Term Petition" and receive signed permission from the Dean or Program Director; and schedule a meeting with the Admissions Director to discuss any issues or areas of concern.
- A request for a fourth skipped term requires the student to receive permission from the Vice President of Academic Affairs.

The above policy does not apply to students who are on active military duty or who are an approved Medical Leave of Absence.

MEDICAL LEAVE OF ABSENCE

Students may also petition for a medical leave of absence during their program, which is handled differently than a voluntary leave of absence. The maximum period for a medical leave of absence is ninety (90) days per leave. Students may apply for a maximum of four (4) leaves of absence for medical reasons throughout their degree program. Each leave of absence must be ninety (90) days or less and requires a separate petition which must be approved by the University's administration. Only students in good academic and financial standing will be considered for approval of medical leave. The [Petition for Special Medical Leave of Absence Form](#) can be downloaded from the University website and requires a doctor's signature.

FINAL GRADES

Final Grades are submitted two weeks after the final day of the course. Students are notified of their final grades by email once the grades have been submitted. Students who have been approved for an extension will be notified of their final grades once all terms of the extension have been met.

VISA STATUS

Anaheim University does not provide visa services but can provide a letter verifying a student's active status upon request.

HOUSING

As Anaheim University programs are conducted online, regardless of where the student resides, the University does not have dormitory facilities under its control and does not provide housing or dormitory facilities.

STATE LICENSURE

The programs at Anaheim University are not designed to lead to positions requiring licensure in this state.

PLACEMENT SERVICES

Anaheim University does not offer placement services.

GRADUATE EMPLOYMENT DATA

Anaheim University Doctor in Business students self-report that they are employed in the following fields: Chief Innovation Officer, Product Manager, Chief Executive Officer, Regional Operations Director, President, Plans and Operations Officer, Area Director, Managing Director, Adjunct Faculty, Compliance Specialist, Marketing Officer, Facilities Manager

FINANCIAL AID

Anaheim University does not participate in federal or state financial aid programs.

STUDENT TUITION RECOVERY FUND

It is a state requirement that a student who pays his or her tuition is required to pay a state-imposed assessment for the Student Tuition Recovery Fund (STRF).

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589. To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120-day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the

Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans. To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF. A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.

STUDENT CANCELLATION, WITHDRAWAL, AND REFUND RIGHTS

The student has the right to cancel an enrollment agreement in any manner through the first day of the course, or the seventh day after signing the enrollment agreement, whichever is later (the “Cancellation Period”), and obtain a full refund of all monies paid. Students canceling after the seven-day Cancellation Period will receive a refund of all amounts paid, less the non-refundable registration fee of \$100 and the non-refundable application fee of \$75 (for graduate programs) or \$50 (for undergraduate programs).

The written notice of cancellation may be given by e-mail, fax, or postal service (in which case, the effective date begins when the letter is deposited in the mail properly addressed with postage prepaid). The “Official Notice of Withdrawal” form can be downloaded from the University website.

For the purposes of determining the student's obligation for the time attended, the student will be considered to have withdrawn from the program when any of the following occurs, unless the Dean or Program Director determines a different course of action:

- The student notifies the school of the withdrawal.
- The school terminates the student's enrollment.
- The student fails to attend classes for a three-week period. In this case, the date of withdrawal will be the last date of attendance.
- The student fails to submit three consecutive lessons or fails to submit a completed lesson required for home study or correspondence within 60 days of its due date.
- The student has not responded to communication in any form from the University for four months.
- Students who have been withdrawn from their program for any of the above reasons may be required to submit a new application (and all applicable fees) if they wish to continue. Tuition for all courses is refunded based on the number of weeks completed.

<i>For Courses Lasting 6 Weeks</i>	Percentage of Refundable Tuition	Sample Calculation Based on \$1,700 tuition for a 6 Week course
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Week 1 (days 0 -7)	100% of tuition refunded	Refund: \$1,700 (100% of \$1,700)
Week 2 (days 8 – 14)	70% of tuition refunded	Refund: \$1,190 (70% of \$1,700)
Week 3 (days 15 – 21)	40% of tuition refunded	Refund: \$680 (40% of \$1,700)
Week 4 (days 22 – 28)	20% of tuition refunded	Refund: \$340 (20% of \$1,700)
Weeks 5 - 6	0% of tuition refunded	Refund: \$0

If a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund, and if the student receives federal student financial aid funds, the student is entitled to a refund of the moneys not paid from the federal financial aid funds. If the student paid for his/her entire program at the time of enrollment and received the 10% tuition discount for payment in full, the regular course tuition will be used in the calculation of the refund since the discount will no longer apply. All monies due the student will be refunded within 30 days of the notice of cancellation.

If the student has been approved for a monthly payment plan, Anaheim University will calculate the total amount of tuition and fees owed to the University based on the number of courses taken, and compare this amount with the total amount the student has paid up to the date of their withdrawal. Any amount paid over the total amount of tuition and fees will be refunded to the student. If there is a balance due, the student will be responsible for the remaining amount.

STUDENT PRIVACY

Anaheim University makes every effort to protect student privacy. Student records are stored in secure, locked, fire-proof facilities which have restricted access and a motion sensor alarm security system. The university's online course management system maintains strict data security protection in addition to user authentication and virus scanning. Cloud storage of back-up records is protected by a two-step verification process in addition to the highest standards in SSL browser encryption.

All transcripts are issued in compliance with the Family, Educational Rights and Privacy Act of 1974 (section 438 of Public Law 93-380), and information contained in the transcript is not released to a third party without the written consent of the student. If a student requests the release of any information from his/her file, the student must submit the request in writing to the Registrar.

RETENTION OF STUDENT RECORDS

Student records are stored in secure, locked, fire-proof facilities which have restricted access and a motion sensor alarm security system. The university's online course management system maintains strict data security protection in addition to user authentication and virus scanning.

Cloud storage of back-up records is protected by a two-step verification process in addition to the highest standards in SSL browser encryption. Anaheim University retains all student records and transcripts indefinitely. A student or graduate can request information by contacting the University at its offices.

STUDENT GRIEVANCE PROCEDURES

Anaheim University places great emphasis on putting the educational experience of its student body as the first priority of its administration, faculty, and staff. In line with this “Students First, Always” policy, the University seeks to continuously improve the educational experience of its students, including the quality of academics, learning resources, online learning system, and Student Services. Students may always provide feedback, seek assistance, and express grievances in person, in writing, by phone, by email, or by live chat/Skype sessions. Formal grievances/complaints must be submitted in writing, either by mail or email, to Student Services. Written complaints may be sent by email to support@anaheim.edu or mailed to Anaheim University Admissions Office, 1240 S. State College Blvd Rm 110, Anaheim, CA 92806, USA.

Anaheim University defines a complaint as a formal statement made in writing that outlines a specific grievance which is interfering with the student’s perceived ability to succeed in their chosen program of study. Once a complaint is received, it will be directed to the appropriate department and the individual responsible for overseeing that department. Grievances that cannot be resolved by the department will be referred to the Vice President of Administrative Affairs or the Office of the President. All formal grievances/complaints will receive a response within 10 days of the University receiving the complaint.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888-370-7589, or by completing a complaint form, which can be obtained on the Bureau's internet Web site: www.bppe.ca.gov.

Any questions or problems concerning this school which have not been satisfactorily answered or resolved by the school should be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA 95798-0818. Phone: (916) 431-6959. Fax: (916) 263-1897, or the Distance Education Accrediting Commission (DEAC) at <https://www.deac.org/Student-Center/Complaint-Process.aspx>

BANKRUPTCY CODE DISCLOSURE

Anaheim University does not have a pending petition in bankruptcy, nor has it filed a petition within the preceding five years. Anaheim University is also not operating as a debtor in possession, and it has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Cod

CONTACT ANAHEIM UNIVERSITY

President	president@anaheim.edu
Dr. Andrew Honeycutt	
Managing Director of Development	online@anaheim.edu
Vice President of Administrative Affairs	vpadmin@anaheim.edu
Director of Student Services	studios@anaheim.edu
Student Services	support@anaheim.edu
Registrar	registrar@anaheim.edu
Technical Support	techsupport@anaheim.edu

ANAHEIM UNIVERSITY OFFICE OF ADMISSIONS

Hours of operation: Monday - Friday 9 a.m. to 6 p.m. (Closed major U.S. holidays)

1240 S. State College Blvd., Room 110 Anaheim, CA 92806-5150 USA

Toll-Free: 1-800-955-6040

Tel: 714-772-3330

Fax: 714-772-3331

Email: admissions@anaheim.edu

OFFICERS: ANAHEIM UNIVERSITY, INC.

Andrew E. Honeycutt, DBA	CEO, Director
Elaine Parker-Gills, Ed.D.	Secretary, Director
David Bracey	CFO, Director

BUSINESS ADVISORY COUNCIL

Jim Kelly	Former VP Business Development. H.I.S. Int'l Tours
Shin Koyamada	"Last Samurai" Actor & Shinca Entertainment Founder
Dennis Lee, CPA	Dennis M. Lee & Associates
Masakatsu Mori	Former Chairman, Accenture Japan, Ltd.
Hideo Morita	CEO of RayKay Corporation
Yukuo Takenaka, CPA	CEO of Takenaka & Partners
David Bracey	Anaheim University Managing Director of Development/Chief Communications Officer

BOARD OF TRUSTEES

Elaine Parker-Gills, Ed.D.	Chair/Voting Member
Andrew E. Honeycutt, DBA	Voting Member
Robert E. Garrity, M.S.	Voting Member

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA 95798-0818. Phone: (916) 431-6959. Fax: (916) 263-1897, Website: www.bppe.ca.gov. Questions may also be directed to the Distance Education Accrediting Commission (DEAC) at www.deac.org.

Anaheim University Office of Admissions

1240 South State College Blvd. Room 110 Anaheim, CA 92806 USA

Tel: 714-772-3330

Fax: 714-772-3331

E-mail: admissions@anaheim.edu

www.anaheim.edu

Anaheim University is accredited by the Distance Education Accrediting Commission (DEAC)

1601 18th St. NW, Suite 2, Washington D.C. 20009 USA

(202) 234-5100 <http://www.deac.org>

AUDBACAT 04/21

International Master of Business Administration

January 1 – December 31, 2021



Anaheim University
Akio Morita School of Business

ANAHEIM UNIVERSITY MISSION

Anaheim University was established as a unique, innovative and sustainable institution of higher learning to meet the educational needs of a diverse and global student body through academic programs of the highest quality. Dedicated to a student-centered philosophy, Anaheim University makes higher education accessible to qualified students worldwide through both online and on-campus study.

ANAHEIM UNIVERSITY OBJECTIVES

Taking advantage of the newest technological innovations, Anaheim University is designed to be a sustainable global institution with a multicultural perspective, with programs designed to meet the needs of its diverse student population. To accomplish this, Anaheim University has the following objectives:

- Meeting the educational needs of our students by offering instructional programs otherwise unavailable because of access, cost, or work schedule
- Excellence of academic instruction through the guidance and expertise of dedicated faculty
- Provision of an instructional environment where students can take an active role in their own learning
- Utilization of the newest technologies
- Deployment of technology-based learning resources
- Development of interactive learning environments in both synchronous and asynchronous settings
- Support of an academic environment where professors are able to deliver the highest quality educational programs and take advantage of the University's learning resources
- Regular course and program assessments and evaluation to improve our offerings
- Development and maintenance of a University alumni support system to advance alumni professional skills, knowledge, and expertise and help them realize their lifelong educational goals
- Development of University culture and programs promoting sustainability

ABOUT US

Anaheim University is a private institution that was founded in Orange County, California in 1996. The University is accredited by the Distance Education Accrediting Commission (DEAC). The DEAC is listed by the U.S. Department of Education as a recognized accrediting agency and recognized by the Council for Higher Education Accreditation (CHEA). Anaheim University is also approved to operate by the California Bureau for Private Post-Secondary Education. "Approval to operate" means that Anaheim University operates in compliance with state standards as set forth in the California Education Code and the California Code of Regulations.

WHO IS THE MBA FOR?

Whether pursuing a career in management, marketing, human resources, accounting, finance, or IT, the Anaheim University MBA in International Business program prepares students with the global business skills to be successful in a management position or to establish their own business as an entrepreneur. Although the MBA does not lead to a specific job position, careers that MBA graduates often pursue include:

Accounting	Administration / Office Support
Aerospace/Aviation/Defense	Agriculture
Airlines	Architectural Services
Automotive	Banking, Finance and Economics
Biotechnology and Pharmaceutical	Building and Grounds Maintenance
Community & Government	Construction & Architecture
Consulting Services	Customer Service
Education and Training	Energy/Utilities
Environmental Services	Engineering
Human Resources & Recruitment	Insurance
International Trade	IT & Telecommunications
Legal, Compliance & Paralegal	Logistics, Transport & Supply
Localization, Interpreting & Translation	Manufacturing
Marketing, PR, Advertising/Communications	Media, Arts & Entertainment
Medical, Health & Scientific	Mining and Trades
Publishing/Printing	Property & Real Estate
Retail & Fashion	Sales
Tourism, Travel & Hospitality	

AKIO MORITA SCHOOL OF BUSINESS

The Anaheim University Akio Morita School of Business was established in honor of Sony Founder Akio Morita's enterprising and innovative spirit, foresight and global perspective. The contributions of Akio Morita (1921-1999) to the fields of technology, business, and intercultural relations are a constant source of inspiration to society. As a pioneering institution in the field of higher education, Anaheim University strives to pass on the traits of Akio Morita to its students for the purpose of creating a better tomorrow.

WORLD-CLASS FACULTY

Dr. Andrew Honeycutt, University President and former Dean of the Akio Morita School of Business, holds a Doctorate in Business Administration with a concentration in Marketing from Harvard Business School, and an MBA in Organizational Behavior from Boston University. He was a Nissan Fellow at Northwestern University's prestigious Kellogg School of Management and has served as a consultant and speaker for many of the world's largest corporations. In addition to 100% of the AU Akio Morita School of Business professors holding doctoral degrees from some of the world's most esteemed universities, the entire business faculty has real-life experience in business management and administration. The business school's professors bring extensive experience teaching in accredited on-campus programs as well as exceptional real-life experience, and a number of the professors have served as Department Chairs and Deans at major universities throughout the United States.

MISSION OF THE SCHOOL OF BUSINESS

Founded upon the management principles of Akio Morita, Peter Drucker and other renowned business leaders, the mission of the Akio Morita School of Business is to integrate innovative online teaching, relevant scholarship, and business experience to develop global business leaders who will contribute to the development of sound economic and public policy in a globally competitive world.

INTERNATIONAL NETWORKING

Anaheim University MBA candidates are working professionals residing around the world, and 98% of AU students work full time or own and operate their own business. A few of the corporations that have employed AU candidates and graduates include:

3M	Accenture	Agfa-Gevaert
Asahi Newspaper	Audi	Bank of Japan
Bayer Medical	Bearing Point	Beckman Coulter
Bosch Rexroth Corporation	British Airways	Cisco Systems
Citigroup	Dell	Deutsche Bank
Deutsche Securities	Dow Chemical	Dow Jones Intl.
EDS	Embassy of Australia	Embassy of Haiti
Embassy of the Philippines	Embassy of Zimbabwe	Exxon Mobil
Fidelity Investments	Fujitsu	GE Consumer Finance
Goldman Sachs	Hewlett-Packard	Hitachi
HMV	Honda Electron	Hyatt Hotels
IBM	Intel	KDDI
Kirin Brewery Company	Kubota Corporation	Kyocera-Maruzen
Macmillan Publishing	Marubeni	McDonald's
Mercedes Benz Finance	Merrill Lynch	Michelin
Mitsubishi Heavy Industries	Morgan Stanley	Nippon Ericsson
Nissan	Nomura Research Institute	Nomura Securities
Novartis Pharma	Pearson Publishing	Pioneer Corporation
Polaris Software Lab	Recruit	Sanofi Aventis
Stahl Thyssenkrupp	Sumitomo Corporation	Toyota
UBS	Unisys	Volkswagen Investment Co.

FROM THE DEAN OF THE AKIO MORITA SCHOOL OF BUSINESS

Welcome to the Akio Morita School of Business at Anaheim University.

The Anaheim University Akio Morita School of Business offers career-relevant graduate business courses and programs that are designed for the busy professional. The courses link theory to real world examples and practice. Our faculty members are academically qualified and they have professional experience in public, private and not-for-profit organizations across the globe. Our goal is to provide you with information and skills that can add value to your career. As you consider pursuing a graduate program, please do not hesitate to contact me if I can be of any assistance. Good luck in achieving your career goals.

*Robert W. Robertson, Ph.D.
Dean, Akio Morita School of Business Anaheim University*

INTERNATIONAL MBA

In the Online International MBA, you will study online in an intensive fast-track format.

- Earn your MBA in as little as 18 months*
- Study 100% online from anywhere in the world

PROGRAM OBJECTIVES

Upon completion of the International MBA, students will be able to

- Carry out a detailed literature search of international business administration using relevant bibliographical resources from print and online resources.
- Discuss current conceptual and theoretical models, issues, and concerns in international business administration.
- Describe current practices, issues, and concerns in international business administration.
- Apply current business practices to the management of international businesses.
- Summarize significant differences in business practices in different parts of the world and understand how these differences affect managing companies in various countries.
- Evaluate and critique business practices in various countries throughout the world to determine the better practices in these countries and how they can be applied to other countries.
- Devise appropriate strategies for their own ongoing professional development and implementation of these strategies upon successful completion of the International MBA.

ONLINE INTERNATIONAL MASTER OF BUSINESS ADMINISTRATION OVERVIEW

The Online International Master of Business Administration through Anaheim University's Akio Morita School of Business allows working professionals to obtain an MBA degree while working full time no matter where they reside. Anaheim University's cutting-edge online infrastructure provides an interactive and intercultural learning environment matched by no other. During each of the 12 six-week courses, students must participate in two 120 min. real-time online classes. During the entire term, students interact with each other and their professor through the University's Online Discussion Forum, discussing responses to questions regarding their assigned readings and projects. Finally, students must submit assignments including a report based on a video lecture or Internet research assignment, and a final project

Interactive

Students study in a highly interactive online program by attending two 90-minute real time online meetings per course with their professor and / or expert guest speaker and interacting daily with their fellow students by discussing weekly topics in their free time.

Networking Opportunities

Students from around the world interact with each other and their professors through the online Forum.

18-month MBA

A number of courses are held each term enabling students to complete the program in approximately 18 months. Students with a 3.0 GPA or higher may take two courses in their last two terms.

Enroll in Only One Course

Students have the option of enrolling in individual business courses or the entire MBA degree program.

Experienced Faculty

Students have the opportunity to learn from highly-qualified professors all of whom hold doctoral degrees and have extensive experience in various fields of business.

Culturally Diverse Program

AU students have the opportunity to come into contact with individuals from around the world, providing a rich and culturally diverse environment in which to study. Students broaden their cultural perspective while at the same time remaining in touch with their own cultural identity.

Achieve Success

Anaheim University faculty and staff are committed to helping every student succeed. Students benefit from small class sizes and direct access to professors.

Online Resources

Students have access to digital resources including journals, articles, and video interviews, lectures and seminars.

For Working Professionals

The online system allows students the opportunity to complete an MBA while at the same time holding down a full- time job.

No Travel

Students have the opportunity to study at an American University without having to travel abroad

International MBA Degree Program Fees

Application Fee (Non-Refundable after 7 days)	\$ 75
Registration Fee (Non-Refundable after 7 days)	\$ 100
STRF Fee* (Non-Refundable, CA Residents Only)	\$ 8

Per Course Fees

Tuition Fee (\$375 per credit x three credits):	\$ 1,125/course taken
Records Fee	\$ 200/term
Per Course Fee Total	\$ 1,325
Transfer Credit Fee	\$ 75/course (optional)
Replacement Diploma	\$ 200 (optional)
Replacement Cover	\$ 75 (optional)
Course Completion Letter	\$ 35 (optional)
Degree Program Total	\$16,075**

Note: Books & materials will be extra, and are expected to average U.S. \$200 per course. Masters students are also required to have a reserve fund of \$1,500 for research materials. Please see the refund policy in the policies and procedures catalog.

Affordable Pay-As-You-Learn System: Pay for only one course at a time, or receive a 10% discount on tuition by paying 100% of your program fees at the time you enroll.

US Military: Anaheim University's programs are approved for VA benefits.

Please see refund policy in the Policies and Procedures catalog.

Payments can be made by check, credit card (Visa, MasterCard, American Express or Discover), money order or bank transfer. Tuition may be paid on a course-by-course basis. The application fee must be paid at the time of application, and prior to beginning the first term, students must pay the registration, tuition, and records fee. For the remaining nineteen terms, students must pay the tuition and records fee.

An extension may be granted by the Dean to students requiring more time to complete the program.

* The Student Tuition Recovery Fund (STRF) is administered by the California BPPE and applies only to California residents. The STRF fee is currently fifty cents (\$.50) per one thousand dollars (\$1,000) of institutional charges. 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.

INTERNATIONAL MBA CURRICULUM

Anaheim University's Online Master of Business Administration (MBA) degree program is comprised of 12 courses (6 weeks each). Students complete six core courses, four specialized courses (including a required International Business Capstone course) and two elective courses.

CORE COURSES

- BUS 510 International Economics
- BUS 520 International Human Resource Management
- BUS 530 International Accounting BUS 540 International Marketing BUS 550 International Management BUS 560 International Finance

AKIO MORITA SCHOOL OF BUSINESS SPECIALIZED COURSES

- BUS 542 International Business Law
- BUS 570 Intercultural Communications
- BUS 572 Seminar in International Business
- BUS 575 Supply Chain Management
- BUS 610 International Business Capstone

KISHO KUROKAWA GREEN INSTITUTE ELECTIVE COURSES (CHOOSE ONE)

- BUS 535: Triple Bottom Line Accountability & Management
- BUS 545: Green Marketing & Environmental Product Design
- BUS 555: Corporate Social Responsibility & Ethics
- BUS 565: Sustainable Enterprise Development & Leadership

CARLAND ENTREPRENEURSHIP INSTITUTE ELECTIVE COURSES (CHOOSE ONE)

- ENT 500: Entrepreneurial Innovation
- ENT 540: Entrepreneurial Forecasting and Planning
- ENT 560: Intellectual Property
- ENT 580: Entrepreneurial Strategy

INTERNATIONAL MBA REQUIREMENTS AND SATISFACTORY ACADEMIC PROGRESS

Students in the International MBA program take 12 courses, for a total of 36 units (12 courses, 3 units each). Each course is 6 weeks long. Students must maintain a 3.0 grade point average (GPA) in order to graduate from the program. Any students whose GPA falls below a 3.0 will be put on Academic Probation and given two terms to bring his/her GPA back to a 3.0 level. Students who earn a grade lower than an 80% (a "C," "D," or "F") on any given course must repeat the course. The schedule is set each year and typically announced in the Fall. Failure to take an available course when one is offered may prevent a student from completing his/her program in the allotted time. The maximum time allotted for completion of the International MBA program is 3 years. Students

who have not completed their programs within the maximum allotted time are subject to academic dismissal. Students who need additional time must receive permission from the Dean or Program Director.

Students in the MBA in International Business program must complete an International Business Capstone as the final component of their program. MBA students will be required to prepare a summative assignment in the form of a case study that will be based on a real-world challenge. Upon completion, students will be able to develop a management plan to create and manage an international business; evaluate how to find appropriate ways to establish an international business; and understand the importance of cross-cultural sensitivity in international business. Students must earn a final grade of 80% or higher in the International Business Capstone course in order to graduate.

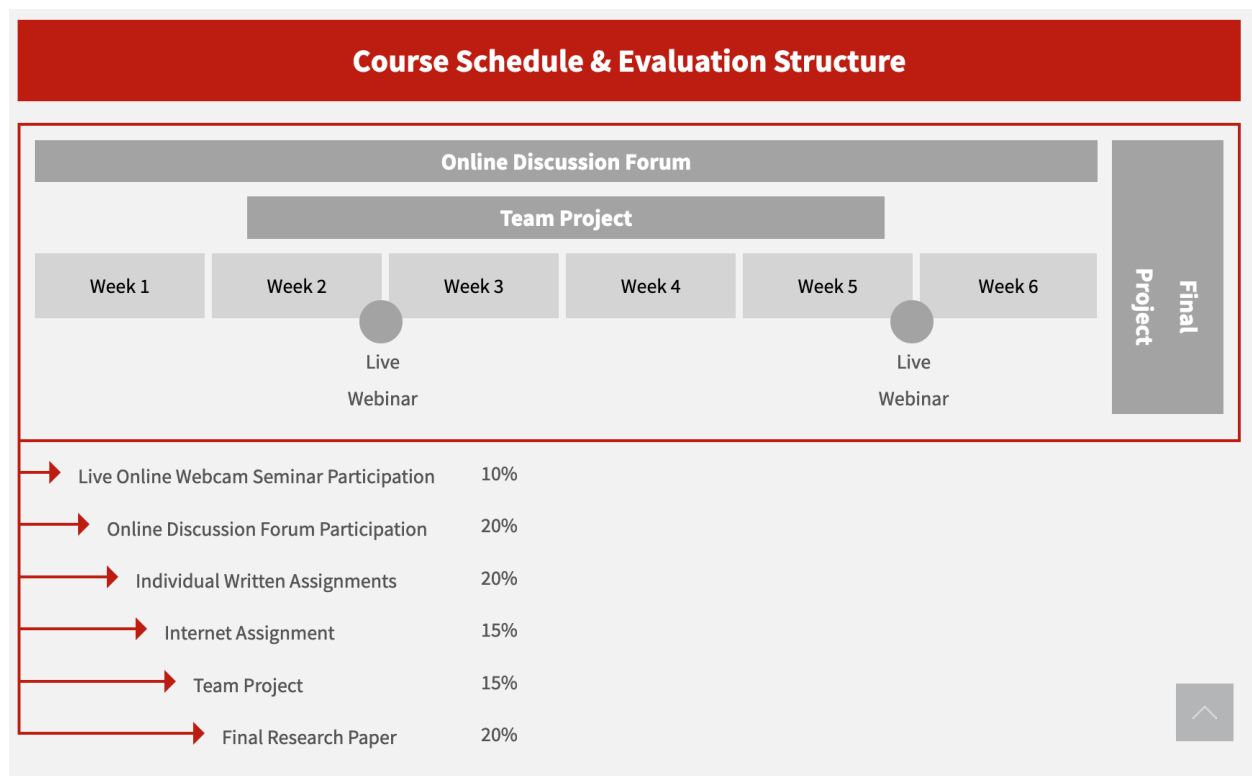
PROGRAM STUDY SUGGESTIONS

(total 22.5 hours a week for six weeks)

Each week the student will:

- Look briefly through the set readings, the weekly assignment questions, and any other assignments for the week. (.25 hours)
- Complete weekly reading assignments, making notes on the assignment questions as you do. (3 hours)
- Complete individual weekly written assignments. (3 hours)
- Review weekly Online Discussion Forum questions & research potential answers. (1 hour)
- Discuss the Online Discussion Forum questions with other students via the Online Discussion Forum. (4 hours)
Video presentation and response to video questions (4 hours)
- Preparation for and participation in real-time online class and review transcripts and make notes. (2.5 hours)*
- Preparation for and participation in group projects. (2 hours)*
- Conduct library/internet research, further reading and note taking to complete course projects. (3.75 hours)

**Note: In weeks when no real-time online class or team project is assigned, study time should be spent on library/internet research, further reading and note taking. For courses including a proctored examination, study schedule will vary.*



COURSE DESCRIPTIONS

AKIO MORITA SCHOOL OF BUSINESS COURSES

BUS 510 INTERNATIONAL ECONOMICS

Economics is an important subject that affects the way we live in not only the United States but internationally for countries who use the market system to determine the allocation of resources in their society. The aim of this course is to help students understand the operation of a market system in an international setting and to explore the nature and organization of various societies and the arguments underlying many of the great global public issues of the day in an international setting, and to understand the operation and behavior of international business firms and other decision-making entities through the study of the principles of international economics useful to students in the international MBA program.

BUS 520 INTERNATIONAL HUMAN RESOURCE MANAGEMENT

Human beings are the most crucial components of any organization as all other company assets are always subject to human decisions. Recruitment, management and training of the workforce are then crucial tasks that contribute to the company's success and can even be decisive for its survival. This is true whether we are considering domestic companies or international companies. This course focuses on the study of human management principles as they reflect on the basic assumption of treating employees as investments benefiting a company in the long run from the international perspective. The class is designed as an overview of traditional functions of international human resource (IHRM) management and an examination of its governing mechanisms contributing to the success of an organization. Compensation, staffing, training, labor relations and employee performance evaluation are studied from an international perspective among other aspects of international human resource management.

BUS 530 INTERNATIONAL ACCOUNTING

In our increasingly globalized world, accounting students need to understand the main features of financial reporting practices as they differ in different countries so that they will be able to distinguish accounting and reporting differences that would otherwise give rise to problems for report readers. It is also vitally necessary to understand the ongoing efforts to harmonize standards using International Financial Reporting Standards (IFRS). The course aims to give participants a thorough grounding in the key principles of accounting while enabling them to understand the major features of the international IFRS standards. The course shows the links between accounting statements, valuation methods and investment analysis. The course also reviews important technical areas of differences among accounting systems such as inventory valuation, the use of reserves, consolidations, and taxation of income. The student will be able learn to identify problems in international harmonization while appreciating the capital market efficiencies to be gained from harmonization of international accounting standards.

BUS 540 INTERNATIONAL MARKETING

International Marketing frequently requires major changes in how organizations conduct business in a global marketplace. It is a necessity for today's business leader to be aware of the implications of marketing strategies

and how they are employed in different countries with different cultures. This course focuses on identifying and meeting the needs of specific international target markets through close interaction with managers from other functional areas, such as promotion, finance, accounting and human resources.

BUS 550 INTERNATIONAL MANAGEMENT

We are observing a fundamental shift in the nature of geopolitics. No longer will global business leaders focus on one or two stock markets, currencies, economics or political leaders. Today's business environment is far too complex and interrelated for that. Nation states and multinational corporations will remain both powerful and important. Global networks comprising technological, entrepreneurial, social and environmental interest groups will remain powerful. Future economic and business endeavors will increasingly be characterized by a search for common ground, productive partnerships, and mutual benefit. This course will focus on developing a deeper understanding of how and why management practices and processes can differ around the world, and the development of the skills necessary to function successfully in this international business environment.

BUS 560 INTERNATIONAL FINANCE

This course covers material essential to a comprehensive understanding of international financial management. Topics will include, but not be limited to, foreign exchange markets, the global cost of capital, corporate strategy and foreign investment and multinational capital budgeting.

BUS 542 INTERNATIONAL BUSINESS LAW & PRACTICE

This course provides a comprehensive coverage of the legal, cultural, political, economic and ethical issues faced by global business managers. An understanding of these issues is enhanced through the use of real world examples, cutting edge cases, managerial problems, and ethical issues.

BUS 570 INTERCULTURAL COMMUNICATIONS

Intercultural communication is international communication across national boundaries involving many different cultures. There is a wide range of communication problems that naturally appear when one moves across national boundaries, and within organizations which are made up of individuals from different countries representing different religious, social, ethnic, and educational backgrounds. Intercultural communication seeks to understand how people from different countries and cultures behave, communicate and perceive the world around them quite differently. From a management perspective, it studies situations where people from different cultures interact in a business environment. The purpose of this course is to gain an understanding of the variations in language, customs, social attributes, thought patterns, and other aspects of cultures of different groups of people. An understanding of intercultural communication is essential for the conduct of international businesses. It is the purpose of this course to provide this understanding.

BUS 572 SEMINAR IN INTERNATIONAL BUSINESS

Successful managers in a world of global competition must have an array of skills, talents and abilities at their disposal. This course uses extensive examples to illustrate the vibrancy and challenge of international business.

Coverage of relevant topics includes the degree of geographical literacy necessary to succeed in international markets, which is frequently overlooked in more traditional courses.

BUS 575 SUPPLY CHAIN MANAGEMENT

Supply Chain Management involves the flows of materials and information among all of the firms that contribute value to a product, from the source of raw materials to end customer. The goal of this course will be to help students understand the strategic importance of good supply chain design, planning, and operations for every firm, to provide students with the use of key drivers on a conceptual and practical level to improve supply chain performance, and to give students a solid understanding of analytic methodologies for supply chain analysis necessary to achieve significant increase in performance.

BUS 610 INTERNATIONAL BUSINESS CAPSTONE

This final, summative experience is the cumulation of the MBA in International Business and a capstone to the educational program. MBA students will be required to prepare a summative assignment in the form of a case study that will be based on a real-world challenge. Upon completion, students will be able to develop a management plan to create and manage an international business; evaluate how to find appropriate ways to establish an international business; and understand the importance of cross-cultural sensitivity in international business.

KISHO KUROKAWA GREEN INSTITUTE COURSES

BUS 535 TRIPLE BOTTOM LINE ACCOUNTING & MANAGEMENT

The Triple Bottom Line Accounting and Management course is an expanded version of accounting for corporate activity. Contemporary society has moved away from the mere financial bottom line to a higher level of social responsibility where we account for the true social impact of our business activity. Through this expanded version of accounting and accountability, social and environmental impact is added to the equations. Thereby the report of corporate activity and management comprehensively reflects a true bottom line. The three prongs of the true bottom line become clear: economic prosperity, environmental quality and social justice. This course provides the basis for business students to go forward and determine the true social effects of the businesses they are working for and to manage for the future.

BUS 545 GREEN MARKETING & ENVIRONMENTAL PRODUCT DESIGN/ RECYCLING

Green Marketing & Environmental Product Design/Recycling is a course structured around the traditional “4Ps” of marketing and explains how marketing mix decisions can and do influence environmental outcomes. Throughout the course, the emphasis will be on the conversion of consumption systems to a sustainable paradigm that represents a circular use of resources, not the linear approach (materials >products >consumption >disposal) that leads to the pollution of ecosystems. The major theme of the course is that marketers can reinvent strategy and craft “win-win-win” solutions, where customers win (obtaining genuine benefits), organizations win (achieving financial objectives), and ecosystems win (ecosystem functioning is preserved or enhanced).

BUS 555 CORPORATE SOCIAL RESPONSIBILITY (CSR) & ETHICS

Corporate Social Responsibility and Ethics is a comprehensive study of the core issues for business in the questions of sustainability, social responsibility and ethics. The course introduces the student, not only to relevant issues, but the views of corporate stakeholders. Approaches for presenting and carrying out a program of sustainability are presented, including strategic planning, targets, goals and alternative approaches. A principal part of the course is devoted to the ethics of business and issues of transparency, including discussion of the social impact of non-ethical and non-transparent business practices. Case studies, a team project and practice assignments assist in presenting these themes on a practical level. The course concludes with information and discussion on trends in sustainability and business ethics. A principal goal of the course is to show that community engagement and the maximization of profit/ shareholder value are not mutually exclusive, but mutually reinforcing.

BUS 565 SUSTAINABLE ENTERPRISE DEVELOPMENT & LEADERSHIP

Sustainable Enterprise Development and Leadership is a course which provides a comprehensive and practical analysis of what sustainable business development is and how companies can use it to make a significant difference. Sustainable development involves articulating, integrating and achieving social, economic, and environmental objectives, and initiatives to protect humankind and the natural world from destructive behaviors. Sustainable business development is a holistic management approach which includes the entire value-added system from the origins of raw materials, to production processes, to customer use, to product end of useful life. Sustainable outcomes are those that balance the performance objectives of the present with the needs and expectations of the future. To achieve these outcomes, there must be a profound change in strategic thinking, leadership and the management of businesses.

CARLAND ENTREPRENEURSHIP INSTITUTE COURSES

ENT 500 ENTREPRENEURIAL INNOVATION

This course is imperative to successful entrepreneurial ventures. The ability to differentiate oneself from the competition is paramount. Each of us has the gifts for innovation, but we are often loath to use them as risk always accompanies innovation. Some are more comfortable with risk than others, thus understanding the personality of entrepreneurs enables us to use the gifts of others to our advantage. Unfortunately, the emphasis on “right answers” and “minimizing risk” causes many of us to react cautiously in the workplace where compensation and rewards are applied for convergence rather than divergence, no matter the outcome. This course helps us to find out about ourselves, helps us to understand how others think and react, helps us to practice creative exercises which can open our minds to new possibilities, helps us to understand why some companies are more innovative than others and discusses what might be accomplished in the creative environment.

ENT 540 ENTREPRENEURIAL FORECASTING

The objective of this course is inculcate in students an understanding of the forecasting and budgeting process and for students to learn how to prepare sales forecasts for new and for existing ventures, to prepare variable and fixed cost budgets to support the sales forecast, and how to document and support the resulting forecasts, and how to prepare cash flow forecasts and determine start up costs for a new venture. Students will develop higher-level critical thinking skills, evidenced by analysis, evaluation, and synthesis.

ENT 560 INTELLECTUAL PROPERTY

The objective of this course is to inculcate in students an understanding of the value of intellectual property to an entrepreneurial venture and for students to learn how to create, protect, and preserve intellectual capital. Students will develop higher-level critical thinking skills, evidenced by analysis, evaluation, and synthesis.

ENT 580 ENTREPRENEURIAL STRATEGY

The objective of this course is to inculcate in students the strategic skills which are required to support the ongoing development of strategy and distinctive competencies, the vision required to support effective environmental scanning, and the knowledge required to plan for harvesting/succession and to design and create innovative and effective entrepreneurial compensation plans. Students will develop higher-level critical thinking skills, evidenced by analysis, evaluation, and synthesis.

ONLINE LEARNING RESOURCES

AU ONLINE CLASSROOMS

Anaheim University students in the International MBA meet via webcam in real-time interactive online classes with their professors and fellow students for 90 minutes twice during a six-week course: at the end of the first and fifth weeks of the term. Chat transcripts and audio/video of all online classes are recorded and posted allowing students to stay focused on the live discussion during the class, and the opportunity to review the class discussion afterwards. These classes are usually held on Friday evenings US time which is Saturday morning in Asia. Real-time class recordings may be accessed through the AU Online System for students who are unable to attend class or simply wish to review their class notes. Such transcripts may be viewed online at anytime or printed out in a neat, convenient format - the perfect alternative to distracting note taking during class.

AU ONLINE DISCUSSION FORUM

The Online Discussion Forum is an electronic bulletin board and e-mail list facilitating lively communication and interaction among students and their professor. When a student posts a message to the Forum, the message is automatically redistributed to the professor and all other students in the course, allowing students to discuss the week's readings in their free time. A weekly Student Host directs students to perform certain tasks as outlined in the online Course Guide. The Online Discussion Forum plays an integral part in AU's online programs by facilitating the out-of- class interaction between students necessary for an effective exchange of ideas. The AU Online Discussion Forum ensures that learning and interaction does not end when the real-time class does.

ONLINE BOOKSTORE

The Online Bookstore is the one-stop source for textbook and course material needs. Designed for students to buy textbooks based on their course schedule, track their textbook orders, and sell their textbooks back from a previous semester, the Online Bookstore offers money-saving used books, multiple shipping options, and access to hundreds of academic items related to your studies. In an effort to provide additional savings, textbooks or course materials may be available for purchase in an electronic format. Purchases will be subject to the refund policy of the bookstore.

LIBRARY

Anaheim University requires all of its students to make extensive use of library facilities and resources in the course of their program. The University's online resources provide a major boost in assisting and supporting a student's academic work. The login ID and password provided by the University to the student upon enrollment will provide the student access to the online resources. Anaheim University makes certain provisions in order to provide access to library resources and library services for all students enrolled directly through Anaheim University. However, students enrolled in Anaheim University's online graduate degree programs are required to have an additional reserve fund to be used for the purchase of journals and research - materials that will aid them in their studies by providing information specific to their unique areas of interest and research - and to provide access to software and other resources that may help them in the completion of their studies. The research reserve fund is \$1,500 for master degree students and \$2,000 for doctoral students to be used over the duration of their program. Note: Students are not required to spend the entire research fund - only that amount necessary in order to carry out their research.

AU ALUMNI ASSOCIATION

Upon completion of their chosen programs of study, AU graduates have the privilege of becoming part of the university's Alumni Association. The AU Alumni Association is a highly regarded online network established to ensure that an AU graduate's learning never ends. The Alumni Association is an excellent way to network with other professionals in your field and keep abreast of recent developments. Members have access to the most recent updates regarding the latest news from the field, important events, suggested readings, cutting edge information and professional career opportunities

STUDENT SERVICES AND TECHSUPPORT

The policy of Anaheim University is "Students First, Always" and Anaheim University's Student Services staff is committed to providing students with the administrative services they need for course registration, textbook ordering, graduation, etc. Technical issues are addressed by the TechSupport Division of the University.

GRADUATION STORE

Alumni of Anaheim University have the opportunity to show Anaheim pride by ordering Anaheim University graduation rings and diploma frames online.

ROBERT ROBERTSON, PH.D.

DEAN OF THE AKIO MORITA SCHOOL OF BUSINESS AND PROFESSOR

Dr. Robert Robertson holds a Massachusetts Institute of Technology (MIT) Sloan School of Management Executive Certificate in Innovation and Strategy, Ph.D. in Management and Organization (Stirling University, Scotland); Post-Doctoral Professional Certificate, International Business and Leadership (Argosy University); Post Graduate Diploma in International Management-China (University of London); Master of Studies in Law (Vermont Law School); Master of Public Administration (Dalhousie University, Canada); a Master of Arts (Eastern Kentucky University) and a Bachelor of Science (East Tennessee State University). He has more than 15 years of experience in academia as a Vice President of Academic Affairs, Dean of Business and MBA program director in the United States and in Kazakhstan. Dr. Robertson was selected by the United States Department of State Bureau of Educational and Cultural Affairs to the Fulbright Specialist Program. He has served as the Chief Academic Officer and Research Fellow at the University of Phoenix's Center for Workforce Diversity, Central Florida campus in Orlando, Florida. Dr. Robertson is a Visiting Full Professor at the University of Ljubljana in Slovenia, Faculty of Economics; and, he serves as a Scientific Adviser to the Global Universities in Distance Education (GUIDE) association headquartered at Marconi University, Rome, Italy. He is an invited speaker on international business, strategy, online education and workforce training; and he regularly lectures in China, Taiwan, Vietnam, Kazakhstan, Europe, Brazil and the United States. In the public sector, he has more than 20 years of management experience including serving as the City Manager for the City of Hamilton, Ontario in Canada with more than 8,500 employees and a budget in excess of one billion dollars.

ANDREW E. HONEYCUTT, DBA PRESIDENT AND PROFESSOR

Dr. Andrew E. Honeycutt, President of Anaheim University, is the recipient of a Harvard University Doctor of Business Administration (DBA) degree in Marketing and a Boston University Masters in Business Administration (MBA) degree in Organizational Behavior. Dr. Honeycutt has served as Dean of the College of Business and Technology of Argosy University Atlanta, Distinguished Fellow in Business Management at Shorter University, Vice Chairman of Edgenics, Inc. and Senior Partner of the Center for Collaborative Learning and Coaching. As a business professor and school of business administrator, he has been instrumental in the development of cooperative relationships with major companies - Colgate Palmolive, Dupont, Gulfstream Corporation, Savannah Foods, Simmons First National Bank, SC Johnson Wax, and others. He leveraged his experience with major corporations to assist students in achieving success by developing a success resource entitled CEO Success Letters: A Resource for Career and Life. The book was an outcome of a "Fortune 500 CEOs Success Advice Project" designed to provide business career success advice to students. His much-utilized business expertise is evidenced by his service on business and governmental advisory boards and boards of directors. He has also served on the advisory boards of the Winthrop Rockefeller Foundation (Small Business Strategic Planning), the Ewing Marion Kauffman Foundation (Entrepreneurship Education) and the National Board of Directors of SCORE.

WILLIAM HARTLEY, PH.D. PROFESSOR AND PRESIDENT EMERITUS

Holding a bachelor's degree, three master degrees, and a Ph.D. from the University of Colorado, University of California at Berkeley and University of Wisconsin respectively, Dr. Hartley's background is a combination of education, private sector work, teaching and consulting. Dr. Hartley has had a variety of jobs from administrative manager of the R&D division of a Fortune 500 company to the executive training program of Ford Motor Company in Detroit, Michigan, as well as owning and operating an art gallery for a period of 12 years. In addition to many years teaching at the undergraduate level, Dr. Hartley has taught in MBA programs for 18 years at both Niagara University and Embry-Riddle Aeronautical University, and has taught on-line courses for the State University of New York. In the area of consulting, Dr. Hartley has worked primarily in management development and in strategic management consulting activities.

CARYN CALLAHAN, PH.D. PROFESSOR

Holding a Ph.D. in East Asian Languages in Civilizations with a specialization in Japan from Harvard University, and an MBA specializing in Finance-Accounting from the University of California Los Angeles (UCLA), Dr. Caryn Callahan is a former Vice President and International Equity Analyst for Merrill Lynch Japan as well as Financial Analyst for W.R. Grace & Co.. A professor of Anaheim University's Akio Morita School of Business, Dr. Callahan has also taught courses in Corporate Finance, International Business, Organizational Behavior, and Management at Chaminade University in Hawaii. Dr. Callahan was chosen as number one analyst for the Japanese consumer electronics industry by Euromoney magazine and has been quoted in the New York Times, Wall Street Journal, Business Week, and Fortune magazine.

CARLOS AQUINO, PH.D. PROFESSOR

Holding a George Washington University MS in Structural Engineering and a University of Sao Paulo Ph.D. in Sciences and Technology, Dr. Carlos Tasso Eira De Aquino is an accomplished senior executive and educator combining over 25 years of experience in leadership and scholarship in Business, Education, IT, and Engineering. Dr. Aquino has accumulated achievements and recognition as Executive-Director, Senior Director, Project Manager, Provost, Dean of Business, Dean of Accreditation, among other capacities in organizations in the USA and abroad, with followers that encompassed a clear diversity of cultures. Before moving to the United States in 2008, Dr. Aquino was responsible for directing a country-wide program, sponsored by the Brazilian Ministry of Science and Technology, focused on improving energy usage. Dr. Aquino prepared the Brazilian version of many business books, published by Pearson Education, Cengage Learning and McGraw-Hill, authored a book on Adult Higher Education (How to Learn: Andragogy and Learning Skills) for Pearson Education in Brazil. Along his career, he has presented more than 45 articles in peer-reviewed conferences and published more than 40 papers in refereed journals and conference proceedings. Since 2014, he had 15 papers presented in venues such as Western Academy of Management, ACBSP, and GUIDE (Global Universities in Distance Education) Conferences and had 6 papers published in peer-reviewed journals.

MICHAEL AUBRY, DBA PROFESSOR

Holding a Doctor of Business Administration with a specialization in International Marketing from Alliant International University, an MBA from National University and a Bachelor of Science degree from San Diego State University, Dr. Michael Aubry has held a number of accounting positions and has taught accounting, entrepreneurship, economics, management and business-related courses. He has served on the Business Education Statewide Advisory Committee for the Academic Senate for California Community Colleges, and the State of California's Business Industry Collaborative.

BARI COURTS, PH.D. PROFESSOR

Dr. Courts holds a Ph.D. from Capella University In Organizational Management and an MBA in Management from the University of Cincinnati. He also holds a BS in Mathematics from Kenyon College. He has spent time in the insurance industry and has held the position of project manager for a major ERP software implementation. Dr. Courts has enjoyed teaching abroad, especially various courses in International Business, including e-Commerce, Economics, Management, Organizational Behavior, Research Methodology, and Statistics. Locally Dr. Courts is also a business owner of a small self-storage business in Cincinnati.

ROBERT DIOTALEVI, J.D. PROFESSOR

Dr. Robert Diotalevi, Esq., LL.M., is serving in his 17th year as Associate Professor of Legal Studies at Florida Gulf Coast University in Fort Myers, Florida. He was the founding Legal Studies Program coordinator. He has been a lawyer for 33 years as a member of the Massachusetts and Florida bars. He possesses 4 degrees and has been internationally published with over 80 manuscripts in print. In 2009 Dr. Diotalevi had a book published by Cengage. It is entitled "The Florida Paralegal." As an academician since 1985 he has instructed over 400 courses. Dr. Diotalevi was a professional broadcaster for 8 years and held managerial positions in radio news and production. Dr. Diotalevi's works have been published in SMU School of Law's Computer Law Review and Technology Journal, The Online Journal of Distance Learning Administration, The Paralegal Educator, The Journal of Paralegal Education and Practice and The National Paralegal Reporter.

HOWARD FREDERICK, PH.D. PROFESSOR

After earning his bachelors' degree at Stanford University, Dr. Howard Fredrick received his master's degree from San Francisco State University and his Ph.D. in International Economics and Relations from The American University. A recognized multilingual authority in the fields of business entrepreneurship and innovation, economic development, new technologies and sustainability, Prof. Frederick researches and teaches entrepreneurship, incubation, social development, climate change entrepreneurship, and strategy at Plymouth State University. He is the author of 197 journal articles and books with 20+ years-experience in teaching, executive education, research business development, entrepreneurship and multimedia communications and 15 years-experience as a company director. He has owned four businesses and received over \$1,000,000 in external grant funding. He is a motivated researcher and practitioner whose expertise encompasses the private and public sectors within Mexico, Australia, Samoa, Tonga, Malaysia, Indonesia, Thailand, China, Hungary, Germany, Austria, Brazil, Ecuador, and Colombia. Dr. Howard Frederick is a dynamic teacher with high student evaluations, whose keen insight of worldwide markets, economic trends and political climates, inspires students to successfully enter the global marketplace.

PERRY HAAN, DBA PROFESSOR

After earning his Bachelor of Business Administration (BBA) from The Ohio State University, Dr. Perry Haan earned his MBA from Xavier University and his Doctor of Business Administration (DBA) from the University of Sarasota. Professor Perry Haan has worked as a faculty member and administrator in higher education since 1986. He was won teaching awards at three different institutions of higher learning and taught in eight countries outside the U.S. In 2010, he was awarded a Fellowship by the International American Association of Financial Management for his teaching and academic work in international markets. He has authored or co-authored over 90 peer-reviewed articles that have appeared in conference proceedings and journals, including the Journal of Marketing in Higher Education and the International Journal of Sports Marketing & Sponsorship. He co-authored a textbook, Practical Statistics for Business. His research interests include entrepreneurship, international business, ethics, sales management, education marketing, sports marketing, & leadership.

SCOTT A. HIPSHER, PH.D. PROFESSOR

After earning his BS degree from the University of Maryland Asian Division in Japan, Dr. Scott Hipsher received his MBA from Bangkok University and conducted research in Cambodia to earn his Ph.D. from Capella University in the U.S. His professional experience is also global as the Northeast Thailand Regional Manager for a Dutch-owned export company and the General Affairs Manager for ZOA Thailand. He has taught at a number of universities in Thailand, but primarily at Bangkok University. Dr. Hipsher has written a number of journal articles and conference papers, and is the author of *Expatriates in Asia: Breaking Free from the Colonial Paradigm* and lead author of *The Nature of Asian Firms: An Evolutionary Perspective*, both from Chandos Publishing (Oxford).

MARIAH JEFFERY, PH.D. PROFESSOR

Dr. Mariah Jeffery holds a Ph.D. in Operations Research and a Master of Science in Industrial Engineering from the University of Central Florida, and is an APICS Certified Supply Chain Practitioner. She has extensive industry experience, consulting on supply chain management and data analytics for Fortune 500 clients, including IBM, Coca-Cola, General Motors, and the United States Postal Service.

CRAIG MAYBERRY, PH.D. PROFESSOR

Craig Mayberry holds a Ph.D. in Resource Management and Environmental Studies from the University of British Columbia, and an MBA and bachelor's degree in Economics from Brigham Young University. He spent 9 years working in the corporate finance departments of Chrysler Corporation and Intel Corporation. His dissertation research was on social entrepreneurship and the relationship between entrepreneurial orientation, leadership and performance of non-profit organizations. He has been teaching for the past 12 years in entrepreneurship, social entrepreneurship, management, and corporate social responsibility.

TAMARA MYATT, PH.D. PROFESSOR

Holding a Ph.D. and Masters in Human and Organizational Systems from Fielding Graduate University, Tamara Myatt has spent more than a decade transforming the professional and educational lives of young and disadvantaged people in some of the poorest and most dangerous regions of the world, championing the causes of women, and orchestrating locally and globally scaled initiatives in the business sphere. The former Executive Director of Goldman Sachs 10,000 Women in Afghanistan and Chair of Entrepreneurship and Assistant Professor of Small and Medium Enterprises at the American University of Nigeria, Tamara is an internationally recognized pioneer in enterprise development. She has led enterprise development initiatives in nations such as Afghanistan, Nigeria, Pakistan, Bosnia, Kenya, Croatia, Uganda, India, Myanmar, Liberia, and Rwanda.

PATRICIA RAY, J.D. PROFESSOR

An international educator and business lawyer, Dr. Patricia Ray received two law degrees: a Juris Doctor from Duquesne University in Pittsburgh, Pennsylvania and the LLM from the National University of Singapore, as well as a Master of Arts degree in Economics from the University of Pittsburgh and a Bachelor of Science in Mechanical Engineering from Carnegie Mellon University. Dr. Ray has worked as a lawyer for the U.S. International Trade Commission litigating international trade claims and later worked as a private corporate lawyer in New York City and Dallas Texas. From 1991 to 1998, Dr. Ray was Asia General Counsel for Texas Instruments Inc., stationed in Singapore. There she managed the company's business and legal affairs in Asia. More recently, she has been teaching business law subjects worldwide in programs sponsored by the World Bank and United Nations. These courses include intellectual property, economic development, as well as commercial and business law topics. Mergers, acquisition and negotiations have been a part of Dr. Ray's international business experience with Texas

Instruments. She has also served as an expert consultant for other companies undergoing merger activity, including Exxon Mobil, Parametric Technologies, Loral Cyberstar, and Rockwell International.

KWOK SHUM, PH.D. PROFESSOR

After earning a Stanford University Master of Science in Engineering degree, Dr. Kwok Shum received his Ph.D. in Management of Technology from the Tokyo Institute of Technology. Dr. Shum's research and teaching interests lie in new technologies, renewable energy industry and deployment, the business of renewable energy and clean technologies. Dr. Shum has taught at Hong Kong University of Science and Technology and conducted workshops for the Clinton Foundation's C40 Large Cities Climate Summit, Tokyo Institute of Technology and Hong Kong Baptist University. He has served as a Reviewer for the International Journal of Innovation Management and the International Journal of Hydrogen Energy and has served as the Academic Committee Chairperson for the Technology and Management Sustainability Business Plan Competition organized by the University of Illinois Urbana Champagne, Seoul National University, the University of Sao Paulo, Hong Kong University of Science and Technology and London South Bank University.

STAVROS SINDAKIS, PH.D. PROFESSOR

With both a Ph.D. and MBA in Strategy, Enterprise & Innovation from the University of Portsmouth, Dr. Stavros Sindakis has made significant contributions to these fields through his research and publications on entrepreneurship and business innovation including his books *Entrepreneurial Rise in Southeast Asia*, and *Analytics, Innovation and Excellence-Driven Enterprise Sustainability*, with his third in progress. Dr. Stavros Sindakis is an educator, advisor, mentor and innovator in the fields of business innovation, management, entrepreneurship, and service design and development. As an educator, he has taught in several different countries at both the undergraduate and postgraduate levels and held a variety of advisory and mentoring positions for students and faculty at numerous schools including the Institute of Enterprise and Entrepreneurs & Laureate Online Education.

BARBARA SON, PH.D. PROFESSOR

Holding a Ph.D. in Urban Business Economics from Portland State University, and a Masters in Urban Affairs with a concentration in Technology, Business, Economics, and Public Administration from Boston University, Dr. Barbara Son is well-experienced in the field of online education and has taught global management at Boeing in Long Beach, DBA at University of Sarasota/Argosy University, MBA at Pepperdine University, operations management at California State University, Northridge, and entrepreneurship and economics at California State University, Los Angeles, as well as served as a site reviewer for the California Bureau for Private Post-Secondary and Vocational Education. Professor Barbara Son has taught online courses in Data Analysis, IT Management, Global Economics, and Innovation & Entrepreneurship at Anaheim University. Her corporate experience includes positions at Pressure Profile Systems, Inc, Medical Tactile Imaging, Inc., and Go Smart, Inc. providing services to the U.S. Army, National Institute of Health (NIH), Johnson and Johnson Corporation, and university research labs., as well as serving as Vice-President/Co-Founder of the International Association Management Group. She has also been active in scholarly research and has published papers through highly regarded publishers including SAGE and SPRINGER. She is the recipient of the Professor of the Year Award in 2005. She likes to remind herself of the Ralph Waldo Emerson quote, "What lies behind us and what lies before us are small matters compared to what lies within us."

MICHAEL SUTTON, PH.D. PROFESSOR

Holding a Ph.D. from McGill University and a Bachelors in Management Sciences from the University of Waterloo, Dr. Michael Sutton has been recognized with numerous academic awards, including Westminster College's Faculty & Staff Peer Award, the Gore School of Business - Excellence in Scholarship, and Kent State University's Assoc. Provost, Faculty Affairs & Curriculum Teaching Excellence. He is widely published in both the academic and

practitioner community and has been invited to judge numerous International Game Competitions because of his specialty in experiential and game-based learning.

JOHN WANG, PH.D. PROFESSOR

Dr. John Wang received a scholarship award to complete his Ph.D. in Business Administration at Temple University, after earning his M.S. in Systems Engineering from Harbin Institute of Technology. In addition to serving as a professor at Anaheim University, Dr. John Wang is a professor in the Department of Information and Decision Sciences at Montclair State University. Professor Wang has published over 100 refereed papers and six books. He has served as session chairman and track chair 17 times on the most prestigious international and national conferences. He has also developed several computer software programs based on his research findings. He is on the editorial board of the International Journal of Cases on Electronic Commerce and has been a guest editor and referee for Operations Research, IEEE Transactions on Control Systems Technology, and many other highly prestigious journals.

SARA WILLOX, PH.D. PROFESSOR

Dr. Sara Willox earned an MLA degree in Sustainability from Harvard University, an MBA from Upper Iowa University and a Ph.D. in Organization and Management from Capella University. She also completed two BS degrees from the University of Wisconsin-Madison. Dr. Willox has been teaching online courses and face to face courses in business, leadership, and psychology since 2010, and served as the department chair in business and technology for Edgewood High School. She publishes and presents at professional and academic conferences. Dr. Willox has professional experience in nonprofit management, human resources, operations, and development. She has held the positions of director of operations and development, department chair, human resources director, and program director. In addition, Sara does independent consulting with individuals and companies including nonprofit and corporate organizations, Grammy Award-winning artists, state government officials, and educational institutions.

JIM CARLAND, PH.D.

CARLAND ENTREPRENEURSHIP INSTITUTE DIRECTOR EMERITUS

Dr. Jim Carland holds a Ph.D. in Management Policy and Systems from the University of Georgia as well as an MBA from Western Carolina University. He has held Certified Management Accountant (CMA), Certified Public Accountant (CPA) and Certified Valuation Analyst (CVA) qualifications. He has published more than 70 articles in scholarly journals, 200 articles in conference proceedings, and a dozen books. He is among the best-known scholars in the entrepreneurship discipline in the world, with over 3,500 citations of his work in Google Scholar. Dr. Carland has taught for more than 30 years and has been the recipient of many teaching awards and recognitions. He was involved in the development and implementation of the first Master of Entrepreneurship degree program in the U.S. His work was recognized for being the best example of graduate entrepreneurship training by the USASBE in 2005. He is interested in innovation as it relates to entrepreneurship. He first proposed an inherent link in 1984 in a seminal journal article in the Academy of Management Review. That article became a major factor in the subsequent differentiation of entrepreneurs from small business owners in the literature. Subsequently, he has interviewed, surveyed, and worked with more than 2,000 entrepreneurs.

MESSAGE FROM THE PRESIDENT

As President, it is my pleasure to welcome you to the Anaheim University global online learning community.

At Anaheim University, we offer relevant, application-based programs designed to help you, the student, make an immediate difference in your current employment or future career. If you want an affordable, high quality experience in a globally connected setting, and a diverse faculty deeply engaged in their fields and with lifetime connections to invigorate your drive for success, you are at the right place.

With our experienced faculty and staff, interactive learning environment, and the integration of traditional and innovative learning methods, Anaheim University's mission is to provide exceptional learning opportunities to students who wish to benefit from a proven learning process. Upon completion of your academic program, you will join the worldwide Anaheim University Alumni Association with the many benefits it has to offer.

On behalf of the faculty and staff of Anaheim University, I wish you success in your chosen program of study.

Welcome to Anaheim University.

Andrew Honeycutt
DBA President

About Andrew Honeycutt

Dr. Andrew E. Honeycutt, President of Anaheim University and former Dean of the Anaheim University Akio Morita School of Business, received a Doctor of Business Administration degree in Marketing from Harvard University and a Master in Business Administration degree in Organizational Behavior from Boston University. Dr. Honeycutt has served as Dean of the College of Business and Technology of Argosy University Atlanta, Vice Chairman of Edgenics, Inc. and Senior Partner of the Center for Collaborative Learning and Coaching. As a business professor and school of business administrator, he has been instrumental in the development of cooperative relationships with major companies - Colgate Palmolive, Dupont, Gulfstream Corporation, Savannah Foods, Simmons First National Bank, SC Johnson Wax, and others. His much-utilized business expertise is evidenced by his service on business and governmental advisory boards and boards of directors. He has also served on the advisory boards of the Winthrop Rockefeller Foundation (Small Business Strategic Planning), the Ewing Marion Kauffman Foundation (Entrepreneurship Education) and the National Board of Directors of SCORE.

ANAHEIM UNIVERSITY ADMINISTRATORS AND ADVISORS

ANDREW E. HONEYCUTT, DBA PRESIDENT

Dr. Andrew E. Honeycutt, President of Anaheim University and former Dean of the Anaheim University Akio Morita School of Business, received a Doctor of Business Administration degree in Marketing from Harvard University and a Masters in Business Administration degree in Organizational Behavior from Boston University. Dr. Honeycutt has served as Dean of the College of Business and Technology of Argosy University Atlanta, Vice Chairman of Edgenics, Inc. and Senior Partner of the Center for

Collaborative Learning and Coaching. As a business professor and school of business administrator, he has been instrumental in the development of cooperative relationships with major companies - Colgate Palmolive, Dupont, Gulfstream Corporation, Savannah Foods, Simmons First National Bank, SC Johnson Wax, and others. His much-utilized business expertise is evidenced by his service on business and governmental advisory boards and boards of directors. He has also served on the advisory

boards of the Winthrop Rockefeller Foundation (Small Business Strategic Planning), the Ewing Marion Kauffman Foundation (Entrepreneurship Education) and the National Board of Directors of SCORE.

PETER LANGENBURG, J.D.

CHANCELLOR AND GOVERNMENT AFFAIRS LIAISON

Peter Langenberg, J.D. serves as the Chancellor and Government Affairs Liaison for Anaheim University. He graduated from Princeton University summa cum laude with an A.B., and the University of California, Hastings College of Law with a Juris Doctorate. Peter Langenberg lived in Japan for a number of years, speaks Japanese fluently, and is former Chair of the Los Angeles Nagoya Sister City Affiliation. Mr. Langenberg was admitted to the California Bar in 1977 and serves as Hughes, Hubbard & Reed Senior Counsel. His areas of concentration include General Commercial and Business Law; Corporate Law; Intellectual Property (Trademarks, Copyrights, Licensing); and Employment Law.

ROD ELLIS, PH.D.

VICE-PRESIDENT OF ACADEMIC AFFAIRS

DOCTOR OF EDUCATION IN TESOL PROGRAM DESIGNER

SENIOR PROFESSOR, GRADUATE SCHOOL OF EDUCATION

Dr. Rod Ellis is a world-renowned thought leader in the field of Second Language Acquisition. Prof. Ellis received his Doctorate from the University of London and his Master of Education from the University of Bristol. A former professor at Temple University both in Japan and the US, Prof. Ellis has served as the Director of the Institute of Language Teaching and Learning at the University of Auckland and has taught in numerous positions in England, Japan, the US, Zambia and New Zealand. Dr. Ellis, who is known as an expert in Second Language Acquisition, is author of the Oxford University Press Duke of Edinburgh Award-Winning Classic "The Study of Second Language Acquisition", as well as numerous student and teacher-training textbooks for Prentice Hall and Oxford University Press. Prof. Ellis's textbooks on Second Language Acquisition and Grammar are core textbooks in TESOL and Linguistics programs around the world.

KATE STRAUSS, MA

VICE PRESIDENT OF ADMINISTRATIVE AFFAIRS

Kate Strauss is the Administrative Director at Anaheim University. Ms. Strauss holds a BA in English from Princeton University, and an MA in English from the University of California, Irvine. Ms. Strauss brings over 10 years of experience in the human relations and marketing fields, and has won numerous civic awards in her role as Marketing Director for One Colorado in Old Pasadena, CA for her innovative contributions to cultural life and leadership. She has also enjoyed success using her communication skills as a teacher and training professional for the Orange County Human Relations Council.

ROBERT ROBERTSON, PH.D.

DEAN OF THE AKIO MORITA SCHOOL OF BUSINESS AND PROFESSOR

Dr. Robert Robertson has more than 15 years of experience in academia as a Vice President of Academic Affairs, Dean of Business and MBA program director. He holds a Ph.D. in Management and Organization (Stirling University, Scotland); Master of Studies in Law (Vermont Law School); Master of Public Administration (Dalhousie University, Canada); a Master of Arts (Eastern Kentucky University) and a Bachelor of Science (East Tennessee State University). Dr. Robertson was selected by the United States Department of State Bureau of Educational and Cultural Affairs to the Fulbright Specialist Program. He has served as the Chief Academic Officer and Research Fellow at the University of Phoenix's Center for Workforce Diversity, Central Florida campus in Orlando, Florida. He is an invited speaker on international business, strategy, online education and workforce training; and he regularly lectures in China, Taiwan, Vietnam, Kazakhstan, Europe, Brazil and the United States. In the public sector, he has more than 20 years of management experience including serving as the City Manager for the City of Hamilton, Ontario in Canada with more than 8,500 employees and a budget in excess of one billion dollars.

DAVID NUNAN, PH.D.

PRESIDENT EMERITUS

DESIGNER, MA IN TESOL PROGRAM DIRECTOR, DAVID NUNAN TESOL INSTITUTE

David Nunan, President Emeritus, has been with the California-based institution since its founding in 1996, when he played a central part in the development of the University's ground-breaking interactive online learning system. Dr. Nunan is a world-renowned linguist and best-selling author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning. His ELT textbook series "Go For It" is the largest selling textbook series in the world with sales exceeding 2.5 billion. In 2000, David Nunan served as President of TESOL, the world's largest language teaching association. David Nunan has served as Chair and Professor of Applied Linguistics at the University of Hong Kong since 1994 and has been involved in the teaching of graduate programs for such prestigious institutions as Columbia University, the University of Hawaii, Monterey Institute for International Studies, and many more. In 2002 Dr. Nunan received a congressional citation from the United States House of Representatives for his services to English language education through his pioneering work in online education at Anaheim University, and in 2003 he was ranked the 7th most influential Australian in Asia by Business Review Weekly

HAYO REINDERS, PH.D.

GRADUATE SCHOOL OF EDUCATION CHAIR OF RESEARCH

Holding a Ph.D. in Language Teaching and Learning from the University of Auckland, Dr. Hayo Reinders is also Professor of Education and Head of Department at Unitec in Auckland, New Zealand. His previous positions include Head of Learner Development at Middlesex University in London, Director of the English Language Self Access Centre at the University of Auckland in New Zealand and associate professor at RELC in Singapore. He has worked

with teachers from a large number of countries worldwide and has been visiting professor in Japan, Thailand, Mexico and the Netherlands. Dr. Reinders edits the journal 'Innovation in Language Learning and Teaching' as well as a book series on 'New Language Learning and Teaching Environments' for Palgrave Macmillan. He is Editor of Innovation in Language Learning and Teaching, and Convenor of the AILA Research Network for CALL and the Learner. Dr. Reinders' interests are in technology in education, learner autonomy, and out-of- class learning, and he is a speaker on these subjects for the Royal Society of New Zealand. His most recent books are on teacher autonomy, teaching methodologies, and second language acquisition.

LUKE PLONSKY, PH.D.

GRADUATE TESOL PROGRAM DIRECTOR

Luke Plonsky (Ph.D., Michigan State University) specializes in three main areas of applied linguistics and TESOL: second language acquisition, language pedagogy, and research methods. Recent and forthcoming work in these and other areas can be found in virtually all major journals in the field including Annual Review of Applied Linguistics, Applied Linguistics, Language Learning, Modern Language Journal, Second Language Research, and Studies in Second Language Acquisition and in book chapters published by Cambridge, De Gruyter, Routledge, and Wiley-Blackwell. Luke has also co-authored or edited four books including the best-selling 4th edition of Second Language Acquisition: An Introductory Course. In addition to an accomplished scholarly record, Luke has taught courses in applied linguistics/TESOL as well as English and Spanish as a second language in Spain, The Netherlands (National Graduate School of Linguistics), Puerto Rico (Caribbean University), and in the US at Michigan State University, Arizona State University, and Northern Arizona University.

DAVID DESSER, PH.D.

DEAN, AKIRA KUROSAWA SCHOOL OF FILM

Dr. David Desser is Dean of the Anaheim University Akira Kurosawa School of Film. He is also Professor Emeritus of Cinema Studies, University of Illinois, where he was Professor of Cinema Studies, Comparative and World Literatures, East Asian Languages and Cultures and Research Professor of Communication. He has taught at the University of Michigan, Kansai University in Japan, Hong Kong Baptist University, the University of Pennsylvania, UCLA, Chapman University and the University of Southern California (USC). He received his Ph.D. from USC in the Cinema program with a minor in Japanese.

YUKUO TAKENAKA, CPA

EXECUTIVE STRATEGY ADVISOR

Yukuo Takenaka is Chairman, CEO and President of the Takenaka Partners Group. Prior to forming The Takenaka Partners Group in 1989, he was a partner and National Director of KPMG Peat Marwick's Japanese practice. He also served as Chairman of Project Japan for the parent company, KPMG. A graduate of the University of Utah, Mr. Takenaka is recognized for his expertise in cross- border M&A and joint venture transactions. On both sides of the Pacific, he serves as senior advisor to companies in a wide range of industries including high technology, electronics, manufacturing, financial services and real estate. He is the author of the Japanese best seller, *Merger and Acquisition Strategy*.

DAVID R. BRACEY

DISTANCE LEARNING / DEVELOPMENT

David Bracey works to develop and promote the University's programs worldwide and to ensure that students of Anaheim University receive quality care and attention. A major in International Communications and Psychology, Mr. Bracey has over 18 years of experience working in Japan.

ELIZABETH MAYS, MM

REGISTRAR

Holding a Master's degree from Azusa Pacific University and a Bachelor's degree from University of Redlands, Elizabeth Mays is the Registrar at Anaheim University. In this role, she oversees Anaheim University's various student services tasks from admissions through graduation. Prior to joining Anaheim University, Ms. Mays held management positions at technology firms and a faculty position at APU, where she founded the Master's of Music Handbell performance program. She has also volunteered for various nonprofit organizations including the Handbell Musicians of America and Habitat for Humanity.

POLICIES AND PROCEDURES

All administrative policies and procedures are contained in the Policies and Procedures Catalog. Click here to download the university's policies and procedures:

<http://www.anaheim.edu/downloadable-documents/AU-policiesandprocedures-1701.pdf>

DISCLOSURES

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

FACILITIES, EQUIPMENT AND TECHNOLOGICAL REQUIREMENTS

Anaheim University is an online institution, and all instructional equipment and materials must be provided by the student. Equipment includes:

- access to a computer and internet.

The course management system used by Anaheim University is Moodle. Moodle 3.5 is compatible with any standards-compliant web browser, including Google Chrome, Mozilla Firefox, Safari, Microsoft Edge, and Internet Explorer. Moodle is also available on mobile device browsers through Mobile, Safari and Google Chrome.

Please note that older "legacy" browsers have compatibility issues with Moodle 3.5. These older browsers include Internet Explorer 10 and below, and Safari 7 and below. For the best experience and optimum security, we recommend that you keep your browser up-to-date. <https://whatbrowser.org>

Graduate level students attend their live classes using the software GotoMeeting. To attend the GotoMeeting live sessions, students will need access to the following:

- Computer or mobile device. GotoMeeting requires the following:
- 2GB of RAM (minimum), 4GB or more of RAM (recommended) for computers
- iPad2 or later and iPhone 4s or later for mobile devices
- A webcam (optional). Your computer's built-in camera will work, or you may use an external webcam.
- A microphone or audio input device. Many times, you can use your computer's built-in microphone. A USB headset is recommended
- Headphones or audio output device. Often, your computer's built-in speakers will work just fine. A USB headset is recommended
- Internet access. Ensure you have a stable connection for clear audio and video. Anaheim University recommends access to the following connections:
- Computer: 1 Mbps or better (broadband recommended)
- Mobile device & Chromebook: 3G or better (WiFi recommended for VoIP audio)

**** Note:** Most devices have built-in speakers, but you will get better audio quality while connected via VoIP if you use a headset. You can also use your phone to dial in and connect to audio.

GotoMeeting is compatible with the following operating systems:

- Google Chrome v57 or later
- Windows 7 - Windows 10
- Mac OS X 10.9 (Mavericks) - macOS Mojave (10.14)
- Linux/Ubuntu (Web App only)
- Google Chrome OS (Web App only)
- iOS 9 - iOS 12
- Android OS 4.4 (Kit Kat) - Android 9 (Pie)
- Windows Phone 8, Windows 8RT or later

ENGLISH PROFICIENCY REQUIREMENTS

English language services are not provided. Non-native English speakers must demonstrate college-level proficiency in one of the following ways.

- Degree from an accredited institution where English is the primary language of instruction.
- Transcript from an accredited institution indicating completion of at least 30 semester hours of credit where the language of instruction was English (“B” average for Ed.D, Masters, Graduate Programs & Graduate Certificates; “C” average for TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- Transcript from an accredited institution indicating a “B” or higher in an English composition class (Ed.D, Masters, Graduate Programs & Graduate Certificates); “C” or higher for TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad.
- A minimum TOEFL score of 550 PBT / 213 CBT/ 80 iBT (Ed.D); 530 PTB / 197 CBT / 71 iBT (Masters, Graduate Programs & Graduate Certificates); 500 PBT / 173 CBT / 61 iBT (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum TOEIC score of 800 (Ed.D, Masters, Graduate Programs & Graduate Certificates); 625 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum IELTS score of 6.5 (Ed.D, Masters, Graduate Programs & Graduate Certificates); 6.0 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum PTE (Pearson Test of English Academic Score Report) of 58 (Ed.D); 50 (Masters, Graduate Programs & Graduate Certificates); 44 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum BULATS Level 3 (60), accepted only for Cultura Inglesia in Brazil.
- A minimum grade of Level 3 on the ACT COMPASS’s English as a Second Language Placement Test.
- A minimum grade of Pre-1 on the Eiken English Proficiency Exam.

- A minimum B1 English proficiency level identified within the Common European Framework of Reference (CEFR) Standards and assessed through various ESOL examinations, including the University of Cambridge.

The language of instruction at Anaheim University is exclusively English.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Anaheim University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the Master of Business Administration degree you earn in the Anaheim University Akio Morita School of Business is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals.

This may include contacting an institution to which you may seek to transfer after attending Anaheim University to determine if your credits or degree will transfer.

ACCEPTANCE OF CREDITS EARNED AT OTHER INSTITUTIONS

Anaheim University will accept up to two (or three, for a DBA) graduate semester classes or the equivalent in units (6 units for an MBA or ME, 8 units for MA TESOL, MFA or Ed.D, 9 units for a DBA) awarded by another institution toward a Masters or Doctoral degree at Anaheim University. The entering student will be required to clearly demonstrate the equivalency of a transfer course through relevant documents (syllabus, catalog, course outline) and justify its acceptance through petition. No course will be considered for transfer with a grade lower than a "B" or its equivalent. Petitions are directed to the specific Dean or Director for the affected program. There is a fee of \$75 per graduate course, and the overall program cost will be adjusted to reflect credit for the approved class(es). All petitions for transfer credit must be submitted as part of the student's initial application to the University. Credits awarded as part of another degree will not be accepted for transfer. Anaheim University has not entered into an articulation or transfer agreement with any other college or university.

EXPERIENTIAL CREDIT

Anaheim University will not extend credit for prior experiential learning to any student.

ATTENDANCE

Anaheim University students participate in a weekly discussion forum in which they must contribute regular substantive posts to the discussion questions. In addition, all degree students must participate in the scheduled Real-Time Online Classes for each course. Business courses include two online classes within the

six-week term; students are expected to attend both sessions and must make arrangements with the professor for make-up work if they are unable to attend a session. TESOL and MFA degree courses include eight online classes within the nine-week term; students are expected to attend at least six of the sessions. Students are expected to utilize their webcams during their live classes regularly throughout their program. In addition to providing a more interactive learning environment, use of webcams will also allow Anaheim University to complete student identity verification in line with accreditation requirements. Periodically during the program, Anaheim University will request a student to turn on his/her webcam for this purpose. In addition to the assigned course assessments, students are graded on participation in the discussion forum and online classes. A student is considered to have dropped a course if s/he fails to attend classes for a three-week period or fails to submit three consecutive lessons.

SKIPPED TERMS

Students are expected to enroll in a course every time a course that is needed for their program completion is offered. Skipping a term can delay graduation, as the student must wait for the course to be offered again.

- A student who wishes to skip one term must complete the "Registration for Skipping a Term" form, which can be downloaded from the University website.
- A student who wishes to take two consecutive terms off must complete the "Registration for Skipping a Term" form, and they must also complete a "Dean/ Program Director Skipped Term Petition" and received signed permission from the Dean or Program Director. Two non-consecutive terms off requires only a second "Registration for Skipping a Term" form.
- A request for a third (non-consecutive) skipped term requires the student to complete a third "Registration for Skipping a Term" form; complete a "Dean/ Program Director Skipped Term Petition" and receive signed permission from the Dean or Program Director; and schedule a meeting with the Admissions Director to discuss any issues or areas of concern.
- A request for a fourth skipped term requires the student to receive permission from the Vice President of Academic Affairs.

The above policy does not apply to students who are on active military duty or who are an approved Medical Leave of Absence.

MEDICAL LEAVE OF ABSENCE

Students may also petition for a medical leave of absence during their program, which is handled differently than a voluntary leave of absence. The maximum period for a medical leave of absence is ninety (90) days per leave. Students may apply for a maximum of four (4) leaves of absence for medical reasons throughout their degree program. Each leave of absence must be ninety (90) days or less and requires a separate petition which must be approved by the University's administration. Only students in good academic and financial standing will be considered for approval of medical leave. The Petition for

Special Medical Leave of Absence Form can be downloaded from the University website and requires a doctor's signature.

FINAL GRADES

Final Grades are submitted two weeks after the final day of the course. Students are notified of their final grades by email once the grades have been submitted. Students who have been approved for an extension will be notified of their final grades once all terms of the extension have been met.

VISA STATUS

Anaheim University does not provide visa services but can provide a letter verifying a student's active status upon request.

HOUSING

As Anaheim University programs are conducted online, regardless of where the student resides, the University does not have dormitory facilities under its control and does not provide housing or dormitory facilities.

STATE LICENSURE

The programs at Anaheim University are not designed to lead to positions requiring licensure in this state.

PLACEMENT SERVICES

Anaheim University does not offer placement services.

GRADUATE EMPLOYMENT DATA

Anaheim University Master's-level business graduates self-report that they are employed in the following fields: Marketing Director, Account Manager, Managing Director of the Americas, Project Development Director, International Logistics Manager, Chief Executive Officer, Chief Financial Officer, Chief Innovation Officer, Group Chief Sustainability Officer, Quality and Environment Coordinator, Associate Account Executive, Director of Content, Director of Business Optimization, Senior Staff Accounting, Senior Manager, Deputy Manager, Product Cost Management Group Manager, Operations and Maintenance Manager, Environmental Consultant, Director of Business Consulting Services, Associate Professor, Regional Commodity Manager, Director of Strategic Accounts, Environment Division Manager, IT Manager, Risk Consultant, Business Analytics Manager, Renewable Energy Specialist.

FINANCIAL AID

Anaheim University does not participate in federal or state financial aid programs.

STUDENT TUITION RECOVERY FUND

It is a state requirement that a student who pays his or her tuition is required to pay a state-imposed assessment for the Student Tuition Recovery Fund (STRF).

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589. To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.

6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans. To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF. A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.

STUDENT CANCELLATION, WITHDRAWAL, AND REFUND RIGHTS

The student has the right to cancel an enrollment agreement in any manner through the first day of the course, or the seventh day after signing the enrollment agreement, whichever is later (the "Cancellation Period"), and obtain a full refund of all monies paid. Students canceling after the seven-day Cancellation Period will receive a refund of all amounts paid, less the non-refundable registration fee of \$100 and the non-refundable application fee of \$75 (for graduate programs) or \$50 (for undergraduate programs).

The written notice of cancellation may be given by e-mail, fax, or postal service (in which case, the effective date begins when the letter is deposited in the mail properly addressed with postage prepaid). The "Official Notice of Withdrawal" form can be downloaded from the University website.

For the purposes of determining the student's obligation for the time attended, the student will be considered to have withdrawn from the program when any of the following occurs, unless the Dean or Program Director determines a different course of action:

- The student notifies the school of the withdrawal.
- The school terminates the student's enrollment.
- The student fails to attend classes for a three-week period. In this case, the date of withdrawal will be the last date of attendance.
- The student fails to submit three consecutive lessons or fails to submit a completed lesson required for home study or correspondence within 60 days of its due date.
- The student has not responded to communication in any form from the University for four months.
- Students who have been withdrawn from their program for any of the above reasons may be required to submit a new application (and all applicable fees) if they wish to continue. Tuition for all courses is refunded based on the number of weeks completed.

<i>For Courses Lasting 6 Weeks</i>	Percentage of Refundable Tuition	Sample Calculation Based on \$1,325 tuition for a 6-week course
<i>Week 1 (days 0 -7)</i>	100% of tuition refunded	Refund: \$1,325 (100% of \$1,325)
<i>Week 2 (days 8 - 14)</i>	70% of tuition refunded	Refund: \$ 927.50 (70% of \$1,325)
<i>Week 3 (days 15 - 21)</i>	40% of tuition refunded	Refund: \$ 530 (40% of \$1,325)
<i>Week 4 (days 22 - 28)</i>	20% of tuition refunded	Refund: \$ 265 (20% of \$1,325)

If a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund, and if the student receives federal student financial aid funds, the student is entitled to a refund of the moneys not paid from the federal financial aid funds. If the student paid for his/her entire program at the time of enrollment and received the 10% tuition discount for payment in full, the regular course tuition will be used in the calculation of the refund since the discount will no longer apply. All monies due the student will be refunded within 30 days of the notice of cancellation.

If the student has been approved for a monthly payment plan, Anaheim University will calculate the total amount of tuition and fees owed to the University based on the number of courses taken, and compare this amount with the total amount the student has paid up to the date of their withdrawal. Any amount paid over the total amount of tuition and fees will be refunded to the student. If there is a balance due, the student will be responsible for the remaining amount.

STUDENT PRIVACY

Anaheim University makes every effort to protect student privacy. Student records are stored in secure, locked, fire-proof facilities which have restricted access and a motion sensor alarm security system. The university's online course management system maintains strict data security protection in addition to user authentication and virus scanning. Cloud storage of back-up records is protected by a two-step verification process in addition to the highest standards in SSL browser encryption.

All transcripts are issued in compliance with the Family, Educational Rights and Privacy Act of 1974 (section 438 of Public Law 93-380), and information contained in the transcript is not released to a third party without the written consent of the student. If a student requests the release of any information from his/her file, the student must submit the request in writing to the Registrar.

RETENTION OF STUDENT RECORDS

Student records are stored in secure, locked, fire-proof facilities which have restricted access and a motion sensor alarm security system. The university's online course management system maintains strict data security protection in addition to user authentication and virus scanning.

Cloud storage of back-up records is protected by a two-step verification process in addition to the highest standards in SSL browser encryption. Anaheim University retains all student records and transcripts indefinitely. A student or graduate can request information by contacting the University at its offices.

STUDENT GRIEVANCE PROCEDURES

Anaheim University places great emphasis on putting the educational experience of its student body as the first priority of its administration, faculty, and staff. In line with this "Students First, Always" policy, the University seeks to continuously improve the educational experience of its students, including the quality of academics, learning resources, online learning system, and Student Services. Students may always provide feedback, seek assistance, and express grievances in person, in writing, by phone, by email, or by live chat/Skype sessions. Formal grievances/complaints must be submitted in writing, either by mail or email, to Student Services. Written complaints may be sent by email to support@anaheim.edu or mailed to Anaheim University Admissions Office, 1240 S. State College Blvd Rm 110, Anaheim, CA 92806, USA.

Anaheim University defines a complaint as a formal statement made in writing that outlines a specific grievance which is interfering with the student's perceived ability to succeed in their chosen program of study. Once a complaint is received, it will be directed to the appropriate department and the individual responsible for overseeing that department. Grievances that cannot be resolved by the department will be referred to the Vice President of Administrative Affairs or the Office of the President. All formal grievances/complaints will receive a response within 10 days of the University receiving the complaint.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888-370-7589, or by completing a complaint form, which can be obtained on the Bureau's internet Web site: www.bppe.ca.gov.

Any questions or problems concerning this school which have not been satisfactorily answered or resolved by the school should be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA 95798-0818. Phone: (916) 431-6959. Fax: (916) 263-1897, or the Distance Education Accrediting Commission (DEAC) at <https://www.deac.org/Student-Center/Complaint-Process.aspx>

BANKRUPTCY CODE DISCLOSURE

Anaheim University does not have a pending petition in bankruptcy, nor has it filed a petition within the preceding five years. Anaheim University is also not operating as a debtor in possession, and it has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

HOW TO CONTACT ANAHEIM UNIVERSITY

President Dr. Andrew Honeycutt	president@anaheim.edu
Managing Director of Development	online@anaheim.edu
Vice President of Administrative Affairs	vpadmin@anaheim.edu
Director of Student Services	studios@anaheim.edu
Student Services	support@anaheim.edu
Registrar	registrar@anaheim.edu
Technical Support	techsupport@anaheim.edu

ANAHEIM UNIVERSITY OFFICE OF ADMISSIONS

Hours of operation: Monday - Friday 9 a.m. to 6 p.m. (Closed major U.S. holidays)

1240 S. State College Blvd., Room 110 Anaheim, CA 92806-5150 USA

Toll-Free: 1-800-955-6040

Tel: 714-772-3330

Fax: 714-772-3331

Email: admissions@anaheim.edu

OFFICERS: ANAHEIM UNIVERSITY, INC.

Andrew E. Honeycutt, DBA	CEO, Director
Elaine Parker-Gills, Ed.D.	Secretary, Director
David Bracey	CFO, Director

BUSINESS ADVISORY COUNCIL

Jim Kelly	Former VP Business Development. H.I.S. Int'l Tours
Shin Koyamada	"Last Samurai" Actor & Shinca Entertainment Founder
Dennis Lee, CPA	Dennis M. Lee & Associates
Masakatsu Mori	Former Chairman, Accenture Japan, Ltd.
Hideo Morita	CEO of RayKay Corporation
Yukuo Takenaka, CPA	CEO of Takenaka & Partners
David Bracey	Anaheim University Managing Director of Development/Chief Communications Officer

BOARD OF TRUSTEES

Elaine Parker-Gills, Ed.D.	Chair/Voting Member
Andrew E. Honeycutt, DBA	Voting Member
Robert E. Garrity, M.S.	Voting Member

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA 95798-0818. Phone: (916) 431-6959. Fax: (916) 263-1897, Website: www.bppe.ca.gov. Questions may also be directed to the Distance Education Accrediting Commission (DEAC) at www.deac.org.

Anaheim University Office of Admissions

1240 South State College Blvd. Room 110 Anaheim, CA 92806 USA

Tel: 714-772-3330

Fax: 714-772-3331

E-mail: admissions@anaheim.edu

www.anaheim.edu

Anaheim University is accredited by the Distance Education Accrediting Commission (DEAC)

1601 18th St. NW, Suite 2, Washington D.C. 20009 USA (202) 234-5100 <http://www.deac.org>

AUDBACAT 04/2021

MBA in

Sustainable Management

January 1 – December 31, 2021

The Online Green MBA The Nature of Business



Anaheim University

Kisho Kurokawa Green Institute

ANAHEIM UNIVERSITY MISSION

Anaheim University was established as a unique, innovative and sustainable institution of higher learning to meet the educational needs of a diverse and global student body through academic programs of the highest quality. Dedicated to a student-centered philosophy, Anaheim University makes higher education accessible to qualified students worldwide through both online and on-campus study.

ANAHEIM UNIVERSITY OBJECTIVES

Taking advantage of the newest technological innovations, Anaheim University is designed to be a sustainable global institution with a multicultural perspective, with programs designed to meet the needs of its diverse student population. To accomplish this, Anaheim University has the following objectives:

- Meeting the educational needs of our students by offering instructional programs otherwise unavailable because of access, cost, or work schedule
- Excellence of academic instruction through the guidance and expertise of dedicated faculty
- Provision of an instructional environment where students can take an active role in their own learning
- Utilization of the newest technologies
- Deployment of technology-based learning resources
- Development of interactive learning environments in both synchronous and asynchronous settings
- Support of an academic environment where professors are able to deliver the highest quality educational programs and take advantage of the University's learning resources
- Regular course and program assessments and evaluation to improve our offerings
- Development and maintenance of a University alumni support system to advance alumni professional skills, knowledge, and expertise and help them realize their lifelong educational goals
- Development of University culture and programs promoting sustainability

ABOUT US

Anaheim University is a private institution that was founded in Orange County, California in 1996. The University is accredited by the Distance Education Accrediting Commission (DEAC). The DEAC is listed by the U.S. Department of Education as a recognized accrediting agency and recognized by the Council for Higher Education Accreditation (CHEA). Anaheim University is also approved to operate by the California Bureau for Private Post-Secondary Education. "Approval to operate" means that Anaheim University operates in compliance with state standards as set forth in the California Education Code and the California Code of Regulations.

MBA IN GLOBAL SUSTAINABLE MANAGEMENT PROGRAM OVERVIEW



Anaheim University

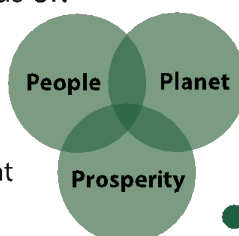
Kisho Kurokawa Green Institute

Lead in a fiscally, socially & environmentally responsible way

Work with global professionals
to find global solutions
to global problems

Acquire expertise in areas of:

- leadership
- social responsibility
- sustainable practices
- sustainable management



- 18-month MBA
- 12 x 6-week courses
- 100% online from anywhere
- Real-time online classes
- Daily free-time discussion forums
- Use what you learn today at work tomorrow

SOCIALLY RESPONSIBLE

The Green MBA looks beyond short-term quarterly profits, focusing on long-term gain by incorporating the environmental and social costs of doing business into management decisions. The Online Green MBA empowers graduates to succeed in a fiscally, socially and environmentally responsible way.

INTERACTIVE

Students study in a highly interactive online program by attending two 90 min. real time online meetings per course with their professor and interacting daily with their fellow students by discussing weekly topics in their free time.

18-MONTH MBA

A number of courses are held each term enabling students to earn an MBA in approx. 18 months.

EXPERIENCED FACULTY

Students have the opportunity to learn from highly qualified professors all of whom hold doctoral degrees and have extensive experience in various fields of business.

NO TRAVEL

Students have the opportunity to study at an American University without having to travel abroad.

ONLINE RESOURCES

Students have access to digital resources including journals, articles, and video interviews, lectures and seminars.

CULTURALLY DIVERSE PROGRAM

AU students have the opportunity to come into contact with individuals from around the world, providing a rich and culturally diverse environment in which to study. Students broaden their cultural perspective while at the same time remaining in touch with their own cultural identity.

ACHIEVE SUCCESS

Anaheim University faculty and staff are committed to helping every student succeed. Students benefit from small class sizes and direct access to professors.

FOR WORKING PROFESSIONALS

The online system allows students the opportunity to complete an MBA while at the same time holding down a full-time job.

NETWORKING OPPORTUNITIES

Students from around the world interact with each other and their professors through the online Forum



Anaheim University
Kisho Kurokawa Green Institute

EDUCATIONAL OBJECTIVES

The MBA in Global Sustainable Management trains its students in communication skills, the use of technology as a tool of effective management, ethics, analytical skills and the functional fields of business, leadership, teamwork and supervision, and the so-called “three Ps” of people, profit and planet. This Green MBA program prepares graduates to be global business leaders who will contribute to the development of sound economic and public policy in a globally competitive world.

Upon successful completion of the MBA in Global Sustainable Management program, students will be able to:

- Discuss current conceptual and theoretical models, issues, and concerns in international business administration;
- Describe current practices, issues, and concerns in international business administration;
- Shift their thinking from managing the internal aspects and direct linkages of the corporation to assuming broader responsibilities for the entire enterprise which includes the practices of suppliers and their suppliers, customers and their customers, stakeholders, and those who dispose of or recycle/refurbish a product at the end of its useful life;
- Articulate the vision of the triple bottom line to business stakeholders and conduct triple bottom line audits and reorganizations;
- Systematically investigate sustainable marketing issues in the context of environmental impact in both a domestic and an international context;
- Develop a shift in paradigm of business thinking as a means of establishing sustainable marketing strategies;
- Outline an approach to sustainability for small companies and for governmental and nongovernmental organizations;
- Evaluate business issues within the context of ethics and social sustainability, and specify the kinds of laws, regulations and professional rules that bear on ethical decision-making;
- Describe the purpose and benefits of strategic planning in order to keep a corporation on its path to sustainability

CURRICULUM

Anaheim University's Online MBA in Global Sustainable Management degree program is comprised of 12 courses (6 weeks each). Students complete 6 core courses, 4 specialized courses (including a required Sustainable Management Capstone course), and 2 elective courses. Students have the option of enrolling in one course, several courses or the entire MBA program.

CORE COURSES

- BUS 510 International Economics
- BUS 520 International Human Resource Management
- BUS 530 International Accounting
- BUS 540 International Marketing
- BUS 550 International Management
- BUS 560 International Finance

KISHO KUROKAWA GREEN INSTITUTE SPECIALIZED COURSES

- BUS 535: Triple Bottom Line Accountability & Management
- BUS 545: Green Marketing & Environmental Product Design
- BUS 555: Corporate Social Responsibility & Ethics
- BUS 565: Sustainable Enterprise Development & Leadership
- BUS 615: Sustainable Management Capstone

AKIO MORITA SCHOOL OF BUSINESS ELECTIVE COURSES (CHOOSE ONE)

- BUS 542 International Business Law
- BUS 570 Intercultural Communications
- BUS 572 Seminar in International Business
- BUS 575 Supply Chain Management

CARLAND ENTREPRENEURSHIP INSTITUTE ELECTIVE COURSES (CHOOSE ONE)

- ENT 500: Entrepreneurial Innovation
- ENT 540: Entrepreneurial Forecasting and Planning
- ENT 560: Intellectual Property
- ENT 580: Entrepreneurial Strategy

Note: Books & materials will be extra, and are expected to average U.S. \$200 per course. Masters students are also required to have a reserve fund of \$1,500 for research materials. Refer to the Policies & Procedures catalog for details.

Please see the refund policy in the Policies & Procedures catalog.

Pay for only one course at a time, or receive a 10% discount on tuition by paying 100% of program fees at the time of enrollment.

US Military: Anaheim University's programs are approved for VA benefits.

Payments can be made by check, credit card (Visa, MasterCard, American Express or Discover), money order or bank transfer. Tuition may be paid on a course-by-course basis. The application fee must be paid at the time of application, and prior to beginning the first term, students must pay the registration, tuition, and records fee. For the remaining eleven terms, students must pay the tuition and records fee.

* The Student Tuition Recovery Fund (STRF) is administered by the California BPPE and applies only to California residents. The STRF fee is currently fifty cents (\$.50) per one thousand dollars (\$1,000) of institutional charges. 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.

MBA in Global Sustainable Management Degree Program Fees	
Application Fee (Non-Refundable after 7 days)	\$ 75
Registration Fee (Non-Refundable after 7 days)	\$ 100
STRF Fee* (Non-Refundable, CA Residents Only)	\$ 8
Per Course Fees	
Tuition Fee (\$375 per credit x three credits):	\$1,125/ course taken
Records Fee	\$ 200 /term
Per Course Fee Total	\$1,325
Transfer Credit Fee	\$ 75/course (optional)
Replacement Diploma	\$ 200 (optional)
Replacement Cover	\$ 75 (optional)
Course Completion Letter	\$ 35 (optional)
Degree Program Total	\$16,075**

PROGRAM FEES

MBA IN GLOBAL SUSTAINABLE MANAGEMENT REQUIREMENTS AND SATISFACTORY ACADEMIC PROGRESS

Students in the Green MBA program take 12 courses, for a total of 36 units (12 courses, 3 units each). Each course is 6 weeks long. Students must maintain a 3.0 grade point average (GPA) in order to graduate from the program. Any students whose GPA falls below a 3.0 will be put on Academic Probation and given two terms to bring his/her GPA back to a 3.0 level. Students who earn a grade lower than an 80% (a "C," "D," or "F") on any given course must repeat the course. The schedule is set each year and typically announced in the Fall. Failure to take an available course when one is offered may prevent a student from completing his/her program in the allotted time. The maximum time allotted for completion of the Green MBA program is 3 years. Students who have not completed their programs within the maximum allotted time are subject to academic dismissal. Students who need additional time must receive permission from the Dean or Program Director.

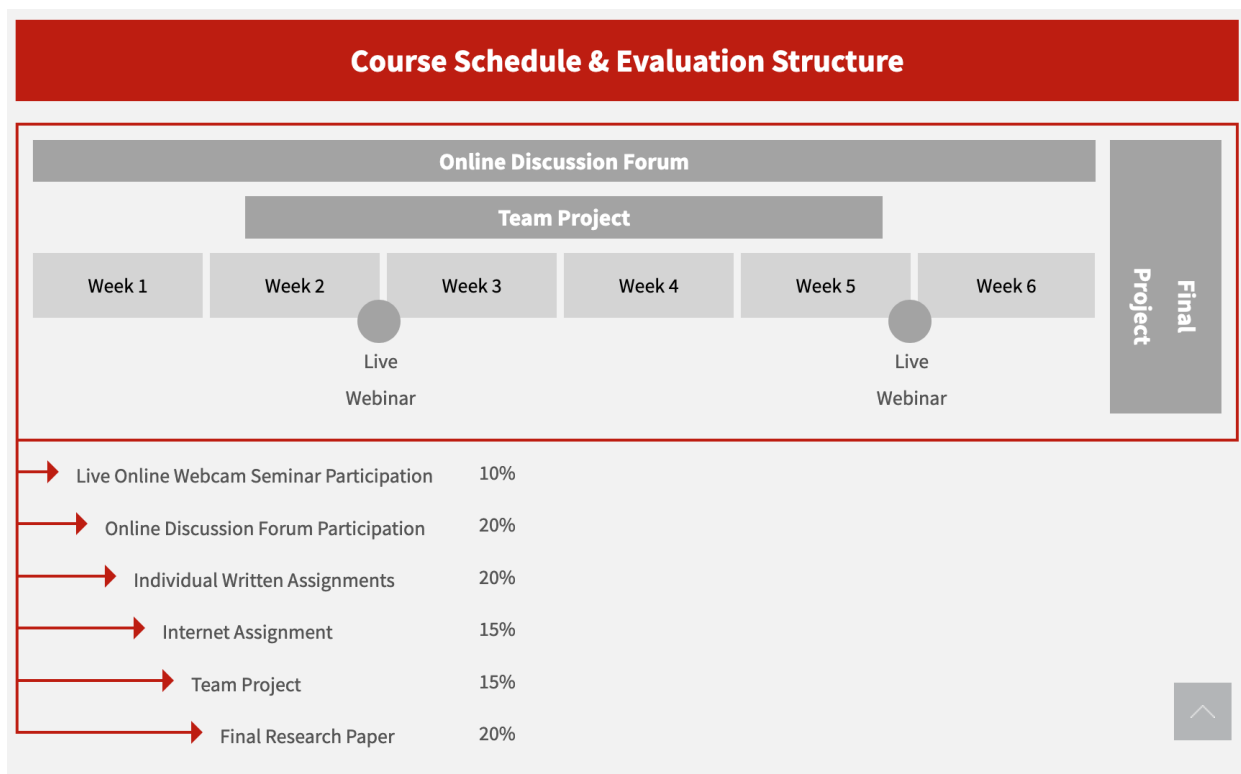
Students in the MBA in Global Sustainable Management program must complete a Sustainable Management Capstone as the final component of their program. For this capstone requirement, students learn how to develop a management plan for sustainability; evaluate how to find appropriate ways to impact systems; and perform analysis of systems and create a vision for the future. Students must earn a final grade of 80% or higher in the Sustainable Management Capstone course in order to graduate.

PROGRAM STUDY SUGGESTIONS

(total 22.5 hours a week for six weeks)

- Look briefly through the set readings, the weekly assignment questions, and any other assignments for the week. (.25 hours)
- Complete weekly reading assignments, making notes on the assignment questions as you do. (4 hours)
- Complete individual weekly written assignments. (3 hours)
- Review weekly Online Discussion Forum questions and research potential answers. (2.75 hours)
- Discuss the Online Discussion Forum questions with other students via the Online Discussion Forum. (3 hours)
- Preparation for and participation in real-time online class and review transcripts and make notes. (1.5 hours)*
- Preparation for and participation in team projects. (2 hours)*
- Conduct library/internet research, further reading and note taking to complete course projects. (6 hours)

*Note: In weeks when no real-time online class or team project is assigned, study time should be spent on library/internet research, further reading and note taking. For courses including a proctored examination, study schedule will vary.



COURSE DESCRIPTIONS

AKIO MORITA SCHOOL OF BUSINESS COURSES

BUS 510 INTERNATIONAL ECONOMICS

Economics is an important subject that affects the way we live in not only the United States but internationally for countries who use the market system to determine the allocation of resources in their society. The aim of this course is to help students understand the operation of a market system in an international setting and to explore the nature and organization of various societies and the arguments underlying many of the great global public issues of the day in an international setting, and to understand the operation and behavior of international business firms and other decision-making entities through the study of the principles of international economics useful to students in the international MBA program.

BUS 520 INTERNATIONAL HUMAN RESOURCE MANAGEMENT

Human beings are the most crucial components of any organization as all other company assets are always subject to human decisions. Recruitment, management and training of the workforce are then crucial tasks that contribute to the company's success and can even be decisive for its survival. This is true whether we are considering domestic companies or international companies. This course focuses on the study of human management principles as they reflect on the basic assumption of treating employees as investments benefiting a company in the long run from the international perspective. The class is designed as an overview of traditional functions of international human resource (IHRM) management and an examination of its governing mechanisms contributing to the success of an organization. Compensation, staffing, training, labor relations and employee performance evaluation are studied from an international perspective among other aspects of international human resource management.

BUS 530 INTERNATIONAL ACCOUNTING

In our increasingly globalized world, accounting students need to understand the main features of financial reporting practices as they differ in different countries so that they will be able to distinguish accounting and reporting differences that would otherwise give rise to problems for report readers. It is also vitally necessary to understand the ongoing efforts to harmonize standards using International Financial Reporting Standards (IFRS). The course aims to give participants a thorough grounding in the key principles of accounting while enabling them to understand the major features of the international IFRS standards. The course shows the links between accounting statements, valuation methods and investment analysis. The course also reviews important technical areas of differences among accounting systems such as inventory valuation, the use of reserves, consolidations, and taxation of income. The student will be able learn to identify problems in international harmonization while appreciating the capital market efficiencies to be gained from harmonization of international accounting standards.

BUS 540 INTERNATIONAL MARKETING

International Marketing frequently requires major changes in how organizations conduct business in a global marketplace. It is a necessity for today's business leader to be aware of the implications of marketing strategies and how they are employed in different countries with different cultures. This course focuses on identifying and meeting the needs of specific international target markets through close interaction with managers from other functional areas, such as promotion, finance, accounting and human resources.

BUS 550 INTERNATIONAL MANAGEMENT

We are observing a fundamental shift in the nature of geopolitics. No longer will global business leaders focus on one or two stock markets, currencies, economics or political leaders. Today's business environment is far too complex and interrelated for that. Nation states and multinational corporations will remain both powerful and important. Global networks comprising technological, entrepreneurial, social and environmental interest groups will remain powerful. Future economic and business endeavors will increasingly be characterized by a search for common ground, productive partnerships, and mutual benefit. This course will focus on developing a deeper understanding of how and why management practices and processes can differ around the world, and the development of the skills necessary to function successfully in this international business environment.

BUS 560 INTERNATIONAL FINANCE

This course covers material essential to a comprehensive understanding of international financial management. Topics will include, but not be limited to, foreign exchange markets, the global cost of capital, corporate strategy and foreign investment and multinational capital budgeting.

BUS 542 INTERNATIONAL BUSINESS LAW & PRACTICE

This course provides a comprehensive coverage of the legal, cultural, political, economic and ethical issues faced by global business managers. An understanding of these issues is enhanced through the use of real-world examples, cutting edge cases, managerial problems, and ethical issues.

BUS 570 INTERCULTURAL COMMUNICATIONS

Intercultural communication is international communication across national boundaries involving many different cultures. There is a wide range of communication problems that naturally appear when one moves across national boundaries, and within organizations which are made up of individuals from different countries representing different religious, social, ethnic, and educational backgrounds. Intercultural communication seeks to understand how people from different countries and cultures behave, communicate and perceive the world around them quite differently. From a management perspective, it studies situations where people from different cultures interact in a business environment. The purpose of this course is to gain an understanding of the variations in language, customs, social attributes, thought patterns, and other aspects of cultures of different groups of people. An understanding of intercultural communication is essential for the conduct of international businesses. It is the purpose of this course to provide this understanding.

BUS 572 SEMINAR IN INTERNATIONAL BUSINESS

Successful managers in a world of global competition must have an array of skills, talents and abilities at their disposal. This course uses extensive examples to illustrate the vibrancy and challenge of international business. Coverage of relevant topics includes the degree of geographical literacy necessary to succeed in international markets, which is frequently overlooked in more traditional courses.

BUS 575 SUPPLY CHAIN MANAGEMENT

Supply Chain Management involves the flows of materials and information among all of the firms that contribute value to a product, from the source of raw materials to end customer. The goal of this course will be to help students understand the strategic importance of good supply chain design, planning, and operations for every firm, to provide students with the use of key drivers on a conceptual and practical level to improve supply chain performance, and to give students a solid understanding of analytic methodologies for supply chain analysis necessary to achieve significant increase in performance.

KISHO KUROKAWA GREEN INSTITUTE COURSES

BUS 535 TRIPLE BOTTOM LINE ACCOUNTABILITY & MANAGEMENT

The Triple Bottom Line Accounting and Management course is an expanded version of accounting for corporate activity. Contemporary society has moved away from the mere financial bottom line to a higher level of social responsibility where we account for the true social impact of our business activity. Through this expanded version of accounting and accountability, social and environmental impact is added to the equations. Thereby the report of corporate activity and management comprehensively reflects a true bottom line. The three prongs of the true bottom line become clear: economic prosperity, environmental quality and social justice. This course provides the basis for business students to go forward and determine the true social effects of the businesses they are working for and to manage for the future.

BUS 545 GREEN MARKETING & ENVIRONMENTAL PRODUCT DESIGN/RECYCLING

Green Marketing & Environmental Product Design/Recycling is a course structured around the traditional “4Ps” of marketing and explains how marketing mix decisions can and do influence environmental outcomes. Throughout the course, the emphasis will be on the conversion of consumption systems to a sustainable paradigm that represents a circular use of resources, not the linear approach (materials >products >consumption >disposal) that leads to the pollution of ecosystems. The major theme of the course is that marketers can reinvent strategy and craft “win-win-win” solutions, where customers win (obtaining genuine benefits), organizations win (achieving financial objectives), and ecosystems win (ecosystem functioning is preserved or enhanced).

BUS 555 CORPORATE SOCIAL RESPONSIBILITY (CSR) & ETHICS

Corporate Social Responsibility and Ethics is a comprehensive study of the core issues for business in the questions of sustainability, social responsibility and ethics. The course introduces the student, not only to relevant issues, but the views of corporate stakeholders. Approaches for presenting and carrying out a program of sustainability are presented, including strategic planning, targets, goals and alternative approaches. A principal part of the course is

devoted to the ethics of business and issues of transparency, including discussion of the social impact of non-ethical and non-transparent business practices. Case studies, a team project and practice assignments assist in presenting these themes on a practical level. The course concludes with information and discussion on trends in sustainability and business ethics. A principal goal of the course is to show that community engagement and the maximization of profit/ shareholder value are not mutually exclusive, but mutually reinforcing.

BUS 565 SUSTAINABLE ENTERPRISE DEVELOPMENT & LEADERSHIP

Sustainable Enterprise Development and Leadership is a course which provides a comprehensive and practical analysis of what sustainable business development is and how companies can use it to make a significant difference. Sustainable development involves articulating, integrating and achieving social, economic, and environmental objectives, and initiatives to protect humankind and the natural world from destructive behaviors. Sustainable business development is a holistic management approach which includes the entire value-added system from the origins of raw materials, to production processes, to customer use, to product end of useful life. Sustainable outcomes are those that balance the performance objectives of the present with the needs and expectations of the future. To achieve these outcomes, there must be a profound change in strategic thinking, leadership and the management of businesses.

BUS 615 SUSTAINABLE MANAGEMENT CAPSTONE

This final, summative experience is the cumulation of the MBA in Sustainable Management and a capstone to the educational program. Students will develop a sustainable management plan for a company, using original market and industry research. This management plan will be comprehensive and cover all aspects of sustainability, including resources, case statements, financing strategies, potential partners, and a final action plan. Upon completion, students will be able to understand how to develop a management plan for sustainability; evaluate how to find appropriate ways to impact systems; and perform analysis of systems and create a vision for the future.

CARLAND ENTREPRENEURSHIP INSTITUTE COURSES

ENT 500 ENTREPRENEURIAL INNOVATION

This course is imperative to successful entrepreneurial ventures. The ability to differentiate oneself from the competition is paramount. Each of us has the gifts for innovation, but we are often loath to use them as risk always accompanies innovation. Some are more comfortable with risk than others, thus understanding the personality of entrepreneurs enables us to use the gifts of others to our advantage. Unfortunately, the emphasis on “right answers” and “minimizing risk” causes many of us to react cautiously in the workplace where compensation and rewards are applied for convergence rather than divergence, no matter the outcome. This course helps us to find out about ourselves, helps us to understand how others think and react, helps us to practice creative exercises which can open our minds to new possibilities, helps us to understand why some companies are more innovative than others and discusses what might be accomplished in the creative environment.

ENT 540 ENTREPRENEURIAL FORECASTING

The objective of this course is inculcate in students an understanding of the forecasting and budgeting process and for students to learn how to prepare sales forecasts for new and for existing ventures, to prepare variable and fixed cost budgets to support the sales forecast, and how to document and support the resulting forecasts, and how to prepare cash flow forecasts and determine startup costs for a new venture. Students will develop higher-level critical thinking skills, evidenced by analysis, evaluation, and synthesis.

ENT 560 INTELLECTUAL PROPERTY

The objective of this course is to inculcate in students an understanding of the value of intellectual property to an entrepreneurial venture and for students to learn how to create, protect, and preserve intellectual capital. Students will develop higher-level critical thinking skills, evidenced by analysis, evaluation, and synthesis.

ENT 580 ENTREPRENEURIAL STRATEGY

The objective of this course is to inculcate in students the strategic skills which are required to support the ongoing development of strategy and distinctive competencies, the vision required to support effective environmental scanning, and the knowledge required to plan for harvesting/succession and to design and create innovative and effective entrepreneurial compensation plans. Students will develop higher-level critical thinking skills, evidenced by analysis, evaluation, and synthesis.

ONLINE LEARNING RESOURCES

AU ONLINE CLASSROOMS

Anaheim University students in the International MBA meet via webcam in real-time interactive online classes with their professors and fellow students for 90 minutes twice during a six-week course: at the end of the first and fifth weeks of the term. Chat transcripts and audio/video of all online classes are recorded and posted allowing students to stay focused on the live discussion during the class, and the opportunity to review the class discussion afterwards. These classes are usually held on Friday evenings US time which is Saturday morning in Asia. Real-time class recordings may be accessed through the AU Online System for students who are unable to attend class or simply wish to review their class notes. Such transcripts may be viewed online at anytime or printed out in a neat, convenient format - the perfect alternative to distracting note taking during class.

AU ONLINE DISCUSSION FORUM

The Online Discussion Forum is an electronic bulletin board and e-mail list facilitating lively communication and interaction among students and their professor. When a student posts a message to the Forum, the message is automatically redistributed to the professor and all other students in the course, allowing students to discuss the week's readings in their free time. A weekly Student Host directs students to perform certain tasks as outlined in the online Course Guide. The Online Discussion Forum plays an integral part in AU's online programs by facilitating the out-of- class interaction between students necessary for an effective exchange of ideas. The AU Online Discussion Forum ensures that learning and interaction does not end when the real-time class does.

ONLINE BOOKSTORE

The Online Bookstore is the one-stop source for textbook and course material needs. Designed for students to buy textbooks based on their course schedule, track their textbook orders, and sell their textbooks back from a previous semester, the Online Bookstore offers money-saving used books, multiple shipping options, and access to hundreds of academic items related to your studies. In an effort to provide additional savings, textbooks or course materials may be available for purchase in an electronic format. Purchases will be subject to the refund policy of the bookstore.

LIBRARY

Anaheim University requires all of its students to make extensive use of library facilities and resources in the course of their program. The University's online resources provide a major boost in assisting and supporting a student's academic work. The login ID and password provided by the University to the student upon enrollment will provide the student access to the online resources. Anaheim University makes certain provisions in order to provide access to library resources and library services for all students enrolled directly through Anaheim University. However, students enrolled in Anaheim University's online graduate degree programs are required to have an additional reserve fund to be used for the purchase of journals and research - materials that will aid them in their studies by providing information specific to their unique areas of interest and research - and to provide access to software and other resources that may help them in the completion of their studies. The research reserve fund is \$1,500 for master degree students and \$2,000 for doctoral students to be used over the duration of their program. Note: Students are not required to spend the entire research fund - only that amount necessary in order to carry out their research.

AU ALUMNI ASSOCIATION

Upon completion of their chosen programs of study, AU graduates have the privilege of becoming part of the university's Alumni Association. The AU Alumni Association is a highly regarded online network established to ensure that an AU graduate's learning never ends. The Alumni Association is an excellent way to network with other professionals in your field and keep abreast of recent developments. Members have access to the most recent updates regarding the latest news from the field, important events, suggested readings, cutting edge information and professional career opportunities

STUDENT SERVICES AND TECHSUPPORT

The policy of Anaheim University is "Students First, Always" and Anaheim University's Student Services staff is committed to providing students with the administrative services they need for course registration, textbook ordering, graduation, etc. Technical issues are addressed by the TechSupport Division of the University.

GRADUATION STORE

Alumni of Anaheim University have the opportunity to show Anaheim pride by ordering Anaheim University graduation rings and diploma frames online.

ANAHEIM UNIVERSITY AKIO MORITA SCHOOL OF BUSINESS FACULTY

ROBERT ROBERTSON, PH.D.

DEAN OF THE AKIO MORITA SCHOOL OF BUSINESS AND PROFESSOR

Dr. Robert Robertson holds a Massachusetts Institute of Technology (MIT) Sloan School of Management Executive Certificate in Innovation and Strategy, Ph.D. in Management and Organization (Stirling University, Scotland); Post-Doctoral Professional Certificate, International Business and Leadership (Argosy University); Post Graduate Diploma in International Management-China (University of London); Master of Studies in Law (Vermont Law School); Master of Public Administration (Dalhousie University, Canada); a Master of Arts (Eastern Kentucky University) and a Bachelor of Science (East Tennessee State University). He has more than 15 years of experience in academia as a Vice President of Academic Affairs, Dean of Business and MBA program director in the United States and in Kazakhstan. Dr. Robertson was selected by the United States Department of State Bureau of Educational and Cultural Affairs to the Fulbright Specialist Program. He has served as the Chief Academic Officer and Research Fellow at the University of Phoenix's Center for Workforce Diversity, Central Florida campus in Orlando, Florida. Dr. Robertson is a Visiting Full Professor at the University of Ljubljana in Slovenia, Faculty of Economics; and, he serves as a Scientific Adviser to the Global Universities in Distance Education (GUIDE) association headquartered at Marconi University, Rome, Italy. He is an invited speaker on international business, strategy, online education and workforce training; and he regularly lectures in China, Taiwan, Vietnam, Kazakhstan, Europe, Brazil and the United States. In the public sector, he has more than 20 years of management experience including serving as the City Manager for the City of Hamilton, Ontario in Canada with more than 8,500 employees and a budget in excess of one billion dollars.

ANDREW E. HONEYCUTT, DBA PRESIDENT AND PROFESSOR

Dr. Andrew E. Honeycutt, President of Anaheim University, is the recipient of a Harvard University Doctor of Business Administration (DBA) degree in Marketing and a Boston University Masters in Business Administration (MBA) degree in Organizational Behavior. Dr. Honeycutt has served as Dean of the College of Business and Technology of Argosy University Atlanta, Distinguished Fellow in Business Management at Shorter University, Vice Chairman of Edgenics, Inc. and Senior Partner of the Center for Collaborative Learning and Coaching. As a business professor and school of business administrator, he has been instrumental in the development of cooperative relationships with major companies - Colgate Palmolive, Dupont, Gulfstream Corporation, Savannah Foods, Simmons First National Bank, SC Johnson Wax, and others. He leveraged his experience with major corporations to assist students in achieving success by developing a success resource entitled CEO Success Letters: A Resource for Career and Life. The book was an outcome of a "Fortune 500 CEOs Success Advice Project" designed to provide business career success advice to students. His much-utilized business expertise is evidenced by his service on business and governmental advisory boards and boards of directors. He has also served on the advisory boards of the Winthrop Rockefeller Foundation (Small Business Strategic Planning), the Ewing Marion Kauffman Foundation (Entrepreneurship Education) and the National Board of Directors of SCORE.

WILLIAM HARTLEY, PH.D. PROFESSOR AND PRESIDENT EMERITUS

Holding a bachelor's degree, three master degrees, and a Ph.D. from the University of Colorado, University of California at Berkeley and University of Wisconsin respectively, Dr. Hartley's background is a combination of education, private sector work, teaching and consulting. Dr. Hartley has had a variety of jobs from administrative manager of the R&D division of a Fortune 500 company to the executive training program of Ford Motor Company in Detroit, Michigan, as well as owning and operating an art gallery for a period of 12 years. In addition to many years teaching at the undergraduate level, Dr. Hartley has taught in MBA programs for 18 years at both Niagara University and Embry-Riddle Aeronautical University, and has taught on-line courses for the State University of

New York. In the area of consulting, Dr. Hartley has worked primarily in management development and in strategic management consulting activities.

CARYN CALLAHAN, PH.D. PROFESSOR

Holding a Ph.D. in East Asian Languages in Civilizations with a specialization in Japan from Harvard University, and an MBA specializing in Finance-Accounting from the University of California Los Angeles (UCLA), Dr. Caryn Callahan is a former Vice President and International Equity Analyst for Merrill Lynch Japan as well as Financial Analyst for W.R. Grace & Co.. A professor of Anaheim University's Akio Morita School of Business, Dr. Callahan has also taught courses in Corporate Finance, International Business, Organizational Behavior, and Management at Chaminade University in Hawaii. Dr. Callahan was chosen as number one analyst for the Japanese consumer electronics industry by Euromoney magazine and has been quoted in the New York Times, Wall Street Journal, Business Week, and Fortune magazine.

CARLOS AQUINO, PH.D. PROFESSOR

Holding a George Washington University MS in Structural Engineering and a University of Sao Paulo Ph.D. in Sciences and Technology, Dr. Carlos Tasso Eira De Aquino is an accomplished senior executive and educator combining over 25 years of experience in leadership and scholarship in Business, Education, IT, and Engineering. Dr. Aquino has accumulated achievements and recognition as Executive-Director, Senior Director, Project Manager, Provost, Dean of Business, Dean of Accreditation, among other capacities in organizations in the USA and abroad, with followers that encompassed a clear diversity of cultures. Before moving to the United States in 2008, Dr. Aquino was responsible for directing a country-wide program, sponsored by the Brazilian Ministry of Science and Technology, focused on improving energy usage. Dr. Aquino prepared the Brazilian version of many business books, published by Pearson Education, Cengage Learning and McGraw-Hill, authored a book on Adult Higher Education (How to Learn: Andragogy and Learning Skills) for Pearson Education in Brazil. Along his career, he has presented more than 45 articles in peer-reviewed conferences and published more than 40 papers in refereed journals and conference proceedings. Since 2014, he had 15 papers presented in venues such as Western Academy of Management, ACBSP, and GUIDE (Global Universities in Distance Education) Conferences and had 6 papers published in peer-reviewed journals.

MICHAEL AUBRY, DBA PROFESSOR

Holding a Doctor of Business Administration with a specialization in International Marketing from Alliant International University, an MBA from National University and a Bachelor of Science degree from San Diego State University, Dr. Michael Aubry has held a number of accounting positions and has taught accounting, entrepreneurship, economics, management and business-related courses. He has served on the Business Education Statewide Advisory Committee for the Academic Senate for California Community Colleges, and the State of California's Business Industry Collaborative.

BARI COURTS, PH.D. PROFESSOR

Dr. Courts holds a Ph.D. from Capella University in Organizational Management and an MBA in Management from the University of Cincinnati. He also holds a BS in Mathematics from Kenyon College. He has spent time in the insurance industry and has held the position of project manager for a major ERP software implementation. Dr. Courts has enjoyed teaching abroad, especially various courses in International Business, including e-Commerce, Economics, Management, Organizational Behavior, Research Methodology, and Statistics. Locally Dr. Courts is also a business owner of a small self-storage business in Cincinnati.

ROBERT DIOTALEVI, J.D. PROFESSOR

Dr. Robert Diotalevi, Esq., LL.M., is serving in his 17th year as Associate Professor of Legal Studies at Florida Gulf Coast University in Fort Myers, Florida. He was the founding Legal Studies Program coordinator. He has been a lawyer for 33 years as a member of the Massachusetts and Florida bars. He possesses 4 degrees and has been internationally published with over 80 manuscripts in print. In 2009 Dr. Diotalevi had a book published by Cengage. It is entitled "The Florida Paralegal." As an academician since 1985 he has instructed over 400 courses. Dr. Diotalevi was a professional broadcaster for 8 years and held managerial positions in radio news and production. Dr. Diotalevi's works have been published in SMU School of Law's Computer Law Review and Technology Journal, The Online Journal of Distance Learning Administration, The Paralegal Educator, The Journal of Paralegal Education and Practice and The National Paralegal Reporter.

HOWARD FREDERICK, PH.D. PROFESSOR

After earning his bachelors' degree at Stanford University, Dr. Howard Fredrick received his master's degree from San Francisco State University and his Ph.D. in International Economics and Relations from The American University. A recognized multilingual authority in the fields of business entrepreneurship and innovation, economic development, new technologies and sustainability, Prof. Frederick researches and teaches entrepreneurship, incubation, social development, climate change entrepreneurship, and strategy at Plymouth State University. He is the author of 197 journal articles and books with 20+ years-experience in teaching, executive education, research business development, entrepreneurship and multimedia communications and 15 years-experience as a company director. He has owned four businesses and received over \$1,000,000 in external grant funding. He is a motivated researcher and practitioner whose expertise encompasses the private and public sectors within Mexico, Australia, Samoa, Tonga, Malaysia, Indonesia, Thailand, China, Hungary, Germany, Austria, Brazil, Ecuador, and Colombia. Dr. Howard Frederick is a dynamic teacher with high student evaluations, whose keen insight of worldwide markets, economic trends and political climates, inspires students to successfully enter the global marketplace.

PERRY HAAN, DBA PROFESSOR

After earning his Bachelor of Business Administration (BBA) from The Ohio State University, Dr. Perry Haan earned his Master of Business Administration (MBA) from Xavier University and his Doctor of Business Administration (DBA) from the University of Sarasota. Professor Perry Haan has worked as a faculty member and administrator in higher education since 1986. He was won teaching awards at three different institutions of higher learning and taught in eight countries outside the U.S. In 2010, he was awarded a Fellowship by the International American Association of Financial Management for his teaching and academic work in international markets. He has authored or co-authored over 90 peer-reviewed articles that have appeared in conference proceedings and journals, including the Journal of Marketing in Higher Education and the International Journal of Sports Marketing & Sponsorship. He co-authored a textbook, Practical Statistics for Business. His research interests include entrepreneurship, international business, ethics, sales and sales management, education marketing, sports marketing, and leadership.

SCOTT A. HIPSHER, PH.D. PROFESSOR

After earning his BS degree from the University of Maryland Asian Division in Japan, Dr. Scott Hipsher received his MBA from Bangkok University and conducted research in Cambodia to earn his Ph.D. from Capella University in the U.S. His professional experience is also global as the Northeast Thailand Regional Manager for a Dutch-owned export company and the General Affairs Manager for ZOA Thailand. He has taught at a number of universities in Thailand, but primarily at Bangkok University. Dr. Hipsher has written a number of journal articles and conference papers, and is the author of Expatriates in Asia: Breaking Free from the Colonial Paradigm and lead author of The Nature of Asian Firms: An Evolutionary Perspective, both from Chandos Publishing (Oxford).

MARIAH JEFFERY, PH.D. PROFESSOR

Dr. Mariah Jeffery holds a Ph.D. in Operations Research and a Master of Science in Industrial Engineering from the University of Central Florida, and is an APICS Certified Supply Chain Practitioner. She has extensive industry experience, consulting on supply chain management and data analytics for Fortune 500 clients, including IBM, Coca-Cola, General Motors, and the United States Postal Service.

TAMARA MYATT, PH.D. PROFESSOR

Holding a Ph.D. and Masters in Human and Organizational Systems from Fielding Graduate University, Tamara Myatt has spent more than a decade transforming the professional and educational lives of young and disadvantaged people in some of the poorest and most dangerous regions of the world, championing the causes of women, and orchestrating locally and globally scaled initiatives in the business sphere. The specialized focus of her Ph.D. in Human and Organizational Development was in women's entrepreneurship in regions of war. She is currently pursuing advanced studies/research in entrepreneurship in emerging economies, family business, innovation, and enterprise digital transformation. The former Executive Director of Goldman Sachs 10,000 Women in Afghanistan and Chair of Entrepreneurship and Assistant Professor of Small and Medium Enterprises at the American University of Nigeria, Tamara is an internationally recognized pioneer in enterprise development. She has led enterprise development initiatives in nations such as Afghanistan, Nigeria, Pakistan, Bosnia, Kenya, Croatia, Uganda, India, Myanmar, Liberia, and Rwanda.

PATRICIA RAY, J.D. PROFESSOR

An international educator and business lawyer, Dr. Patricia Ray received two law degrees: a Juris Doctor from Duquesne University in Pittsburgh, Pennsylvania and the LLM from the National University of Singapore, as well as a Master of Arts degree in Economics from the University of Pittsburgh and a Bachelor of Science in Mechanical Engineering from Carnegie Mellon University. Dr. Ray has worked as a lawyer for the U.S. International Trade Commission litigating international trade claims and later worked as a private corporate lawyer in New York City and Dallas Texas. From 1991 to 1998, Dr. Ray was Asia General Counsel for Texas Instruments Inc., stationed in Singapore. There she managed the company's business and legal affairs in Asia. More recently, she has been teaching business law subjects worldwide in programs sponsored by the World Bank and United Nations. These courses include intellectual property, economic development, as well as commercial and business law topics. Mergers, acquisition and negotiations have been a part of Dr. Ray's international business experience with Texas Instruments. She has also served as an expert consultant for other companies undergoing merger activity, including Exxon Mobil, Parametric Technologies, Loral Cyberstar, and Rockwell International.

KWOK SHUM, PH.D. PROFESSOR

After earning a Stanford University Master of Science in Engineering degree, Dr. Kwok Shum received his Ph.D. in Management of Technology from the Tokyo Institute of Technology. Dr. Shum's research and teaching interests lie in new technologies, renewable energy industry and deployment, the business of renewable energy and clean technologies. Dr. Shum has taught at Hong Kong University of Science and Technology and conducted workshops for the Clinton Foundation's C40 Large Cities Climate Summit, Tokyo Institute of Technology and Hong Kong Baptist University. He has served as a Reviewer for the International Journal of Innovation Management and the International Journal of Hydrogen Energy and has served as the Academic Committee Chairperson for the Technology and Management Sustainability Business Plan Competition organized by the University of Illinois Urbana Champagne, Seoul National University, the University of Sao Paulo, Hong Kong University of Science and Technology and London South Bank University.

STAVROS SINDAKIS, PH.D. PROFESSOR

With both a Ph.D. and MBA in Strategy, Enterprise & Innovation from the University of Portsmouth, Dr. Stavros Sindakis has made significant contributions to these fields through his research and publications on entrepreneurship and business innovation including his books *Entrepreneurial Rise in Southeast Asia*, and *Analytics, Innovation and Excellence-Driven Enterprise Sustainability*, with his third in progress. Dr. Stavros Sindakis is an educator, advisor, mentor and innovator in the fields of business innovation, management, entrepreneurship, and service design and development. As an educator, he has taught in several different countries at both the undergraduate and postgraduate levels and held a variety of advisory and mentoring positions for students and faculty at numerous schools including the Institute of Enterprise and Entrepreneurs and Laureate Online Education.

BARBARA SON, PH.D. PROFESSOR

Holding a Ph.D. in Urban Business Economics from Portland State University, and a Masters in Urban Affairs with a concentration in Technology, Business, Economics, and Public Administration from Boston University, Dr. Barbara Son is well-experienced in the field of online education and has taught global management at Boeing in Long Beach, DBA at University of Sarasota/Argosy University, MBA at Pepperdine University, operations management at California State University, Northridge, and entrepreneurship and economics at California State University, Los Angeles, as well as served as a site reviewer for the California Bureau for Private Post-Secondary and Vocational Education. Professor Barbara Son has taught online courses in Data Analysis, IT Management, Global Economics, and Innovation & Entrepreneurship at Anaheim University. Her corporate experience includes positions at Pressure Profile Systems, Inc, Medical Tactile Imaging, Inc., and Go Smart, Inc. providing services to the U.S. Army, National Institute of Health (NIH), Johnson and Johnson Corporation, and university research labs., as well as serving as Vice-President/Co-Founder of the International Association Management Group. She has also been active in scholarly research and has published papers through highly regarded publishers including SAGE and SPRINGER. She is the recipient of the Professor of the Year Award in 2005. She likes to remind herself of the Ralph Waldo Emerson quote, "What lies behind us and what lies before us are small matters compared to what lies within us."

MICHAEL SUTTON, PH.D. PROFESSOR

Holding a Ph.D. from McGill University and a Bachelors in Management Sciences from the University of Waterloo, Dr. Michael Sutton has been recognized with numerous academic awards, including Westminster College's Faculty & Staff Peer Award, the Gore School of Business - Excellence in Scholarship, and Kent State University's Assoc. Provost, Faculty Affairs & Curriculum Teaching Excellence. He is widely published in both the academic and practitioner community and has been invited to judge numerous International Game Competitions because of his specialty in experiential and game-based learning.

JOHN WANG, PH.D. PROFESSOR

Dr. John Wang received a scholarship award to complete his Ph.D. in Business Administration at Temple University, after earning his M.S. in Systems Engineering from Harbin Institute of Technology. In addition to serving as a professor at Anaheim University, Dr. John Wang is a professor in the Department of Information and Decision Sciences at Montclair State University. Professor Wang has published over 100 refereed papers and six books. He has served as session chairman and track chair 17 times on the most prestigious international and national conferences. He has also developed several computer software programs based on his research findings. He is on the editorial board of the International Journal of Cases on Electronic Commerce and has been a guest editor and referee for Operations Research, IEEE Transactions on Control Systems Technology, and many other highly prestigious journals.

SARA WILLOX, PH.D. PROFESSOR

Dr. Sara Willox earned an MLA degree in Sustainability from Harvard University, an MBA from Upper Iowa University and a Ph.D. in Organization and Management from Capella University. She also completed two BS degrees from the University of Wisconsin-Madison. Dr. Willox has been teaching online courses and face to face courses in business, leadership, and psychology since 2010, and served as the department chair in business and technology for Edgewood High School. She publishes and presents at professional and academic conferences. Dr. Willox has professional experience in nonprofit management, human

resources, operations, and development. She has held the positions of director of operations and development, department chair, human resources director, and program director. In addition, Sara does independent consulting with individuals and companies including nonprofit and corporate organizations, Grammy Award-winning artists, state government officials, and educational institutions.

JIM CARLAND, PH.D.**CARLAND ENTREPRENEURSHIP INSTITUTE DIRECTOR EMERITUS**

Dr. Jim Carland holds a Ph.D. in Management Policy and Systems from the University of Georgia as well as an MBA from Western Carolina University. He has held Certified Management Accountant (CMA), Certified Public Accountant (CPA) and Certified Valuation Analyst (CVA) qualifications. He has published more than 70 articles in scholarly journals, 200 articles in conference proceedings, and a dozen books. He is among the best-known scholars in the entrepreneurship discipline in the world, with over 3,500 citations of his work in Google Scholar. Dr. Carland has taught for more than 30 years and has been the recipient of many teaching awards and recognitions. He was involved in the development and implementation of the first Master of Entrepreneurship degree program in the U.S. His work was recognized for being the best example of graduate entrepreneurship training by the USASBE in 2005. He is interested in innovation as it relates to entrepreneurship. He first proposed an inherent link in 1984 in a seminal journal article in the Academy of Management Review. That article became a major factor in the subsequent differentiation of entrepreneurs from small business owners in the literature. Subsequently, he has interviewed, surveyed, and worked with more than 2,000 entrepreneurs.

MESSAGE FROM THE PRESIDENT

As President, it is my pleasure to welcome you to the Anaheim University global online learning community.

At Anaheim University, we offer relevant, application-based programs designed to help you, the student, make an immediate difference in your current employment or future career. If you want an affordable, high quality experience in a globally connected setting, and a diverse faculty deeply engaged in their fields and with lifetime connections to invigorate your drive for success, you are at the right place.

With our experienced faculty and staff, interactive learning environment, and the integration of traditional and innovative learning methods, Anaheim University's mission is to provide exceptional learning opportunities to students who wish to benefit from a proven learning process. Upon completion of your academic program, you will join the worldwide Anaheim University Alumni Association with the many benefits it has to offer.

On behalf of the faculty and staff of Anaheim University, I wish you success in your chosen program of study.

Welcome to Anaheim University.

Andrew Honeycutt
DBA President

About Andrew Honeycutt

Dr. Andrew E. Honeycutt, President of Anaheim University and former Dean of the Anaheim University Akio Morita School of Business, received a Doctor of Business Administration degree in Marketing from Harvard University and a Master in Business Administration degree in Organizational Behavior from Boston University. Dr. Honeycutt has served as Dean of the College of Business and Technology of Argosy University Atlanta, Vice Chairman of Edgenics, Inc. and Senior Partner of the Center for Collaborative Learning and Coaching. As a business professor and school of business administrator, he has been instrumental in the development of cooperative relationships with major companies - Colgate Palmolive, Dupont, Gulfstream Corporation, Savannah Foods, Simmons First National Bank, SC Johnson Wax, and others. His much-utilized business expertise is evidenced by his service on business and governmental advisory boards and boards of directors. He has also served on the advisory boards of the Winthrop Rockefeller Foundation (Small Business Strategic Planning), the Ewing Marion Kauffman Foundation (Entrepreneurship Education) and the National Board of Directors of SCORE.

ANAHEIM UNIVERSITY ADMINISTRATORS AND ADVISORS

ANDREW E. HONEYCUTT, DBA PRESIDENT

Dr. Andrew E. Honeycutt, President of Anaheim University and former Dean of the Anaheim University Akio Morita School of Business, received a Doctor of Business Administration degree in Marketing from Harvard University and a Masters in Business Administration degree in Organizational Behavior from Boston University. Dr. Honeycutt has served as Dean of the College of Business and Technology of Argosy University Atlanta, Vice Chairman of Edgenics, Inc. and Senior Partner of the Center for

Collaborative Learning and Coaching. As a business professor and school of business administrator, he has been instrumental in the development of cooperative relationships with major companies - Colgate Palmolive, Dupont, Gulfstream Corporation, Savannah Foods, Simmons First National Bank, SC Johnson Wax, and others. His much-utilized business expertise is evidenced by his service on business and governmental advisory boards and boards of directors. He has also served on the advisory

boards of the Winthrop Rockefeller Foundation (Small Business Strategic Planning), the Ewing Marion Kauffman Foundation (Entrepreneurship Education) and the National Board of Directors of SCORE.

PETER LANGENBURG, J.D.

CHANCELLOR AND GOVERNMENT AFFAIRS LIAISON

Peter Langenberg, J.D. serves as the Chancellor and Government Affairs Liaison for Anaheim University. He graduated from Princeton University summa cum laude with an A.B., and the University of California, Hastings College of Law with a Juris Doctorate. Peter Langenberg lived in Japan for a number of years, speaks Japanese fluently, and is former Chair of the Los Angeles Nagoya Sister City Affiliation. Mr. Langenberg was admitted to the California Bar in 1977 and serves as Hughes, Hubbard & Reed Senior Counsel. His areas of concentration include General Commercial and Business Law; Corporate Law; Intellectual Property (Trademarks, Copyrights, Licensing); and Employment Law.

ROD ELLIS, PH.D.

VICE-PRESIDENT OF ACADEMIC AFFAIRS

DOCTOR OF EDUCATION IN TESOL PROGRAM DESIGNER

SENIOR PROFESSOR, GRADUATE SCHOOL OF EDUCATION

Dr. Rod Ellis is a world-renowned thought leader in the field of Second Language Acquisition. Prof. Ellis received his Doctorate from the University of London and his Master of Education from the University of Bristol. A former professor at Temple University both in Japan and the US, Prof. Ellis has served as the Director of the Institute of Language Teaching and Learning at the University of Auckland and has taught in numerous positions in England, Japan, the US, Zambia and New Zealand. Dr. Ellis, who is known as an expert in Second Language Acquisition, is author of the Oxford University Press Duke of Edinburgh Award-Winning Classic "The Study of Second Language Acquisition", as well as numerous student and teacher-training textbooks for Prentice Hall and Oxford University Press. Prof. Ellis's textbooks on Second Language Acquisition and Grammar are core textbooks in TESOL and Linguistics programs around the world.

KATE STRAUSS, MA

VICE PRESIDENT OF ADMINISTRATIVE AFFAIRS

Kate Strauss is the Administrative Director at Anaheim University. Ms. Strauss holds a BA in English from Princeton University, and an MA in English from the University of California, Irvine. Ms. Strauss brings over 10 years of experience in the human relations and marketing fields, and has won numerous civic awards in her role as Marketing Director for One Colorado in Old Pasadena, CA for her innovative contributions to cultural life and leadership. She has also enjoyed success using her communication skills as a teacher and training professional for the Orange County Human Relations Council.

ROBERT ROBERTSON, PH.D.

DEAN OF THE AKIO MORITA SCHOOL OF BUSINESS AND PROFESSOR

Dr. Robert Robertson has more than 15 years of experience in academia as a Vice President of Academic Affairs, Dean of Business and MBA program director. He holds a Ph.D. in Management and Organization (Stirling University, Scotland); Master of Studies in Law (Vermont Law School); Master of Public Administration (Dalhousie University, Canada); a Master of Arts (Eastern Kentucky University) and a Bachelor of Science (East Tennessee State University). Dr. Robertson was selected by the United States Department of State Bureau of Educational and Cultural Affairs to the Fulbright Specialist Program. He has served as the Chief Academic Officer and Research Fellow at the University of Phoenix's Center for Workforce Diversity, Central Florida campus in Orlando, Florida. He is an invited speaker on international business, strategy, online education and workforce training; and he regularly lectures in China, Taiwan, Vietnam, Kazakhstan, Europe, Brazil and the United States. In the public sector, he has more than 20 years of management experience including serving as the City Manager for the City of Hamilton, Ontario in Canada with more than 8,500 employees and a budget in excess of one billion dollars.

DAVID NUNAN, PH.D.

PRESIDENT EMERITUS

DESIGNER, MA IN TESOL PROGRAM DIRECTOR, DAVID NUNAN TESOL INSTITUTE

David Nunan, President Emeritus, has been with the California-based institution since its founding in 1996, when he played a central part in the development of the University's ground-breaking interactive online learning system. Dr. Nunan is a world-renowned linguist and best-selling author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning. His ELT textbook series "Go For It" is the largest selling textbook series in the world with sales exceeding 2.5 billion. In 2000, David Nunan served as President of TESOL, the world's largest language teaching association. David Nunan has served as Chair and Professor of Applied Linguistics at the University of Hong Kong since 1994 and has been involved in the teaching of graduate programs for such prestigious institutions as Columbia University, the University of Hawaii, Monterey Institute for International Studies, and many more. In 2002 Dr. Nunan received a congressional citation from the United States House of Representatives for his services to English language education through his pioneering work in online education at Anaheim University, and in 2003 he was ranked the 7th most influential Australian in Asia by Business Review Weekly

HAYO REINDERS, PH.D.

GRADUATE SCHOOL OF EDUCATION CHAIR OF RESEARCH

Holding a Ph.D. in Language Teaching and Learning from the University of Auckland, Dr. Hayo Reinders is also Professor of Education and Head of Department at Unitec in Auckland, New Zealand. His previous positions include Head of Learner Development at Middlesex University in London, Director of the English Language Self Access Centre at the University of Auckland in New Zealand and associate professor at RELC in Singapore. He has worked

with teachers from a large number of countries worldwide and has been visiting professor in Japan, Thailand, Mexico and the Netherlands. Dr. Reinders edits the journal 'Innovation in Language Learning and Teaching' as well as a book series on 'New Language Learning and Teaching Environments' for Palgrave Macmillan. He is Editor of Innovation in Language Learning and Teaching, and Convenor of the AILA Research Network for CALL and the Learner. Dr. Reinders' interests are in technology in education, learner autonomy, and out-of-class learning, and he is a speaker on these subjects for the Royal Society of New Zealand. His most recent books are on teacher autonomy, teaching methodologies, and second language acquisition.

LUKE PLONSKY, PH.D.

GRADUATE TESOL PROGRAM DIRECTOR

Luke Plonsky (Ph.D., Michigan State University) specializes in three main areas of applied linguistics and TESOL: second language acquisition, language pedagogy, and research methods. Recent and forthcoming work in these and other areas can be found in virtually all major journals in the field including Annual Review of Applied Linguistics, Applied Linguistics, Language Learning, Modern Language Journal, Second Language Research, and Studies in Second Language Acquisition and in book chapters published by Cambridge, De Gruyter, Routledge, and Wiley-Blackwell. Luke has also co-authored or edited four books including the best-selling 4th edition of Second Language Acquisition: An Introductory Course. In addition to an accomplished scholarly record, Luke has taught courses in applied linguistics/TESOL as well as English and Spanish as a second language in Spain, The Netherlands (National Graduate School of Linguistics), Puerto Rico (Caribbean University), and in the US at Michigan State University, Arizona State University, and Northern Arizona University.

DAVID DESSER, PH.D.

DEAN, AKIRA KUROSAWA SCHOOL OF FILM

Dr. David Desser is Dean of the Anaheim University Akira Kurosawa School of Film. He is also Professor Emeritus of Cinema Studies, University of Illinois, where he was Professor of Cinema Studies, Comparative and World Literatures, East Asian Languages and Cultures and Research Professor of Communication. He has taught at the University of Michigan, Kansai University in Japan, Hong Kong Baptist University, the University of Pennsylvania, UCLA, Chapman University and the University of Southern California (USC). He received his Ph.D. from USC in the Cinema program with a minor in Japanese.

YUKUO TAKENAKA, CPA

EXECUTIVE STRATEGY ADVISOR

Yukuo Takenaka is Chairman, CEO and President of the Takenaka Partners Group. Prior to forming The Takenaka Partners Group in 1989, he was a partner and National Director of KPMG Peat Marwick's Japanese practice. He also served as Chairman of Project Japan for the parent company, KPMG. A graduate of the University of Utah, Mr. Takenaka is recognized for his expertise in cross-border M&A and joint venture transactions. On both sides of the Pacific, he serves as senior advisor to companies in a wide range of industries including high technology, electronics, manufacturing, financial services and real estate. He is the author of the Japanese best seller, *Merger and Acquisition Strategy*.

DAVID R. BRACEY

DISTANCE LEARNING / DEVELOPMENT

David Bracey works to develop and promote the University's programs worldwide and to ensure that students of Anaheim University receive quality care and attention. A major in International Communications and Psychology, Mr. Bracey has over 18 years of experience working in Japan.

ELIZABETH MAYS, MM

REGISTRAR

Holding a Master's degree from Azusa Pacific University and a Bachelor's degree from University of Redlands, Elizabeth Mays is the Registrar at Anaheim University. In this role, she oversees Anaheim University's various student services tasks from admissions through graduation. Prior to joining Anaheim University, Ms. Mays held management positions at technology firms and a faculty position at APU, where she founded the Master's of Music Handbell performance program. She has also volunteered for various nonprofit organizations including the Handbell Musicians of America and Habitat for Humanity.

POLICIES AND PROCEDURES

All administrative policies and procedures are contained in the Policies and Procedures Catalog. Click here to download the university's policies and procedures:

<http://www.anaheim.edu/downloadable-documents/AU-policiesandprocedures-1701.pdf>

DISCLOSURES

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

FACILITIES, EQUIPMENT AND TECHNOLOGICAL REQUIREMENTS

Anaheim University is an online institution, and all instructional equipment and materials must be provided by the student. Equipment includes:

- access to a computer and internet.

The course management system used by Anaheim University is Moodle. Moodle 3.5 is compatible with any standards-compliant web browser, including Google Chrome, Mozilla Firefox, Safari, Microsoft Edge, and Internet Explorer. Moodle is also available on mobile device browsers through Mobile, Safari and Google Chrome.

Please note that older "legacy" browsers have compatibility issues with Moodle 3.5. These older browsers include Internet Explorer 10 and below, and Safari 7 and below. For the best experience and optimum security, we recommend that you keep your browser up-to-date. <https://whatbrowser.org>

Graduate level students attend their live classes using the software GotoMeeting. To attend the GotoMeeting live sessions, students will need access to the following:

- Computer or mobile device. GotoMeeting requires the following:
- 2GB of RAM (minimum), 4GB or more of RAM (recommended) for computers
- iPad2 or later and iPhone 4s or later for mobile devices
- A webcam (optional). Your computer's built-in camera will work, or you may use an external webcam.
- A microphone or audio input device. Many times, you can use your computer's built-in microphone. A USB headset is recommended
- Headphones or audio output device. Often, your computer's built-in speakers will work just fine. A USB headset is recommended
- Internet access. Ensure you have a stable connection for clear audio and video. Anaheim University recommends access to the following connections:
- Computer: 1 Mbps or better (broadband recommended)
- Mobile device & Chromebook: 3G or better (WiFi recommended for VoIP audio)

**** Note:** Most devices have built-in speakers, but you will get better audio quality while connected via VoIP if you use a headset. You can also use your phone to dial in and connect to audio.

GotoMeeting is compatible with the following operating systems:

- Google Chrome v57 or later
- Windows 7 - Windows 10
- Mac OS X 10.9 (Mavericks) - macOS Mojave (10.14)
- Linux/Ubuntu (Web App only)
- Google Chrome OS (Web App only)
- iOS 9 - iOS 12
- Android OS 4.4 (Kit Kat) - Android 9 (Pie)
- Windows Phone 8, Windows 8RT or later

ENGLISH PROFICIENCY REQUIREMENTS

English language services are not provided. Non-native English speakers must demonstrate college-level proficiency in one of the following ways.

- Degree from an accredited institution where English is the primary language of instruction.
- Transcript from an accredited institution indicating completion of at least 30 semester hours of credit where the language of instruction was English (“B” average for Ed.D, Masters, Graduate Programs & Graduate Certificates; “C” average for TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- Transcript from an accredited institution indicating a “B” or higher in an English composition class (Ed.D, Masters, Graduate Programs & Graduate Certificates); “C” or higher for TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum TOEFL score of 550 PBT / 213 CBT/ 80 iBT (Ed.D); 530 PTB / 197 CBT / 71 iBT (Masters, Graduate Programs & Graduate Certificates); 500 PBT / 173 CBT / 61 iBT (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum TOEIC score of 800 (Ed.D, Masters, Graduate Programs & Graduate Certificates); 625 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum IELTS score of 6.5 (Ed.D, Masters, Graduate Programs & Graduate Certificates); 6.0 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum PTE (Pearson Test of English Academic Score Report) of 58 (Ed.D); 50 (Masters, Graduate Programs & Graduate Certificates); 44 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum BULATS Level 3 (60), accepted only for Cultura Inglesia in Brazil.
- A minimum grade of Level 3 on the ACT COMPASS’s English as a Second Language Placement Test.
- A minimum grade of Pre-1 on the Eiken English Proficiency Exam.
- A minimum B1 English proficiency level identified within the Common European Framework of Reference (CEFR) Standards and assessed through various ESOL examinations, including the University of Cambridge.

The language of instruction at Anaheim University is exclusively English.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Anaheim University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the Master of Business Administration degree you earn in the Anaheim University Kisho Kurokawa Green Institute is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals.

This may include contacting an institution to which you may seek to transfer after attending Anaheim University to determine if your credits or degree will transfer.

ACCEPTANCE OF CREDITS EARNED AT OTHER INSTITUTIONS

Anaheim University will accept up to two (or three, for a DBA) graduate semester classes or the equivalent in units (6 units for an MBA or ME, 8 units for MA TESOL, MFA or Ed.D, 9 units for a DBA) awarded by another institution toward a Masters or Doctoral degree at Anaheim University. The entering student will be required to clearly demonstrate the equivalency of a transfer course through relevant documents (syllabus, catalog, course outline) and justify its acceptance through petition. No course will be considered for transfer with a grade lower than a "B" or its equivalent. Petitions are directed to the specific Dean or Director for the affected program. There is a fee of \$75 per graduate course, and the overall program cost will be adjusted to reflect credit for the approved class(es). All petitions for transfer credit must be submitted as part of the student's initial application to the University. Credits awarded as part of another degree will not be accepted for transfer. Anaheim University has not entered into an articulation or transfer agreement with any other college or university.

EXPERIENTIAL CREDIT

Anaheim University will not extend credit for prior experiential learning to any student.

ATTENDANCE

Anaheim University students participate in a weekly discussion forum in which they must contribute regular substantive posts to the discussion questions. In addition, all degree students must participate in the scheduled Real-Time Online Classes for each course. Business courses include two online classes within the six-week term; students are expected to attend both sessions and must make arrangements with the professor for make-up work if they are unable to attend a session. TESOL and MFA degree courses include eight online classes within the nine-week term; students are expected to attend at least six of the sessions. Students are expected to utilize their webcams during their live classes regularly throughout their program. In addition to providing a more interactive learning environment, use of webcams will also allow Anaheim University to complete student identity verification in line with accreditation requirements. Periodically during the program, Anaheim University will request a student to turn on his/her webcam for this purpose. In addition to the assigned course assessments, students are graded on participation in the discussion forum and online classes. A student is considered to have dropped a course if s/he fails to attend classes for a three-week period or fails to submit three consecutive lessons.



SKIPPED TERMS

Students are expected to enroll in a course every time a course that is needed for their program completion is offered. Skipping a term can delay graduation, as the student must wait for the course to be offered again.

- A student who wishes to skip one term must complete the "Registration for Skipping a Term" form, which can be downloaded from the University website.
- A student who wishes to take two consecutive terms off must complete the "Registration for Skipping a Term" form, and they must also complete a "Dean/ Program Director Skipped Term Petition" and received signed permission from the Dean or Program Director. Two non-consecutive terms off requires only a second "Registration for Skipping a Term" form.
- A request for a third (non-consecutive) skipped term requires the student to complete a third "Registration for Skipping a Term" form; complete a "Dean/ Program Director Skipped Term Petition" and receive signed permission from the Dean or Program Director; and schedule a meeting with the Admissions Director to discuss any issues or areas of concern.
- A request for a fourth skipped term requires the student to receive permission from the Vice President of Academic Affairs.

The above policy does not apply to students who are on active military duty or who are an approved Medical Leave of Absence.

MEDICAL LEAVE OF ABSENCE

Students may also petition for a medical leave of absence during their program, which is handled differently than a voluntary leave of absence. The maximum period for a medical leave of absence is ninety (90) days per leave. Students may apply for a maximum of four (4) leaves of absence for medical reasons throughout their degree program. Each leave of absence must be ninety (90) days or less and requires a separate petition which must be approved by the University's administration. Only students in good academic and financial standing will be considered for approval of medical leave. The [Petition for Special Medical Leave of Absence Form](#) can be downloaded from the University website and requires a doctor's signature.

FINAL GRADES

Final Grades are submitted two weeks after the final day of the course. Students are notified of their final grades by email once the grades have been submitted. Students who have been approved for an extension will be notified of their final grades once all terms of the extension have been met.

VISA STATUS

Anaheim University does not provide visa services but can provide a letter verifying a student's active status upon request.

HOUSING

As Anaheim University programs are conducted online, regardless of where the student resides, the University does not have dormitory facilities under its control and does not provide housing or dormitory facilities.

STATE LICENSURE

The programs at Anaheim University are not designed to lead to positions requiring licensure in this state.

PLACEMENT SERVICES

Anaheim University does not offer placement services.

GRADUATE EMPLOYMENT DATA

Anaheim University Master's-level business graduates self-report that they are employed in the following fields: Marketing Director, Account Manager, Managing Director of the Americas, Project Development Director, International Logistics Manager, Chief Executive Officer, Chief Financial Officer, Chief Innovation Officer, Group Chief Sustainability Officer, Quality and Environment Coordinator, Associate Account Executive, Director of Content, Director of Business Optimization, Senior Staff Accounting, Senior Manager, Deputy Manager, Product Cost Management Group Manager, Operations and Maintenance Manager, Environmental Consultant, Director of Business Consulting Services, Associate Professor, Regional Commodity Manager, Director of Strategic Accounts, Environment Division Manager, IT Manager, Risk Consultant, Business Analytics Manager, Renewable Energy Specialist.

FINANCIAL AID

Anaheim University does not participate in federal or state financial aid programs.

STUDENT TUITION RECOVERY FUND

It is a state requirement that a student who pays his or her tuition is required to pay a state-imposed assessment for the Student Tuition Recovery Fund (STRF).

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589. To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans. To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF. A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.

STUDENT CANCELLATION, WITHDRAWAL, AND REFUND RIGHTS

The student has the right to cancel an enrollment agreement in any manner through the first day of the course, or the seventh day after signing the enrollment agreement, whichever is later (the “Cancellation Period”), and obtain a full refund of all monies paid. Students canceling after the seven-day Cancellation Period will receive a refund of all amounts paid, less the non-refundable registration fee of \$100 and the non-refundable application fee of \$75 (for graduate programs) or \$50 (for undergraduate programs).

The written notice of cancellation may be given by e-mail, fax, or postal service (in which case, the effective date begins when the letter is deposited in the mail properly addressed with postage prepaid). The “Official Notice of Withdrawal” form can be downloaded from the University website.

For the purposes of determining the student's obligation for the time attended, the student will be considered to have withdrawn from the program when any of the following occurs, unless the Dean or Program Director determines a different course of action:

- The student notifies the school of the withdrawal.
- The school terminates the student's enrollment.
- The student fails to attend classes for a three-week period. In this case, the date of withdrawal will be the last date of attendance.
- The student fails to submit three consecutive lessons or fails to submit a completed lesson required for home study or correspondence within 60 days of its due date.
- The student has not responded to communication in any form from the University for four months.

- Students who have been withdrawn from their program for any of the above reasons may be required to submit a new application (and all applicable fees) if they wish to continue. Tuition for all courses is refunded based on the number of weeks completed.

For Courses Lasting 6 Weeks Tuition

**Sample Calculation
Based on \$1,325 tuition for a
6-week course**

<i>Week 1 (days 0 - 7)</i>	100% of tuition refunded	Refund: \$1,325 (100% of \$1,325)
<i>Week 2 (days 8 – 14)</i>	70% of tuition refunded	Refund: \$ 927.50 (70% of \$1,325)
<i>Week 3 (days 15 – 21)</i>	40% of tuition refunded	Refund: \$ 530 (40% of \$1,325)
<i>Week 4 (days 22 – 28)</i>	20% of tuition refunded	Refund: \$ 265 (20% of \$1,325)

If a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund, and if the student receives federal student financial aid funds, the student is entitled to a refund of the moneys not paid from the federal financial aid funds. If the student paid for his/her entire program at the time of enrollment and received the 10% tuition discount for payment in full, the regular course tuition will be used in the calculation of the refund since the discount will no longer apply. All monies due the student will be refunded within 30 days of the notice of cancellation.

If the student has been approved for a monthly payment plan, Anaheim University will calculate the total amount of tuition and fees owed to the University based on the number of courses taken, and compare this amount with the total amount the student has paid up to the date of their withdrawal. Any amount paid over the total amount of tuition and fees will be refunded to the student. If there is a balance due, the student will be responsible for the remaining amount.

STUDENT PRIVACY

Anaheim University makes every effort to protect student privacy. Student records are stored in secure, locked, fire-proof facilities which have restricted access and a motion sensor alarm security system. The university's online course management system maintains strict data security protection in addition to user authentication and virus scanning. Cloud storage of back-up records is protected by a two-step verification process in addition to the highest standards in SSL browser encryption.

All transcripts are issued in compliance with the Family, Educational Rights and Privacy Act of 1974 (section 438 of Public Law 93-380), and information contained in the transcript is not released to a third party without the written consent of the student. If a student requests the release of any information from his/her file, the student must submit the request in writing to the Registrar.

RETENTION OF STUDENT RECORDS

Student records are stored in secure, locked, fire-proof facilities which have restricted access and a motion sensor alarm security system. The university's online course management system maintains strict data security protection in addition to user authentication and virus scanning.

Cloud storage of back-up records is protected by a two-step verification process in addition to the highest standards in SSL browser encryption. Anaheim University retains all student records and transcripts indefinitely. A student or graduate can request information by contacting the University at its office.

STUDENT GRIEVANCE PROCEDURES

Anaheim University places great emphasis on putting the educational experience of its student body as the first priority of its administration, faculty, and staff. In line with this “Students First, Always” policy, the University seeks to continuously improve the educational experience of its students, including the quality of academics, learning resources, online learning system, and Student Services. Students may always provide feedback, seek assistance, and express grievances in person, in writing, by phone, by email, or by live chat/Skype sessions. Formal grievances/complaints must be submitted in writing, either by mail or email, to Student Services. Written complaints may be sent by email to support@anaheim.edu or mailed to Anaheim University Admissions Office, 1240 S. State College Blvd Rm 110, Anaheim, CA 92806, USA.

Anaheim University defines a complaint as a formal statement made in writing that outlines a specific grievance which is interfering with the student’s perceived ability to succeed in their chosen program of study. Once a complaint is received, it will be directed to the appropriate department and the individual responsible for overseeing that department. Grievances that cannot be resolved by the department will be referred to the Vice President of Administrative Affairs or the Office of the President. All formal grievances/complaints will receive a response within 10 days of the University receiving the complaint.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888-370-7589, or by completing a complaint form, which can be obtained on the Bureau's internet Web site: www.bppe.ca.gov.

Any questions or problems concerning this school which have not been satisfactorily answered or resolved by the school should be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA 95798-0818. Phone: (916) 431-6959. Fax: (916) 263-1897, or the Distance Education Accrediting Commission (DEAC) at <https://www.deac.org/Student-Center/Complaint-Process.aspx>

BANKRUPTCY CODE DISCLOSURE

Anaheim University does not have a pending petition in bankruptcy, nor has it filed a petition within the preceding five years. Anaheim University is also not operating as a debtor in possession, and it has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

CONTACT ANAHEIM UNIVERSITY

President Dr. Andrew Honeycutt	president@anaheim.edu
Managing Director of Development	online@anaheim.edu
Vice President of Administrative Affairs	vpadmin@anaheim.edu
Director of Student Services	studios@anaheim.edu
Student Services	support@anaheim.edu
Registrar	registrar@anaheim.edu
Technical Support	techsupport@anaheim.edu

ANAHEIM UNIVERSITY OFFICE OF ADMISSIONS

Hours of operation: Monday - Friday 9 a.m. to 6 p.m. (Closed major U.S. holidays)

1240 S. State College Blvd., Room 110 Anaheim, CA 92806-5150 USA

Toll-Free: 1-800-955-6040

Tel: 714-772-3330

Fax: 714-772-3331

Email: admissions@anaheim.edu

OFFICERS: ANAHEIM UNIVERSITY, INC.

Andrew E. Honeycutt, DBA	CEO, Director
Elaine Parker-Gills, Ed.D.	Secretary, Director
David Bracey	CFO, Director

BUSINESS ADVISORY COUNCIL

Jim Kelly	Former VP Business Development. H.I.S. Int'l Tours
Shin Koyamada	"Last Samurai" Actor & Shinca Entertainment Founder
Dennis Lee, CPA	Dennis M. Lee & Associates
Masakatsu Mori	Former Chairman, Accenture Japan, Ltd.
Hideo Morita	CEO of RayKay Corporation
Yukuo Takenaka, CPA	CEO of Takenaka & Partners
David Bracey	Anaheim University Managing Director of Development/Chief Communications Officer

BOARD OF TRUSTEES

Elaine Parker-Gills, Ed.D.	Chair/Voting Member
Andrew E. Honeycutt, DBA	Voting Member
Robert E. Garrity, M.S.	Voting Member

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA 95798-0818. Phone: (916) 431-6959. Fax: (916) 263-1897, Website: www.bppe.ca.gov. Questions may also be directed to the Distance Education Accrediting Commission (DEAC) at www.deac.org.

Anaheim University Office of Admissions

1240 South State College Blvd. Room 110 Anaheim, CA 92806 USA

Tel: 714-772-3330 Fax: 714-772-3331 E-mail: admissions@anaheim.edu

www.anaheim.edu

Anaheim University is accredited by the Distance Education Accrediting Commission (DEAC)

1601 18th St. NW, Suite 2, Washington D.C. 20009 USA (202) 234-5100 <http://www.deac.org>

AUGREENMBACAT 04/2021

Master of Entrepreneurship

January 1 – December 31, 2021



ANAHEIM UNIVERSITY MISSION

Anaheim University was established as a unique, innovative and sustainable institution of higher learning to meet the educational needs of a diverse and global student body through academic programs of the highest quality. Dedicated to a student-centered philosophy, Anaheim University makes higher education accessible to qualified students worldwide through both online and on-campus study.

ANAHEIM UNIVERSITY OBJECTIVES

Taking advantage of the newest technological innovations, Anaheim University is designed to be a sustainable global institution with a multicultural perspective, with programs designed to meet the needs of its diverse student population. To accomplish this, Anaheim University has the following objectives:

- Meeting the educational needs of our students by offering instructional programs otherwise unavailable because of access, cost, or work schedule
- Excellence of academic instruction through the guidance and expertise of dedicated faculty
- Provision of an instructional environment where students can take an active role in their own learning
- Utilization of the newest technologies
- Deployment of technology-based learning resources
- Development of interactive learning environments in both synchronous and asynchronous settings
- Support of an academic environment where professors are able to deliver the highest quality educational programs and take advantage of the University's learning resources
- Regular course and program assessments and evaluation to improve our offerings
- Development and maintenance of a University alumni support system to advance alumni professional skills, knowledge, and expertise and help them realize their lifelong educational goals
- Development of University culture and programs promoting sustainability

ABOUT US

Anaheim University is a private institution that was founded in Orange County, California in 1996. The University is accredited by the Distance Education Accrediting Commission (DEAC). The DEAC is listed by the U.S. Department of Education as a recognized accrediting agency and recognized by the Council for Higher Education Accreditation (CHEA). Anaheim University is also approved to operate by the California Bureau for Private Post-Secondary Education. "Approval to operate" means that Anaheim University operates in compliance with state standards as set forth in the California Education Code and the California Code of Regulations.

THE CARLAND ENTREPRENEURSHIP INSTITUTE

The Anaheim University Carland Entrepreneurship Institute is named in honor of its founders, Professor Jim Carland and Professor Emeritus JoAnn Carland, two of the most frequently cited authors in the academic field of entrepreneurship. The Carland Entrepreneurship Institute seeks to serve the public by training entrepreneurs and business leaders to drive economic development and to discover, create and commercialize new products, services and industries. Its mission is accomplished as graduates lead their organizations and entrepreneurial ventures toward success.

ENTREPRENEURSHIP FACULTY

All Entrepreneurship faculty members hold doctoral degrees plus have extensive experience in research, publishing, and teaching at the university level.

MISSION

The mission of the Carland Entrepreneurship Institute is to train entrepreneurs and business leaders to drive economic development and to discover, create and commercialize new products, services and industries. The Institute inculcates an advanced level of entrepreneurial vision. Entrepreneurial vision is the ability to identify both entrepreneurial opportunities that exist -- those that represent untapped markets and underserved markets -- and entrepreneurial opportunities that can be created by applying existing technologies to new fields and new markets. Entrepreneurial vision is also the ability to create entrepreneurial opportunities through the invention, development and exploitation of entirely new ideas, products and services, and/or the creation of new industries, infrastructures, and ways of doing business.

Further, the Institute inculcates entrepreneurial will, the self confidence to actually create and grow entrepreneurial ventures which is established through the mastery of entrepreneurial skills. Its mission is accomplished by integrating innovative online teaching, relevant scholarship, and entrepreneurship experience to help graduates lead their organizations and entrepreneurial ventures toward success.

MASTER OF ENTREPRENEURSHIP PROGRAM

In the Online Master of Entrepreneurship, you will study online in an intensive format.

Earn your ME in as little as 18 months

Study 100% online from anywhere in the world

PROGRAM OBJECTIVES

The Objective of the Master of Entrepreneurship is to inculcate in graduates an advanced level of entrepreneurial vision and entrepreneurial will.

Entrepreneurial vision is:

- (1) the ability to identify both entrepreneurial opportunities that exist -- those that represent untapped markets and underserved markets -- and entrepreneurial opportunities that can be created by applying existing technologies to new fields and new markets.
- (2) the ability to create entrepreneurial opportunities through the invention, development and exploitation of entirely new ideas, products and services, and/ or the creation of new industries, infrastructures, and ways of doing business.

Entrepreneurial will is the self confidence to actually create and grow entrepreneurial ventures which is established through the mastery of entrepreneurial skills.

WHOM IS THE MASTER OF ENTREPRENEURSHIP FOR?

The Master of Entrepreneurship is for either working professionals who are interested in making a life change to become an entrepreneur, or people who have made the leap to become entrepreneurs, but need more knowledge to ensure success. Sometimes a major barrier to effective entrepreneurial activity is fear; fear which is driven by a lack of confidence and knowledge. This program can effectively impart the requisite knowledge to reduce fear and enhance confidence, thereby increasing the probability of entrepreneurial success.

INTERNATIONAL NETWORKING

Anaheim University Master of Entrepreneurship candidates are working professionals between the ages of 25 and 65 residing around the world. Ninety-eight percent of AU students work full time or own and operate their own business. A few of the corporations that have employed candidates and graduates from the various programs at Anaheim University include:

Accounting	Administration / Office Support
Aerospace/Aviation/Defense	Agriculture
Airlines	Architectural Services
Automotive	Banking, Finance and Economics
Biotechnology and Pharmaceutical	Building and Grounds Maintenance
Community & Government	Construction & Architecture
Consulting Services	Customer Service
Education and Training	Energy/Utilities
Environmental Services	Engineering
Human Resources & Recruitment	Insurance
International Trade	IT & Telecommunications
Legal, Compliance & Paralegal	Logistics, Transport & Supply
Localization, Interpreting & Translation	Manufacturing
Marketing, PR, Advertising/Communications	Media, Arts & Entertainment
Medical, Health & Scientific	Mining and Trades
Publishing/Printing	Property & Real Estate
Retail & Fashion	Sales
Tourism, Travel & Hospitality	

ONLINE MASTER OF ENTREPRENEURSHIP OVERVIEW

The Online Master of Entrepreneurship through Anaheim University's Carland Entrepreneurship Institute offers working professionals a highly interactive and international learning environment accessible 24 hours a day, 7 days a week, around the globe. Students interact with fellow classmates and the professor through high definition webcam classes in real-time and through active daily Online Discussion Forums, discussing course content, projects, and assignments. Finally, students must submit assignments, including a report based on a video lecture or Internet research assignment, and a final project.

INTERACTIVE

Students study in a highly interactive online program by attending two 90-minute real-time online meetings per course with their professor & interacting daily with fellow students by discussing weekly topics in their free time.

NETWORKING OPPORTUNITIES

Students from around the world interact with each other and their professors through the online Forum.

18-MONTH ME

A number of courses are offered each term, enabling students to complete the program in approximately 18 months.

ENROLL IN ONLY ONE COURSE

Students have the option of enrolling in individual business courses or the entire Master of Entrepreneurship degree program.

NO TRAVEL

Students have the opportunity to study at an American University without having to travel abroad.

EXPERIENCED FACULTY

Students have the opportunity to learn from highly-qualified professors all of whom hold doctoral degrees and have extensive experience in various fields of entrepreneurship.

CULTURALLY DIVERSE PROGRAM

AU students have the opportunity to come into contact with individuals from around the world, providing a rich and culturally diverse environment in which to study. Students broaden their cultural perspective while at the same time remaining in touch with their own cultural identity.

ACHIEVE SUCCESS

Anaheim University faculty and staff are committed to helping every student succeed. Students benefit from small class sizes and direct access to professors.

ONLINE RESOURCES

Students have access to digital resources including journals, articles, and video interviews, lectures and seminars.

FOR WORKING PROFESSIONALS

The online system allows students the opportunity to complete a Master of Entrepreneurship while at the same time holding down a full-time job.

CURRICULUM

Anaheim University's Online Master of Entrepreneurship degree program is comprised of 12 courses (6 weeks each). Students complete 6 core courses, 4 specialized courses (including a required Entrepreneurship Capstone course), and 2 elective courses.

CORE COURSES

- BUS 510 International Economics
- BUS 520 International Human Resource Management
- BUS 530 International Accounting
- BUS 540 International Marketing
- BUS 550 International Management
- BUS 560 International Finance

CARLAND ENTREPRENEURSHIP INSTITUTE SPECIALIZED COURSES

- ENT 500: Entrepreneurial Innovation
- ENT 540: Entrepreneurial Forecasting and Planning
- ENT 560: Intellectual Property
- ENT 580: Entrepreneurial Strategy
- ENT 612: Entrepreneurship Capstone

AKIO MORITA SCHOOL OF BUSINESS ELECTIVE COURSES (CHOOSE ONE)

- BUS 542 International Business Law
- BUS 570 Intercultural Communications
- BUS 572 Seminar in International Business
- BUS 575 Supply Chain Management

KISHO KUROKAWA GREEN INSTITUTE ELECTIVE COURSES (CHOOSE ONE)

- BUS 535: Triple Bottom Line Accountability & Management
- BUS 545: Green Marketing & Environmental Product Design
- BUS 555: Corporate Social Responsibility & Ethics
- BUS 565: Sustainable Enterprise Development & Leadership

PROGRAM FEES

Master of Entrepreneurship Degree Program Fees	
Application Fee (Non-Refundable after 7 days)	\$ 75
Registration Fee(Non-Refundable after 7 days)	\$ 100
STRF Fee* (Non-Refundable after 7 days)	\$ 8
Per Course Fees	
Tuition Fee (\$375 per credit x three credits)	\$ 1,125/course taken
Records Fee	\$ 200/term
Per Course Fee Total	\$ 1,325
Transfer Credit Fee	\$ 75/course (optional)
Replacement Diploma	\$ 200 (optional)
Replacement Cover	\$ 75 (optional)
Course Completion Letter	\$ 35 (optional)
Degree Program Total	\$16,075**

* The Student Tuition Recovery Fund (STRF) is administered by the California BPPE and applies only to California residents. The STRF fee is currently fifty cents (\$.50) per one thousand dollars (\$1,000) of institutional charges. 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, are not enrolled in a residency program.

Note: Books & materials will be extra, and are expected to average U.S. \$200 per course. Masters students are also required to have a reserve fund of \$1,500 for research materials. Refer to the policies and procedures catalog for details.

Please see the refund policy in the policies and procedures catalog

Pay for only one course at a time, or receive a 10% discount on tuition by paying 100% of program fees at the time of enrollment.

US Military: Anaheim University's programs are approved for VA benefits.

Payments can be made by check, credit card (Visa, MasterCard, American Express or Discover), money order or bank transfer. Tuition may be paid on a course-by- course basis. The application fee must be paid at the time of application, and prior to beginning the first term, students must pay the registration, tuition, and records fee. For the remaining eleven terms, students must pay the tuition and records fee.

MASTER OF ENTREPRENEURSHIP REQUIREMENTS AND SATISFACTORY ACADEMIC PROGRESS

Students in the Master of Entrepreneurship program take 12 courses, for a total of 36 units (12 courses, 3 units each). Each course is 6 weeks long. Students must maintain a 3.0 grade point average (GPA) in order to graduate from the program. Any students whose GPA falls below a 3.0 will be put on Academic Probation and given two terms to bring his/her GPA back to a 3.0 level. Students who earn a grade lower than an 80% (a "C," "D," or "F") on any given course must repeat the course. The schedule is set each year and typically announced in the Fall. Failure to take an available course when one is offered may prevent a student from completing his/her program in the allotted time. The maximum time allotted for completion of the Master of Entrepreneurship program is 3 years. Students who have not completed their programs within the maximum allotted time are subject to academic dismissal. Students who need additional time must receive permission from the Dean or Program Director.

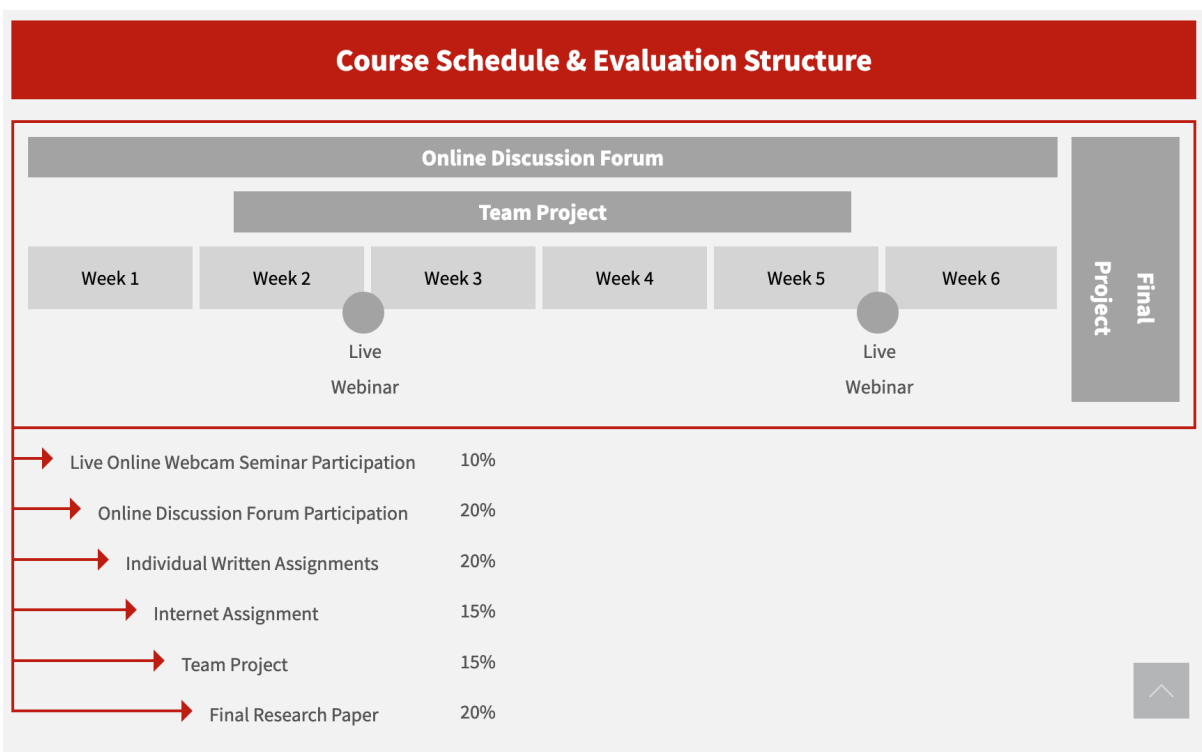
Students in the Master of Entrepreneurship program must complete an Entrepreneurship Capstone as the final component of their program. For this capstone, each student develops a business plan for a company that s/he is considering launching as a start-up. Upon completion, students will be able to understand how to develop a business plan; evaluate how to determine whether a business is viable; and perform an analysis of market conditions. Students must earn a final grade of 80% or higher in the Entrepreneurship Capstone course in order to graduate.

PROGRAM STUDY SUGGESTIONS

(total 22.5 hours a week for six weeks)

- Look briefly through the set readings, the weekly assignment questions, and any other assignments for the week. (.25 hours)
- Complete weekly reading assignments, making notes on the assignment questions as you do.(3 hours)
- Complete individual weekly written assignments. (3 hours)
- Review weekly Online Discussion Forum questions & research potential answers. (1 hour)
- Discuss the Online Discussion Forum questions with other students via the Online Discussion Forum. (6 hours)
- Preparation for and participation in real-time online class and review transcripts and make notes. (2.5 hours)*
- Preparation for and participation in group projects. (3 hours)*
- Conduct library/internet research, further reading and note taking to complete course projects. (3.75 hours)

*Note: In weeks when no real-time online class or team project is assigned, study time should be spent on library/internet research, further reading and note taking. For courses including a proctored examination, study schedule will vary.



COURSE DESCRIPTIONS

AKIO MORITA SCHOOL OF BUSINESS COURSES

BUS 510 INTERNATIONAL ECONOMICS

Economics is an important subject that affects the way we live in not only the United States but internationally for countries who use the market system to determine the allocation of resources in their society. The aim of this course is to help students understand the operation of a market system in an international setting and to explore the nature and organization of various societies and the arguments underlying many of the great global public issues of the day in an international setting, and to understand the operation and behavior of international business firms and other decision-making entities through the study of the principles of international economics useful to students in the international MBA program.

BUS 520 INTERNATIONAL HUMAN RESOURCE MANAGEMENT

Human beings are the most crucial components of any organization as all other company assets are always subject to human decisions. Recruitment, management and training of the workforce are then crucial tasks that contribute to the company's success and can even be decisive for its survival. This is true whether we are considering domestic companies or international companies. This course focuses on the study of human management principles as they reflect on the basic assumption of treating employees as investments benefiting a company in the long run from the international perspective. The class is designed as an overview of traditional functions of international human resource (IHRM) management and an examination of its governing mechanisms contributing to the success of an organization. Compensation, staffing, training, labor relations and employee performance evaluation are studied from an international perspective among other aspects of international human resource management.

BUS 530 ACCOUNTING

In our increasingly globalized world, accounting students need to understand the main features of financial reporting practices as they differ in different countries so that they will be able to distinguish accounting and reporting differences that would otherwise give rise to problems for report readers. It is also vitally necessary to understand the ongoing efforts to harmonize standards using International Financial Reporting Standards (IFRS). The course aims to give participants a thorough grounding in the key principles of accounting while enabling them to understand the major features of the international IFRS standards. The course shows the links between accounting statements, valuation methods and investment analysis. The course also reviews important technical areas of differences among accounting systems such as inventory valuation, the use of reserves, consolidations, and taxation of income. The student will be able learn to identify problems in international harmonization while appreciating the capital market efficiencies to be gained from harmonization of international accounting standards.

BUS 540 INTERNATIONAL MARKETING

International Marketing frequently requires major changes in how organizations conduct business in a global marketplace. It is a necessity for today's business leader to be aware of the implications of marketing strategies and how they are employed in different countries with different cultures. This course focuses on identifying and meeting the needs of specific international target markets through close interaction with managers from other functional areas, such as promotion, finance, accounting and human resources.

BUS 550 INTERNATIONAL MANAGEMENT

We are observing a fundamental shift in the nature of geopolitics. No longer will global business leaders focus on one or two stock markets, currencies, economics or political leaders. Today's business environment is far too complex and interrelated for that. Nation states and multinational corporations will remain both powerful and important. Global networks comprising technological, entrepreneurial, social and environmental interest groups will remain powerful. Future economic and business endeavors will increasingly be characterized by a search for common ground, productive partnerships, and mutual benefit. This course will focus on developing a deeper understanding of how and why management practices and processes can differ around the world, and the

BUS 560 INTERNATIONAL FINANCE

This course covers material essential to a comprehensive understanding of international financial management. Topics will include, but not be limited to, foreign exchange markets, the global cost of capital, corporate strategy and foreign investment and multinational capital budgeting.

BUS 542 INTERNATIONAL BUSINESS LAW & PRACTICE

This course provides a comprehensive coverage of the legal, cultural, political, economic and ethical issues faced by global business managers. An understanding of these issues is enhanced through the use of real-world examples, cutting edge cases, managerial problems, and ethical issues.

BUS 570 INTERCULTURAL COMMUNICATIONS

Intercultural communication is international communication across national boundaries involving many different cultures. There is a wide range of communication problems that naturally appear when one moves across national boundaries, and within organizations which are made up of individuals from different countries representing different religious, social, ethnic, and educational backgrounds. Intercultural communication seeks to understand how people from different countries and cultures behave, communicate and perceive the world around them quite differently. From a management perspective, it studies situations where people from different cultures interact in a business environment. The purpose of this course is to gain an understanding of the variations in language, customs, social attributes, thought patterns, and other aspects of cultures of different groups of people. An understanding of intercultural communication is essential for the conduct of international businesses. It is the purpose of this course to provide this understanding.

BUS 572 SEMINAR IN INTERNATIONAL BUSINESS

Successful managers in a world of global competition must have an array of skills, talents and abilities at their disposal. This course uses extensive examples to illustrate the vibrancy and challenge of international business. Coverage of relevant topics includes the degree of geographical literacy necessary to succeed in international markets, which is frequently overlooked in more traditional courses.

BUS 575 SUPPLY CHAIN MANAGEMENT

Supply Chain Management involves the flows of materials and information among all of the firms that contribute value to a product, from the source of raw materials to end customer. The goal of this course will be to help students understand the strategic importance of good supply chain design, planning, and operations for every firm, to provide students with the use of key drivers on a conceptual and practical level to improve supply chain performance, and to give students a solid understanding of analytic methodologies for supply chain analysis necessary to achieve significant increase in performance

CARLAND ENTREPRENEURSHIP INSTITUTE COURSES

ENT 500 ENTREPRENEURIAL INNOVATION

This course is imperative to successful entrepreneurial ventures. The ability to differentiate oneself from the competition is paramount. Each of us has the gifts for innovation, but we are often loath to use them as risk always accompanies innovation. Some are more comfortable with risk than others, thus understanding the personality of entrepreneurs enables us to use the gifts of others to our advantage. Unfortunately, the emphasis on “right answers” and “minimizing risk” causes many of us to react cautiously in the workplace where compensation and rewards are applied for convergence rather than divergence, no matter the outcome. This course helps us to find out about ourselves, helps us to understand how others think and react, helps us to practice creative exercises which can open our minds to new possibilities, helps us to understand why some companies are more innovative than others and discusses what might be accomplished in the creative environment.

ENT 540 ENTREPRENEURIAL FORECASTING

The objective of this course is inculcate in students an understanding of the forecasting and budgeting process and for students to learn how to prepare sales forecasts for new and for existing ventures, to prepare variable and fixed cost budgets to support the sales forecast, and how to document and support the resulting forecasts, and how to prepare cash flow forecasts and determine startup costs for a new venture. Students will develop higher-level critical thinking skills, evidenced by analysis, evaluation, and synthesis.

ENT 560 INTELLECTUAL PROPERTY

The objective of this course is to inculcate in students an understanding of the value of intellectual property to an entrepreneurial venture and for students to learn how to create, protect, and preserve intellectual capital. Students will develop higher-level critical thinking skills, evidenced by analysis, evaluation, and synthesis.

ENT 580 ENTREPRENEURIAL STRATEGY

The objective of this course is to inculcate in students the strategic skills which are required to support the ongoing development of strategy and distinctive competencies, the vision required to support effective environmental scanning, and the knowledge required to plan for harvesting/succession and to design and create innovative and effective entrepreneurial compensation plans. Students will develop higher-level critical thinking skills, evidenced by analysis, evaluation, and synthesis.

ENT 612 ENTREPRENEURSHIP CAPSTONE

This final, summative experience is the cumulation of the Master of Entrepreneurship and a capstone to the educational program. Students will develop a plan for a company that s/he is considering launching as a start-up. This business plan will be a comprehensive analysis of whether the idea is feasible or not. This business plan will include an executive summary; a business description and structure; market research and strategy; management and personnel; and financials. Upon completion, students will be able to understand how to develop a business plan; evaluate how to determine whether a business is viable; and perform an analysis of market conditions.

KISHO KUROKAWA GREEN INSTITUTE COURSES

BUS 535 TRIPLE BOTTOM LINE ACCOUNTABILITY & MANAGEMENT

The Triple Bottom Line Accounting and Management course is an expanded version of accounting for corporate activity. Contemporary society has moved away from the mere financial bottom line to a higher level of social responsibility where we account for the true social impact of our business activity. Through this expanded version of accounting and accountability, social and environmental impact is added to the equations. Thereby the report of corporate activity and management comprehensively reflects a true bottom line. The three prongs of the true bottom line become clear: economic prosperity, environmental quality and social justice. This course provides the basis for business students to go forward and determine the true social effects of the businesses they are working for and to manage for the future.

BUS 545 GREEN MARKETING & ENVIRONMENTAL PRODUCT DESIGN/RECYCLING

Green Marketing & Environmental Product Design/Recycling is a course structured around the traditional “4Ps” of marketing and explains how marketing mix decisions can and do influence environmental outcomes. Throughout the course, the emphasis will be on the conversion of consumption systems to a sustainable paradigm that represents a circular use of resources, not the linear approach (materials >products >consumption >disposal) that leads to the pollution of ecosystems. The major theme of the course is that marketers can reinvent strategy and craft “win-win-win” solutions, where customers win (obtaining genuine benefits), organizations win (achieving financial objectives), and ecosystems win (ecosystem functioning is preserved or enhanced).

BUS 555 CORPORATE SOCIAL RESPONSIBILITY (CSR) & ETHICS

Corporate Social Responsibility and Ethics is a comprehensive study of the core issues for business in the questions of sustainability, social responsibility and ethics. The course introduces the student, not only to relevant issues, but the views of corporate stakeholders. Approaches for presenting and carrying out a program of

sustainability are presented, including strategic planning, targets, goals and alternative approaches. A principal part of the course is devoted to the ethics of business and issues of transparency, including discussion of the social impact of non-ethical and non-transparent business practices. Case studies, a team project and practice assignments assist in presenting these themes on a practical level. The course concludes with information and discussion on trends in sustainability and business ethics. A principal goal of the course is to show that community engagement and the maximization of profit/ shareholder value are not mutually exclusive, but mutually reinforcing.

BUS 565 SUSTAINABLE ENTERPRISE DEVELOPMENT & LEADERSHIP

Sustainable Enterprise Development and Leadership is a course which provides a comprehensive and practical analysis of what sustainable business development is and how companies can use it to make a significant difference. Sustainable development involves articulating, integrating and achieving social, economic, and environmental objectives, and initiatives to protect humankind and the natural world from destructive behaviors. Sustainable business development is a holistic management approach which includes the entire value-added system from the origins of raw materials, to production processes, to customer use, to product end of useful life. Sustainable outcomes are those that balance the performance objectives of the present with the needs and expectations of the future. To achieve these outcomes, there must be a profound change in strategic thinking, leadership and the management of businesses.

ONLINE LEARNING RESOURCES

AU ONLINE CLASSROOMS

Anaheim University students in the International MBA meet via webcam in real-time interactive online classes with their professors and fellow students for 90 minutes twice during a six-week course: at the end of the first and fifth weeks of the term. Chat transcripts and audio/video of all online classes are recorded and posted allowing students to stay focused on the live discussion during the class, and the opportunity to review the class discussion afterwards. These classes are usually held on Friday evenings US time which is Saturday morning in Asia. Real-time class recordings may be accessed through the AU Online System for students who are unable to attend class or simply wish to review their class notes. Such transcripts may be viewed online at anytime or printed out in a neat, convenient format - the perfect alternative to distracting note taking during class.

AU ONLINE DISCUSSION FORUM

The Online Discussion Forum is an electronic bulletin board and e-mail list facilitating lively communication and interaction among students and their professor. When a student posts a message to the Forum, the message is automatically redistributed to the professor and all other students in the course, allowing students to discuss the week's readings in their free time. A weekly Student Host directs students to perform certain tasks as outlined in the online Course Guide. The Online Discussion Forum plays an integral part in AU's online programs by facilitating the out-of- class interaction between students necessary for an effective exchange of ideas. The AU Online Discussion Forum ensures that learning and interaction does not end when the real-time class does.

ONLINE BOOKSTORE

The Online Bookstore is the one-stop source for textbook and course material needs. Designed for students to buy textbooks based on their course schedule, track their textbook orders, and sell their textbooks back from a previous semester, the Online Bookstore offers money-saving used books, multiple shipping options, and access to hundreds of academic items related to your studies. In an effort to provide additional savings, textbooks or course materials may be available for purchase in an electronic format. Purchases will be subject to the refund policy of the bookstore.

LIBRARY

Anaheim University requires all of its students to make extensive use of library facilities and resources in the course of their program. The University's online resources provide a major boost in assisting and supporting a student's academic work. The login ID and password provided by the University to the student upon enrollment will provide the student access to the online resources. Anaheim University makes certain provisions in order to provide access to library resources and library services for all students enrolled directly through Anaheim University. However, students enrolled in Anaheim University's online graduate degree programs are required to have an additional reserve fund to be used for the purchase of journals and research - materials that will aid them in their studies by providing information specific to their unique areas of interest and research - and to provide access to software and other resources that may help them in the completion of their studies. The research reserve fund is \$1,500 for master degree students and \$2,000 for doctoral students to be used over the duration of their program. Note: Students are not required to spend the entire research fund - only that amount necessary in order to carry out their research.

AU ALUMNI ASSOCIATION

Upon completion of their chosen programs of study, AU graduates have the privilege of becoming part of the university's Alumni Association. The AU Alumni Association is a highly regarded online network established to ensure that an AU graduate's learning never ends. The Alumni Association is an excellent way to network with other professionals in your field and keep abreast of recent developments. Members have access to the most recent updates regarding the latest news from the field, important events, suggested readings, cutting edge information and professional career opportunities

STUDENT SERVICES AND TECHSUPPORT

The policy of Anaheim University is "Students First, Always" and Anaheim University's Student Services staff is committed to providing students with the administrative services they need for course registration, textbook ordering, graduation, etc. Technical issues are addressed by the TechSupport Division of the University.

GRADUATION STORE

Alumni of Anaheim University have the opportunity to show Anaheim pride by ordering Anaheim University graduation rings and diploma frames online.

AU AKIO MORITA SCHOOL OF BUSINESS FACULTY

ROBERT ROBERTSON, PH.D.

DEAN OF THE AKIO MORITA SCHOOL OF BUSINESS AND PROFESSOR

Dr. Robert Robertson holds a Massachusetts Institute of Technology (MIT) Sloan School of Management Executive Certificate in Innovation and Strategy, Ph.D. in Management and Organization (Stirling University, Scotland); Post-Doctoral Professional Certificate, International Business and Leadership (Argosy University); Post Graduate Diploma in International Management-China (University of London); Master of Studies in Law (Vermont Law School); Master of Public Administration (Dalhousie University, Canada); a Master of Arts (Eastern Kentucky University) and a Bachelor of Science (East Tennessee State University). He has more than 15 years of experience in academia as a Vice President of Academic Affairs, Dean of Business and MBA program director in the United States and in Kazakhstan. Dr. Robertson was selected by the United States Department of State Bureau of Educational and Cultural Affairs to the Fulbright Specialist Program. He has served as the Chief Academic Officer and Research Fellow at the University of Phoenix's Center for Workforce Diversity, Central Florida campus in Orlando, Florida. Dr. Robertson is a Visiting Full Professor at the University of Ljubljana in Slovenia, Faculty of Economics; and, he serves as a Scientific Adviser to the Global Universities in Distance Education (GUIDE) association headquartered at Marconi University, Rome, Italy. He is an invited speaker on international business, strategy, online education and workforce training; and he regularly lectures in China, Taiwan, Vietnam, Kazakhstan, Europe, Brazil and the United States. In the public sector, he has more than 20 years of management experience including serving as the City Manager for the City of Hamilton, Ontario in Canada with more than 8,500 employees and a budget in excess of one billion dollars.

ANDREW E. HONEYCUTT, DBA PRESIDENT AND PROFESSOR

Dr. Andrew E. Honeycutt, President of Anaheim University, is the recipient of a Harvard University Doctor of Business Administration (DBA) degree in Marketing and a Boston University Masters in Business Administration (MBA) degree in Organizational Behavior. Dr. Honeycutt has served as Dean of the College of Business and Technology of Argosy University Atlanta, Distinguished Fellow in Business Management at Shorter University, Vice Chairman of Edgenics, Inc. and Senior Partner of the Center for Collaborative Learning and Coaching. As a business professor and school of business administrator, he has been instrumental in the development of cooperative relationships with major companies - Colgate Palmolive, Dupont, Gulfstream Corporation, Savannah Foods, Simmons First National Bank, SC Johnson Wax, and others. He leveraged his experience with major corporations to assist students in achieving success by developing a success resource entitled CEO Success Letters: A Resource for Career and Life. The book was an outcome of a "Fortune 500 CEOs Success Advice Project" designed to provide business career success advice to students. His much-utilized business expertise is evidenced by his service on business and governmental advisory boards and boards of directors. He has also served on the advisory boards of the Winthrop Rockefeller Foundation (Small Business Strategic Planning), the Ewing Marion Kauffman Foundation (Entrepreneurship Education) and the National Board of Directors of SCORE.

WILLIAM HARTLEY, PH.D. PROFESSOR AND PRESIDENT EMERITUS

Holding a bachelor's degree, three master degrees, and a Ph.D. from the University of Colorado, University of California at Berkeley and University of Wisconsin respectively, Dr. Hartley's background is a combination of education, private sector work, teaching and consulting. Dr. Hartley has had a variety of jobs from administrative manager of the R&D division of a Fortune 500 company to the executive training program of Ford Motor Company in Detroit, Michigan, as well as owning and operating an art gallery for a period of 12 years. In addition to many years teaching at the undergraduate level, Dr. Hartley has taught in MBA programs for 18 years at both Niagara University and Embry-Riddle Aeronautical University, and has taught on-line courses for the State

University of New York. In the area of consulting, Dr. Hartley has worked primarily in management development and in strategic management consulting activities.

CARYN CALLAHAN, PH.D. PROFESSOR

Holding a Ph.D. in East Asian Languages in Civilizations with a specialization in Japan from Harvard University, and an MBA specializing in Finance-Accounting from the University of California Los Angeles (UCLA), Dr. Caryn Callahan is a former Vice President and International Equity Analyst for Merrill Lynch Japan as well as Financial Analyst for W.R. Grace & Co.. A professor of Anaheim University's Akio Morita School of Business, Dr. Callahan has also taught courses in Corporate Finance, International Business, Organizational Behavior, and Management at Chaminade University in Hawaii. Dr. Callahan was chosen as number one analyst for the Japanese consumer electronics industry by Euromoney magazine and has been quoted in the New York Times, Wall Street Journal, Business Week, and Fortune magazine.

CARLOS AQUINO, PH.D. PROFESSOR

Holding a George Washington University MS in Structural Engineering and a University of Sao Paulo Ph.D. in Sciences and Technology, Dr. Carlos Tasso Eira De Aquino is an accomplished senior executive and educator combining over 25 years of experience in leadership and scholarship in Business, Education, IT, and Engineering. Dr. Aquino has accumulated achievements and recognition as Executive-Director, Senior Director, Project Manager, Provost, Dean of Business, Dean of Accreditation, among other capacities in organizations in the USA and abroad, with followers that encompassed a clear diversity of cultures. Before moving to the United States in 2008, Dr. Aquino was responsible for directing a country-wide program, sponsored by the Brazilian Ministry of Science and Technology, focused on improving energy usage. Dr. Aquino prepared the Brazilian version of many business books, published by Pearson Education, Cengage Learning and McGraw-Hill, authored a book on Adult Higher Education (How to Learn: Andragogy and Learning Skills) for Pearson Education in Brazil. Along his career, he has presented more than 45 articles in peer-reviewed conferences and published more than 40 papers in refereed journals and conference proceedings. Since 2014, he had 15 papers presented in venues such as Western Academy of Management, ACBSP, and GUIDE (Global Universities in Distance Education) Conferences and had 6 papers published in peer-reviewed journals.

MICHAEL AUBRY, DBA PROFESSOR

Holding a Doctor of Business Administration with a specialization in International Marketing from Alliant International University, an MBA from National University and a Bachelor of Science degree from San Diego State University, Dr. Michael Aubry has held a number of accounting positions and has taught accounting, entrepreneurship, economics, management and business-related courses. He has served on the Business Education Statewide Advisory Committee for the Academic Senate for California Community Colleges, and the State of California's Business Industry Collaborative.

BARI COURTS, PH.D. PROFESSOR

Dr. Courts holds a Ph.D. from Capella University In Organizational Management and an MBA in Management from the University of Cincinnati. He also holds a BS in Mathematics from Kenyon College. He has spent time in the insurance industry and has held the position of project manager for a major ERP software implementation. Dr. Courts has enjoyed teaching abroad, especially various courses in International Business, including e-Commerce, Economics, Management, Organizational Behavior, Research Methodology, and Statistics. Locally Dr. Courts is also a business owner of a small self-storage business in Cincinnati.

ROBERT DIOTALEVI, J.D. PROFESSOR

Dr. Robert Diotalevi, Esq., LL.M., is serving in his 17th year as Associate Professor of Legal Studies at Florida Gulf Coast University in Fort Myers, Florida. He was the founding Legal Studies Program coordinator. He has been a lawyer for 33 years as a member of the Massachusetts and Florida bars. He possesses 4 degrees and has been internationally published with over 80 manuscripts in print. In 2009 Dr. Diotalevi had a book published by Cengage. It is entitled "The Florida Paralegal." As an academician since 1985 he has instructed over 400 courses. Dr. Diotalevi was a professional broadcaster for 8 years and held managerial positions in radio news and production. Dr. Diotalevi's works have been published in SMU School of Law's Computer Law Review and Technology Journal, The Online Journal of Distance Learning Administration, The Paralegal Educator, The Journal of Paralegal Education and Practice and The National Paralegal Reporter.

HOWARD FREDERICK, PH.D. PROFESSOR

After earning his bachelors' degree at Stanford University, Dr. Howard Fredrick received his master's degree from San Francisco State University and his Ph.D. in International Economics and Relations from The American University. A recognized multilingual authority in the fields of business entrepreneurship and innovation, economic development, new technologies and sustainability, Prof. Frederick researches and teaches entrepreneurship, incubation, social development, climate change entrepreneurship, and strategy at Plymouth State University. He is the author of 197 journal articles and books with 20+ years-experience in teaching, executive education, research business development, entrepreneurship and multimedia communications and 15 years-experience as a company director. He has owned four businesses and received over \$1,000,000 in external grant funding. He is a motivated researcher and practitioner whose expertise encompasses the private and public sectors within Mexico, Australia, Samoa, Tonga, Malaysia, Indonesia, Thailand, China, Hungary, Germany, Austria, Brazil, Ecuador, and Colombia. Dr. Howard Frederick is a dynamic teacher with high student evaluations, whose keen insight of worldwide markets, economic trends and political climates, inspires students to successfully enter the global marketplace.

PERRY HAAN, DBA PROFESSOR

After earning his Bachelor of Business Administration (BBA) from The Ohio State University, Dr. Perry Haan earned his MBA from Xavier University and his Doctor of Business Administration (DBA) from the University of Sarasota. Professor Perry Haan has worked as a faculty member and administrator in higher education since 1986. He was won teaching awards at three different institutions of higher learning and taught in eight countries outside the U.S. In 2010, he was awarded a Fellowship by the International American Association of Financial Management for his teaching and academic work in international markets. He has authored or co-authored over 90 peer-reviewed articles that have appeared in conference proceedings and journals, including the Journal of Marketing in Higher Education and the International Journal of Sports Marketing & Sponsorship. He co-authored a textbook, Practical Statistics for Business. His research interests include entrepreneurship, international business, ethics, sales management, education marketing, sports marketing, & leadership.

SCOTT A. HIPsher, PH.D. PROFESSOR

After earning his BS degree from the University of Maryland Asian Division in Japan, Dr. Scott Hipsher received his MBA from Bangkok University and conducted research in Cambodia to earn his Ph.D. from Capella University in the U.S. His professional experience is also global as the Northeast Thailand Regional Manager for a Dutch-owned export company and the General Affairs Manager for ZOA Thailand. He has taught at a number of universities in Thailand, but primarily at Bangkok University. Dr. Hipsher has written a number of journal articles and conference papers, and is the author of *Expatriates in Asia: Breaking Free from the Colonial Paradigm* and lead author of *The Nature of Asian Firms: An Evolutionary Perspective*, both from Chandos Publishing (Oxford).

MARIAH JEFFERY, PH.D. PROFESSOR

Dr. Mariah Jeffery holds a Ph.D. in Operations Research and a Master of Science in Industrial Engineering from the University of Central Florida, and is an APICS Certified Supply Chain Practitioner. She has extensive industry experience, consulting on supply chain management and data analytics for Fortune 500 clients, including IBM, Coca-Cola, General Motors, and the United States Postal Service.

CRAIG MAYBERRY, PH.D. PROFESSOR

Craig Mayberry holds a Ph.D. in Resource Management and Environmental Studies from the University of British Columbia, and an MBA and bachelor's degree in Economics from Brigham Young University. He spent 9 years working in the corporate finance departments of Chrysler Corporation and Intel Corporation. His dissertation research was on social entrepreneurship and the relationship between entrepreneurial orientation, leadership and performance of non-profit organizations. He has been teaching for the past 12 years in entrepreneurship, social entrepreneurship, management, and corporate social responsibility.

TAMARA MYATT, PH.D. PROFESSOR

Holding a Ph.D. and Masters in Human and Organizational Systems from Fielding Graduate University, Tamara Myatt has spent more than a decade transforming the professional and educational lives of young and disadvantaged people in some of the poorest and most dangerous regions of the world, championing the causes of women, and orchestrating locally and globally scaled initiatives in the business sphere. The former Executive Director of Goldman Sachs 10,000 Women in Afghanistan and Chair of Entrepreneurship and Assistant Professor of Small and Medium Enterprises at the American University of Nigeria, Tamara is an internationally recognized pioneer in enterprise development. She has led enterprise development initiatives in nations such as Afghanistan, Nigeria, Pakistan, Bosnia, Kenya, Croatia, Uganda, India, Myanmar, Liberia, and Rwanda.

PATRICIA RAY, J.D. PROFESSOR

An international educator and business lawyer, Dr. Patricia Ray received two law degrees: a Juris Doctor from Duquesne University in Pittsburgh, Pennsylvania and the LLM from the National University of Singapore, as well as a Master of Arts degree in Economics from the University of Pittsburgh and a Bachelor of Science in Mechanical Engineering from Carnegie Mellon University. Dr. Ray has worked as a lawyer for the U.S. International Trade Commission litigating international trade claims and later worked as a private corporate lawyer in New York City and Dallas Texas. From 1991 to 1998, Dr. Ray was Asia General Counsel for Texas Instruments Inc., stationed in Singapore. There she managed the company's business and legal affairs in Asia. More recently, she has been teaching business law subjects worldwide in programs sponsored by the World Bank and United Nations. These courses include intellectual property, economic development, as well as commercial and business law topics. Mergers, acquisition and negotiations have been a part of Dr. Ray's international business experience with Texas Instruments. She has also served as an expert consultant for other companies undergoing merger activity, including Exxon Mobil, Parametric Technologies, Loral Cyberstar, and Rockwell International.

KWOK SHUM, PH.D. PROFESSOR

After earning a Stanford University Master of Science in Engineering degree, Dr. Kwok Shum received his Ph.D. in Management of Technology from the Tokyo Institute of Technology. Dr. Shum's research and teaching interests lie in new technologies, renewable energy industry and deployment, the business of renewable energy and clean technologies. Dr. Shum has taught at Hong Kong University of Science and Technology and conducted workshops for the Clinton Foundation's C40 Large Cities Climate Summit, Tokyo Institute of Technology and Hong Kong Baptist University. He has served as a Reviewer for the International Journal of Innovation Management and the International Journal of Hydrogen Energy and has served as the Academic Committee Chairperson for the Technology and Management Sustainability Business Plan Competition organized by the University of Illinois Urbana Champagne, Seoul National University, the University of Sao Paulo, Hong Kong University of Science and Technology and London South Bank University.

STAVROS SINDAKIS, PH.D. PROFESSOR

With both a Ph.D. and MBA in Strategy, Enterprise & Innovation from the University of Portsmouth, Dr. Stavros Sindakis has made significant contributions to these fields through his research and publications on entrepreneurship and business innovation including his books *Entrepreneurial Rise in Southeast Asia*, and *Analytics, Innovation and Excellence-Driven Enterprise Sustainability*, with his third in progress. Dr. Stavros Sindakis is an educator, advisor, mentor and innovator in the fields of business innovation, management, entrepreneurship, and service design and development. As an educator, he has taught in several different countries at both the undergraduate and postgraduate levels and held a variety of advisory and mentoring positions for students and faculty at numerous schools including the Institute of Enterprise and Entrepreneurs & Laureate Online Education.

BARBARA SON, PH.D. PROFESSOR

Holding a Ph.D. in Urban Business Economics from Portland State University, and a Masters in Urban Affairs with a concentration in Technology, Business, Economics, and Public Administration from Boston University, Dr. Barbara Son is well-experienced in the field of online education and has taught global management at Boeing in Long Beach, DBA at University of Sarasota/Argosy University, MBA at Pepperdine University, operations management at California State University, Northridge, and entrepreneurship and economics at California State University, Los Angeles, as well as served as a site reviewer for the California Bureau for Private Post-Secondary and Vocational Education. Professor Barbara Son has taught online courses in Data Analysis, IT Management, Global Economics, and Innovation & Entrepreneurship at Anaheim University. Her corporate experience includes positions at Pressure Profile Systems, Inc, Medical Tactile Imaging, Inc., and Go Smart, Inc. providing services to the U.S. Army, National Institute of Health (NIH), Johnson and Johnson Corporation, and university research labs., as well as serving as Vice-President/Co-Founder of the International Association Management Group. She has also been active in scholarly research and has published papers through highly regarded publishers including SAGE and SPRINGER. She is the recipient of the Professor of the Year Award in 2005. She likes to remind herself of the Ralph Waldo Emerson quote, "What lies behind us and what lies before us are small matters compared to what lies within us."

MICHAEL SUTTON, PH.D. PROFESSOR

Holding a Ph.D. from McGill University and a Bachelors in Management Sciences from the University of Waterloo, Dr. Michael Sutton has been recognized with numerous academic awards, including Westminster College's Faculty & Staff Peer Award, the Gore School of Business - Excellence in Scholarship, and Kent State University's Assoc. Provost, Faculty Affairs & Curriculum Teaching Excellence. He is widely published in both the academic and practitioner community and has been invited to judge numerous International Game Competitions because of his specialty in experiential and game-based learning.

JOHN WANG, PH.D. PROFESSOR

Dr. John Wang received a scholarship award to complete his Ph.D. in Business Administration at Temple University, after earning his M.S. in Systems Engineering from Harbin Institute of Technology. In addition to serving as a professor at Anaheim University, Dr. John Wang is a professor in the Department of Information and Decision Sciences at Montclair State University. Professor Wang has published over 100 refereed papers and six books. He has served as session chairman and track chair 17 times on the most prestigious international and national conferences. He has also developed several computer software programs based on his research findings. He is on the editorial board of the International Journal of Cases on Electronic Commerce and has been a guest editor and referee for Operations Research, IEEE Transactions on Control Systems Technology, and many other highly prestigious journals.

SARA WILLOX, PH.D. PROFESSOR

Dr. Sara Willox earned an MLA degree in Sustainability from Harvard University, an MBA from Upper Iowa University and a Ph.D. in Organization and Management from Capella University. She also completed two BS degrees from the University of Wisconsin-Madison. Dr. Willox has been teaching online courses and face to face courses in business, leadership, and psychology since 2010, and served as the department chair in business and technology for Edgewood High School. She publishes and presents at professional and academic conferences. Dr. Willox has professional experience in nonprofit management, human resources, operations, and development. She has held the positions of director of operations and development, department chair, human resources director, and program director. In addition, Sara does independent consulting with individuals and companies including nonprofit and corporate organizations, Grammy Award-winning artists, state government officials, and educational institutions.

JIM CARLAND, PH.D.**CARLAND ENTREPRENEURSHIP INSTITUTE DIRECTOR EMERITUS**

Dr. Jim Carland holds a Ph.D. in Management Policy and Systems from the University of Georgia as well as an MBA from Western Carolina University. He has held Certified Management Accountant (CMA), Certified Public Accountant (CPA) and Certified Valuation Analyst (CVA) qualifications. He has published more than 70 articles in scholarly journals, 200 articles in conference proceedings, and a dozen books. He is among the best-known scholars in the entrepreneurship discipline in the world, with over 3,500 citations of his work in Google Scholar. Dr. Carland has taught for more than 30 years and has been the recipient of many teaching awards and recognitions. He was involved in the development and implementation of the first Master of Entrepreneurship degree program in the U.S. His work was recognized for being the best example of graduate entrepreneurship training by the USASBE in 2005. He is interested in innovation as it relates to entrepreneurship. He first proposed an inherent link in 1984 in a seminal journal article in the Academy of Management Review. That article became a major factor in the subsequent differentiation of entrepreneurs from small business owners in the literature. Subsequently, he has interviewed, surveyed, and worked with more than 2,000 entrepreneurs

MESSAGE FROM THE PRESIDENT

As President, it is my pleasure to welcome you to the Anaheim University global online learning community.

At Anaheim University, we offer relevant, application-based programs designed to help you, the student, make an immediate difference in your current employment or future career. If you want an affordable, high quality experience in a globally connected setting, and a diverse faculty deeply engaged in their fields and with lifetime connections to invigorate your drive for success, you are at the right place.

With our experienced faculty and staff, interactive learning environment, and the integration of traditional and innovative learning methods, Anaheim University's mission is to provide exceptional learning opportunities to students who wish to benefit from a proven learning process. Upon completion of your academic program, you will join the worldwide Anaheim University Alumni Association with the many benefits it has to offer.

On behalf of the faculty and staff of Anaheim University, I wish you success in your chosen program of study.

Welcome to Anaheim University.

Andrew Honeycutt
DBA President

About Andrew Honeycutt

Dr. Andrew E. Honeycutt, President of Anaheim University and former Dean of the Anaheim University Akio Morita School of Business, received a Doctor of Business Administration degree in Marketing from Harvard University and a Master in Business Administration degree in Organizational Behavior from Boston University. Dr. Honeycutt has served as Dean of the College of Business and Technology of Argosy University Atlanta, Vice Chairman of Edgenics, Inc. and Senior Partner of the Center for Collaborative Learning and Coaching. As a business professor and school of business administrator, he has been instrumental in the development of cooperative relationships with major companies - Colgate Palmolive, Dupont, Gulfstream Corporation, Savannah Foods, Simmons First National Bank, SC Johnson Wax, and others. His much-utilized business expertise is evidenced by his service on business and governmental advisory boards and boards of directors. He has also served on the advisory boards of the Winthrop Rockefeller Foundation (Small Business Strategic Planning), the Ewing Marion Kauffman Foundation (Entrepreneurship Education) and the National Board of Directors of SCORE.

ANAHEIM UNIVERSITY ADMINISTRATORS AND ADVISORS

ANDREW E. HONEYCUTT, DBA PRESIDENT

Dr. Andrew E. Honeycutt, President of Anaheim University and former Dean of the Anaheim University Akio Morita School of Business, received a Doctor of Business Administration degree in Marketing from Harvard University and a Masters in Business Administration degree in Organizational Behavior from Boston University. Dr. Honeycutt has served as Dean of the College of Business and Technology of Argosy University Atlanta, Vice Chairman of Edgenics, Inc. and Senior Partner of the Center for

Collaborative Learning and Coaching. As a business professor and school of business administrator, he has been instrumental in the development of cooperative relationships with major companies - Colgate Palmolive, Dupont, Gulfstream Corporation, Savannah Foods, Simmons First National Bank, SC Johnson Wax, and others. His much-utilized business expertise is evidenced by his service on business and governmental advisory boards and boards of directors. He has also served on the advisory

boards of the Winthrop Rockefeller Foundation (Small Business Strategic Planning), the Ewing Marion Kauffman Foundation (Entrepreneurship Education) and the National Board of Directors of SCORE.

PETER LANGENBURG, J.D. CHANCELLOR AND GOVERNMENT AFFAIRS LIAISON

Peter Langenberg, J.D. serves as the Chancellor and Government Affairs Liaison for Anaheim University. He graduated from Princeton University summa cum laude with an A.B., and the University of California, Hastings College of Law with a Juris Doctorate. Peter Langenberg lived in Japan for a number of years, speaks Japanese fluently, and is former Chair of the Los Angeles Nagoya Sister City Affiliation. Mr. Langenberg was admitted to the California Bar in 1977 and serves as Hughes, Hubbard & Reed Senior Counsel. His areas of concentration include General Commercial and Business Law; Corporate Law; Intellectual Property (Trademarks, Copyrights, Licensing); and Employment Law.

ROD ELLIS, PH.D. VICE-PRESIDENT OF ACADEMIC AFFAIRS DOCTOR OF EDUCATION IN TESOL PROGRAM DESIGNER SENIOR PROFESSOR, GRADUATE SCHOOL OF EDUCATION

Dr. Rod Ellis is a world-renowned thought leader in the field of Second Language Acquisition. Prof. Ellis received his Doctorate from the University of London and his Master of Education from the University of Bristol. A former professor at Temple University both in Japan and the US, Prof. Ellis has served as the Director of the Institute of Language Teaching and Learning at the University of Auckland and has taught in numerous positions in England, Japan, the US, Zambia and New Zealand. Dr. Ellis, who is known as an expert in Second Language Acquisition, is author of the Oxford University Press Duke of Edinburgh Award-Winning Classic "The Study of Second Language Acquisition", as well as numerous student and teacher-training textbooks for Prentice Hall and Oxford University Press. Prof. Ellis's textbooks on Second Language Acquisition and Grammar are core textbooks in TESOL and Linguistics programs around the world.

KATE STRAUSS, MA

VICE PRESIDENT OF ADMINISTRATIVE AFFAIRS

Kate Strauss is the Administrative Director at Anaheim University. Ms. Strauss holds a BA in English from Princeton University, and an MA in English from the University of California, Irvine. Ms. Strauss brings over 10 years of experience in the human relations and marketing fields, and has won numerous civic awards in her role as Marketing Director for One Colorado in Old Pasadena, CA for her innovative contributions to cultural life and leadership. She has also enjoyed success using her communication skills as a teacher and training professional for the Orange County Human Relations Council.

ROBERT ROBERTSON, PH.D.

DEAN OF THE AKIO MORITA SCHOOL OF BUSINESS AND PROFESSOR

Dr. Robert Robertson has more than 15 years of experience in academia as a Vice President of Academic Affairs, Dean of Business and MBA program director. He holds a Ph.D. in Management and Organization (Stirling University, Scotland); Master of Studies in Law (Vermont Law School); Master of Public Administration (Dalhousie University, Canada); a Master of Arts (Eastern Kentucky University) and a Bachelor of Science (East Tennessee State University). Dr. Robertson was selected by the United States Department of State Bureau of Educational and Cultural Affairs to the Fulbright Specialist Program. He has served as the Chief Academic Officer and Research Fellow at the University of Phoenix's Center for Workforce Diversity, Central Florida campus in Orlando, Florida. He is an invited speaker on international business, strategy, online education and workforce training; and he regularly lectures in China, Taiwan, Vietnam, Kazakhstan, Europe, Brazil and the United States. In the public sector, he has more than 20 years of management experience including serving as the City Manager for the City of Hamilton, Ontario in Canada with more than 8,500 employees and a budget in excess of one billion dollars.

DAVID NUNAN, PH.D.

PRESIDENT EMERITUS

DESIGNER, MA IN TESOL PROGRAM DIRECTOR, DAVID NUNAN TESOL INSTITUTE

David Nunan, President Emeritus, has been with the California-based institution since its founding in 1996, when he played a central part in the development of the University's ground-breaking interactive online learning system. Dr. Nunan is a world-renowned linguist and best-selling author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning. His ELT textbook series "Go For It" is the largest selling textbook series in the world with sales exceeding 2.5 billion. In 2000, David Nunan served as President of TESOL, the world's largest language teaching association. David Nunan has served as Chair and Professor of Applied Linguistics at the University of Hong Kong since 1994 and has been involved in the teaching of graduate programs for such prestigious institutions as Columbia University, the University of Hawaii, Monterey Institute for International Studies, and many more. In 2002 Dr. Nunan received a congressional citation from the United States House of Representatives for his services to English language education through his pioneering work in online education at Anaheim University, and in 2003 he was ranked the 7th most influential Australian in Asia by Business Review Weekly

HAYO REINDERS, PH.D.

GRADUATE SCHOOL OF EDUCATION CHAIR OF RESEARCH

Holding a Ph.D. in Language Teaching and Learning from the University of Auckland, Dr. Hayo Reinders is also Professor of Education and Head of Department at Unitec in Auckland, New Zealand. His previous positions include Head of Learner Development at Middlesex University in London, Director of the English Language Self Access Centre at the University of Auckland in New Zealand and associate professor at RELC in Singapore. He has worked with teachers from a large number of countries worldwide and has been visiting professor in Japan, Thailand, Mexico and the Netherlands. Dr. Reinders edits the journal 'Innovation in Language Learning and Teaching' as well as a book series on 'New Language Learning and Teaching Environments' for Palgrave Macmillan. He is Editor of Innovation in Language Learning and Teaching, and Convenor of the AILA Research Network for CALL and the Learner. Dr. Reinders' interests are in technology in education, learner autonomy, and out-of- class learning, and he is a speaker on these subjects for the Royal Society of New Zealand. His most recent books are on teacher autonomy, teaching methodologies, and second language acquisition.

LUKE PLONSKY, PH.D.

GRADUATE TESOL PROGRAM DIRECTOR

Luke Plonsky (Ph.D., Michigan State University) specializes in three main areas of applied linguistics and TESOL: second language acquisition, language pedagogy, and research methods. Recent and forthcoming work in these and other areas can be found in virtually all major journals in the field including Annual Review of Applied Linguistics, Applied Linguistics, Language Learning, Modern Language Journal, Second Language Research, and Studies in Second Language Acquisition and in book chapters published by Cambridge, De Gruyter, Routledge, and Wiley-Blackwell. Luke has also co-authored or edited four books including the best-selling 4th edition of Second Language Acquisition: An Introductory Course. In addition to an accomplished scholarly record, Luke has taught courses in applied linguistics/TESOL as well as English and Spanish as a second language in Spain, The Netherlands (National Graduate School of Linguistics), Puerto Rico (Caribbean University), and in the US at Michigan State University, Arizona State University, and Northern Arizona University.

DAVID DESSER, PH.D.

DEAN, AKIRA KUROSAWA SCHOOL OF FILM

Dr. David Desser is Dean of the Anaheim University Akira Kurosawa School of Film. He is also Professor Emeritus of Cinema Studies, University of Illinois, where he was Professor of Cinema Studies, Comparative and World Literatures, East Asian Languages and Cultures and Research Professor of Communication. He has taught at the University of Michigan, Kansai University in Japan, Hong Kong Baptist University, the University of Pennsylvania, UCLA, Chapman University and the University of Southern California (USC). He received his Ph.D. from USC in the Cinema program with a minor in Japanese.

YUKUO TAKENAKA, CPA

EXECUTIVE STRATEGY ADVISOR

Yukuo Takenaka is Chairman, CEO and President of the Takenaka Partners Group. Prior to forming The Takenaka Partners Group in 1989, he was a partner and National Director of KPMG Peat Marwick's Japanese practice. He also served as Chairman of Project Japan for the parent company, KPMG. A graduate of the University of Utah, Mr. Takenaka is recognized for his expertise in cross- border M&A and joint venture transactions. On both sides of the Pacific, he serves as senior advisor to companies in a wide range of industries including high technology, electronics, manufacturing, financial services and real estate. He is the author of the Japanese best seller, *Merger and Acquisition Strategy*.

DAVID R. BRACEY

DISTANCE LEARNING / DEVELOPMENT

David Bracey works to develop and promote the University's programs worldwide and to ensure that students of Anaheim University receive quality care and attention. A major in International Communications and Psychology, Mr. Bracey has over 18 years of experience working in Japan.

ELIZABETH MAYS, MM

REGISTRAR

Holding a Master's degree from Azusa Pacific University and a Bachelor's degree from University of Redlands, Elizabeth Mays is the Registrar at Anaheim University. In this role, she oversees Anaheim University's various student services tasks from admissions through graduation. Prior to joining Anaheim University, Ms. Mays held management positions at technology firms and a faculty position at APU, where she founded the Master's of Music Handbell performance program. She has also volunteered for various nonprofit organizations including the Handbell Musicians of America and Habitat for Humanity.

POLICIES AND PROCEDURES

All administrative policies and procedures are contained in the Policies and Procedures Catalog. Click here to download the university's policies and procedures:

<http://www.anaheim.edu/downloadable-documents/AU-policiesandprocedures-1701.pdf>

DISCLOSURES

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

FACILITIES, EQUIPMENT AND TECHNOLOGICAL REQUIREMENTS

Anaheim University is an online institution, and all instructional equipment and materials must be provided by the student. Equipment includes:

- access to a computer and internet.

The course management system used by Anaheim University is Moodle. Moodle 3.5 is compatible with any standards-compliant web browser, including Google Chrome, Mozilla Firefox, Safari, Microsoft Edge, and Internet Explorer. Moodle is also available on mobile device browsers through Mobile, Safari and Google Chrome.

Please note that older "legacy" browsers have compatibility issues with Moodle 3.5. These older browsers include Internet Explorer 10 and below, and Safari 7 and below. For the best experience and optimum security, we recommend that you keep your browser up-to-date. <https://whatbrowser.org>

Graduate level students attend their live classes using the software GotoMeeting. To attend the GotoMeeting live sessions, students will need access to the following:

- Computer or mobile device. GotoMeeting requires the following:
- 2GB of RAM (minimum), 4GB or more of RAM (recommended) for computers
- iPad2 or later and iPhone 4s or later for mobile devices
- A webcam (optional). Your computer's built-in camera will work, or you may use an external webcam.
- A microphone or audio input device. Many times, you can use your computer's built-in microphone. A USB headset is recommended
- Headphones or audio output device. Often, your computer's built-in speakers will work just fine. A USB headset is recommended
- Internet access. Ensure you have a stable connection for clear audio and video. Anaheim University recommends access to the following connections:
- Computer: 1 Mbps or better (broadband recommended)
- Mobile device & Chromebook: 3G or better (WiFi recommended for VoIP audio)

**** Note:** Most devices have built-in speakers, but you will get better audio quality while connected via VoIP if you use a headset. You can also use your phone to dial in and connect to audio.

GotoMeeting is compatible with the following operating systems:

- Google Chrome v57 or later
- Windows 7 - Windows 10
- Mac OS X 10.9 (Mavericks) - macOS Mojave (10.14)
- Linux/Ubuntu (Web App only)
- Google Chrome OS (Web App only)
- iOS 9 - iOS 12
- Android OS 4.4 (Kit Kat) - Android 9 (Pie)
- Windows Phone 8, Windows 8RT or later

ENGLISH PROFICIENCY REQUIREMENTS

English language services are not provided. Non-native English speakers must demonstrate college-level proficiency in one of the following ways.

- Degree from an accredited institution where English is the primary language of instruction.
- Transcript from an accredited institution indicating completion of at least 30 semester hours of credit where the language of instruction was English ("B" average for Ed.D, Masters, Graduate Programs & Graduate Certificates; "C" average for TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- Transcript from an accredited institution indicating a "B" or higher in an English composition class (Ed.D, Masters, Graduate Programs & Graduate Certificates); "C" or higher for TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad.
- A minimum TOEFL score of 550 PBT / 213 CBT / 80 iBT (Ed.D); 530 PTB / 197 CBT / 71 iBT (Masters, Graduate Programs & Graduate Certificates); 500 PBT / 173 CBT / 61 iBT (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum TOEIC score of 800 (Ed.D, Masters, Graduate Programs & Graduate Certificates); 625 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum IELTS score of 6.5 (Ed.D, Masters, Graduate Programs & Graduate Certificates); 6.0 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum PTE (Pearson Test of English Academic Score Report) of 58 (Ed.D); 50 (Masters, Graduate Programs & Graduate Certificates); 44 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum BULATS Level 3 (60), accepted only for Cultura Inglesia in Brazil.
- A minimum grade of Level 3 on the ACT COMPASS's English as a Second Language Placement Test.
- A minimum grade of Pre-1 on the Eiken English Proficiency Exam.
- A minimum B1 English proficiency level identified within the Common European Framework of Reference (CEFR) Standards and assessed through various ESOL examinations, including the University of Cambridge.

The language of instruction at Anaheim University is exclusively English.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Anaheim University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the Master of Entrepreneurship degree you earn in the Anaheim University Carland Institute of Entrepreneurship is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals.

This may include contacting an institution to which you may seek to transfer after attending Anaheim University to determine if your credits or degree will transfer.

ACCEPTANCE OF CREDITS EARNED AT OTHER INSTITUTIONS

Anaheim University will accept up to two (or three, for a DBA) graduate semester classes or the equivalent in units (6 units for an MBA or ME, 8 units for MA TESOL, MFA or Ed.D, 9 units for a DBA) awarded by another institution toward a Masters or Doctoral degree at Anaheim University. The entering student will be required to clearly demonstrate the equivalency of a transfer course through relevant documents (syllabus, catalog, course outline) and justify its acceptance through petition. No course will be considered for transfer with a grade lower than a "B" or its equivalent. Petitions are directed to the specific Dean or Director for the affected program. There is a fee of \$75 per graduate course, and the overall program cost will be adjusted to reflect credit for the approved class(es). All petitions for transfer credit must be submitted as part of the student's initial application to the University. Credits awarded as part of another degree will not be accepted for transfer. Anaheim University has not entered into an articulation or transfer agreement with any other college or university.

EXPERIENTIAL CREDIT

Anaheim University will not extend credit for prior experiential learning to any student.

ATTENDANCE

Anaheim University students participate in a weekly discussion forum in which they must contribute regular substantive posts to the discussion questions. In addition, all degree students must participate in the scheduled Real-Time Online Classes for each course. Business courses include two online classes within the six-week term; students are expected to attend both sessions and must make arrangements with the professor for make-up work if they are unable to attend a session. TESOL and MFA degree courses include eight online classes within the nine-week term; students are expected to attend at least six of the sessions. Students are expected to utilize their webcams during their live classes regularly throughout their program. In addition to providing a more interactive learning environment, use of webcams will also allow Anaheim University to complete student identity verification in line with accreditation requirements. Periodically during the program, Anaheim University will request a student to turn on his/her webcam for this purpose. In addition to the assigned course assessments, students are graded on participation in the discussion forum and online classes. A student is considered to have dropped a course if s/he fails to attend classes for a three-week period or fails to submit three consecutive lessons.

SKIPPED TERMS

Students are expected to enroll in a course every time a course that is needed for their program completion is offered. Skipping a term can delay graduation, as the student must wait for the course to be offered again.

- A student who wishes to skip one term must complete the "Registration for Skipping a Term" form, which can be downloaded from the University website.
- A student who wishes to take two consecutive terms off must complete the "Registration for Skipping a Term" form, and they must also complete a "Dean/ Program Director Skipped Term Petition" and received signed permission from the Dean or Program Director. Two non-consecutive terms off requires only a second "Registration for Skipping a Term" form.
- A request for a third (non-consecutive) skipped term requires the student to complete a third "Registration for Skipping a Term" form; complete a "Dean/ Program Director Skipped Term Petition" and receive signed permission from the Dean or Program Director; and schedule a meeting with the Admissions Director to discuss any issues or areas of concern.
- A request for a fourth skipped term requires the student to receive permission from the Vice President of Academic Affairs.

The above policy does not apply to students who are on active military duty or who are an approved Medical Leave of Absence.

MEDICAL LEAVE OF ABSENCE

Students may also petition for a medical leave of absence during their program, which is handled differently than a voluntary leave of absence. The maximum period for a medical leave of absence is ninety (90) days per leave. Students may apply for a maximum of four (4) leaves of absence for medical reasons throughout their degree program. Each leave of absence must be ninety (90) days or less and requires a separate petition which must be approved by the University's administration. Only students in good academic and financial standing will be considered for approval of medical leave. The [Petition for Special Medical Leave of Absence Form](#) can be downloaded from the University website and requires a doctor's signature.

FINAL GRADES

Final Grades are submitted two weeks after the final day of the course. Students are notified of their final grades by email once the grades have been submitted. Students who have been approved for an extension will be notified of their final grades once all terms of the extension have been met.

VISA STATUS

Anaheim University does not provide visa services but can provide a letter verifying a student's active status upon request.

HOUSING

As Anaheim University programs are conducted online, regardless of where the student resides, the University does not have dormitory facilities under its control and does not provide housing or dormitory facilities.

STATE LICENSURE

The programs at Anaheim University are not designed to lead to positions requiring licensure in this state.

PLACEMENT SERVICES

Anaheim University does not offer placement services.

GRADUATE EMPLOYMENT DATA

Anaheim University Master's-level business graduates self-report that they are employed in the following fields: Marketing Director, Account Manager, Managing Director of the Americas, Project Development Director, International Logistics Manager, Chief Executive Officer, Chief Financial Officer, Chief Innovation Officer, Group Chief Sustainability Officer, Quality and Environment Coordinator, Associate Account Executive, Director of Content, Director of Business Optimization, Senior Staff Accounting, Senior Manager, Deputy Manager, Product Cost Management Group Manager, Operations and Maintenance Manager, Environmental Consultant, Director of Business Consulting Services, Associate Professor, Regional Commodity Manager, Director of Strategic Accounts, Environment Division Manager, IT Manager, Risk Consultant, Business Analytics Manager, Renewable Energy Specialist.

FINANCIAL AID

Anaheim University does not participate in federal or state financial aid programs.

STUDENT TUITION RECOVERY FUND

It is a state requirement that a student who pays his or her tuition is required to pay a state-imposed assessment for the Student Tuition Recovery Fund (STRF).

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589. To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

- (1) The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
- (2) You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
- (3) You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
- (4) The institution has been ordered to pay a refund by the Bureau but has failed to do so.
- (5) The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
- (6) You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
- (7) You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans. To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF. A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.

STUDENT CANCELLATION, WITHDRAWAL, AND REFUND RIGHTS

The student has the right to cancel an enrollment agreement in any manner through the first day of the course, or the seventh day after signing the enrollment agreement, whichever is later (the "Cancellation Period"), and obtain a full refund of all monies paid. Students canceling after the seven-day Cancellation Period will receive a refund of all amounts paid, less the non-refundable registration fee of \$100 and the non-refundable application fee of \$75 (for graduate programs) or \$50 (for undergraduate programs).

The written notice of cancellation may be given by e-mail, fax, or postal service (in which case, the effective date begins when the letter is deposited in the mail properly addressed with postage prepaid). The "Official Notice of Withdrawal" form can be downloaded from the University website.

For the purposes of determining the student's obligation for the time attended, the student will be considered to have withdrawn from the program when any of the following occurs, unless the Dean or Program Director determines a different course of action:

- The student notifies the school of the withdrawal.
- The school terminates the student's enrollment.

- The student fails to attend classes for a three-week period. In this case, the date of withdrawal will be the last date of attendance.
- The student fails to submit three consecutive lessons or fails to submit a completed lesson required for home study or correspondence within 60 days of its due date.
- The student has not responded to communication in any form from the University for four months.
- Students who have been withdrawn from their program for any of the above reasons may be required to submit a new application (and all applicable fees) if they wish to continue. Tuition for all courses is refunded based on the number of weeks completed.

For Courses Lasting 6 Weeks Percentage of Refundable Tuition Sample Calculation

		Based on \$1,325 tuition for a 6-week course
Week 1 (days 0 - 7)	100% of tuition refunded	Refund: \$1,325 (100% of \$1,325)
Week 2 (days 8 - 14)	70% of tuition refunded	Refund: \$ 927.50 (70% of \$1,325)
Week 3 (days 15 - 21)	40% of tuition refunded	Refund: \$ 530 (40% of \$1,325)
Week 4 (days 22 - 28)	20% of tuition refunded	Refund: \$ 265 (20% of \$1,325)

If a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund, and if the student receives federal student financial aid funds, the student is entitled to a refund of the moneys not paid from the federal financial aid funds. If the student paid for his/her entire program at the time of enrollment and received the 10% tuition discount for payment in full, the regular course tuition will be used in the calculation of the refund since the discount will no longer apply. All monies due the student will be refunded within 30 days of the notice of cancellation.

If the student has been approved for a monthly payment plan, Anaheim University will calculate the total amount of tuition and fees owed to the University based on the number of courses taken, and compare this amount with the total amount the student has paid up to the date of their withdrawal. Any amount paid over the total amount of tuition and fees will be refunded to the student. If there is a balance due, the student will be responsible for the remaining amount.

STUDENT PRIVACY

Anaheim University makes every effort to protect student privacy. Student records are stored in secure, locked, fire-proof facilities which have restricted access and a motion sensor alarm security system. The university's online course management system maintains strict data security protection in addition to user authentication and virus scanning. Cloud storage of back-up records is protected by a two-step verification process in addition to the highest standards in SSL browser encryption.

All transcripts are issued in compliance with the Family, Educational Rights and Privacy Act of 1974 (section 438 of Public Law 93-380), and information contained in the transcript is not released to a third party without the written consent of the student. If a student requests the release of any information from his/her file, the student must submit the request in writing to the Registrar.

RETENTION OF STUDENT RECORDS

Student records are stored in secure, locked, fire-proof facilities which have restricted access and a motion sensor alarm security system. The university's online course management system maintains strict data security protection in addition to user authentication and virus scanning.

Cloud storage of back-up records is protected by a two-step verification process in addition to the highest standards in SSL browser encryption. Anaheim University retains all student records and transcripts indefinitely. A student or graduate can request information by contacting the University at its offices.

STUDENT GRIEVANCE PROCEDURES

Anaheim University places great emphasis on putting the educational experience of its student body as the first priority of its administration, faculty, and staff. In line with this "Students First, Always" policy, the University seeks to continuously improve the educational experience of its students, including the quality of academics, learning resources, online learning system, and Student Services. Students may always provide feedback, seek assistance, and express grievances in person, in writing, by phone, by email, or by live chat/Skype sessions. Formal grievances/complaints must be submitted in writing, either by mail or email, to Student Services. Written complaints may be sent by email to support@anaheim.edu or mailed to Anaheim University Admissions Office, 1240 S. State College Blvd Rm 110, Anaheim, CA 92806, USA.

Anaheim University defines a complaint as a formal statement made in writing that outlines a specific grievance which is interfering with the student's perceived ability to succeed in their chosen program of study. Once a complaint is received, it will be directed to the appropriate department and the individual responsible for overseeing that department. Grievances that cannot be resolved by the department will be referred to the Vice President of Administrative Affairs or the Office of the President. All formal grievances/complaints will receive a response within 10 days of the University receiving the complaint.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888-370-7589, or by completing a complaint form, which can be obtained on the Bureau's internet Web site: www.bppe.ca.gov.

Any questions or problems concerning this school which have not been satisfactorily answered or resolved by the school should be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA 95798-0818. Phone: (916) 431-6959. Fax: (916) 263-1897, or the Distance Education Accrediting Commission (DEAC) at <https://www.deac.org/Student-Center/Complaint-Process.aspx>

BANKRUPTCY CODE DISCLOSURE

Anaheim University does not have a pending petition in bankruptcy, nor has it filed a petition within the preceding five years. Anaheim University is also not operating as a debtor in possession, and it has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

HOW TO CONTACT ANAHEIM UNIVERSITY

President Dr. Andrew Honeycutt	president@anaheim.edu
Managing Director of Development	online@anaheim.edu
Vice President of Administrative Affairs	vpadmin@anaheim.edu
Director of Student Services	studios@anaheim.edu
Student Services	support@anaheim.edu
Registrar	registrar@anaheim.edu
Technical Support	techsupport@anaheim.edu

ANAHEIM UNIVERSITY OFFICE OF ADMISSIONS

Hours of operation: Monday - Friday 9 a.m. to 6 p.m. (Closed major U.S. holidays)

1240 S. State College Blvd., Room 110 Anaheim, CA 92806-5150 USA

Toll-Free: 1-800-955-6040

Tel: 714-772-3330

Fax: 714-772-3331

Email: admissions@anaheim.edu

OFFICERS: ANAHEIM UNIVERSITY, INC.

Andrew E. Honeycutt, DBA	CEO, Director
Elaine Parker-Gills, Ed.D.	Secretary, Director
David Bracey	CFO, Director

BUSINESS ADVISORY COUNCIL

Jim Kelly	Former VP Business Development. H.I.S. Int'l Tours
Shin Koyamada	"Last Samurai" Actor & Shinca Entertainment Founder
Dennis Lee, CPA	Dennis M. Lee & Associates
Masakatsu Mori	Former Chairman, Accenture Japan, Ltd.
Hideo Morita	CEO of RayKay Corporation
Yukuo Takenaka, CPA	CEO of Takenaka & Partners
David Bracey	Anaheim University Managing Director of Development/Chief Communications Officer

BOARD OF TRUSTEES

Elaine Parker-Gills, Ed.D.	Chair/Voting Member
Andrew E. Honeycutt, DBA	Voting Member
Robert E. Garrity, M.S.	Voting Member

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA 95798-0818. Phone: (916) 431-6959. Fax: (916) 263-1897, Website: www.bppe.ca.gov. Questions may also be directed to the Distance Education Accrediting Commission (DEAC) at www.deac.org.

Anaheim University Office of Admissions

1240 South State College Blvd. Room 110 Anaheim, CA 92806 USA

Tel: 714-772-3330

Fax: 714-772-3331

E-mail: admissions@anaheim.edu

www.anaheim.edu

Anaheim University is accredited by the Distance Education Accrediting Commission (DEAC)

1601 18th St. NW, Suite 2, Washington D.C. 20009 USA (202) 234-5100 <http://www.deac.org>

AUMECAT0 04/21

Graduate Diploma in International Business

January 1 – December 31, 2021



 **Anaheim University**
Akio Morita School of Business

ANAHEIM UNIVERSITY MISSION

Anaheim University was established as a unique, innovative and sustainable institution of higher learning to meet the educational needs of a diverse and global student body through academic programs of the highest quality. Dedicated to a student-centered philosophy, Anaheim University makes higher education accessible to qualified students worldwide through both online and on-campus study.

ANAHEIM UNIVERSITY OBJECTIVES

Taking advantage of the newest technological innovations, Anaheim University is designed to be a sustainable global institution with a multicultural perspective, with programs designed to meet the needs of its diverse student population. To accomplish this, Anaheim University has the following objectives:

- Meeting the educational needs of our students by offering instructional programs otherwise unavailable because of access, cost, or work schedule
- Excellence of academic instruction through the guidance and expertise of dedicated faculty
- Provision of an instructional environment where students can take an active role in their own learning
- Utilization of the newest technologies
- Deployment of technology-based learning resources
- Development of interactive learning environments in both synchronous and asynchronous settings
- Support of an academic environment where professors are able to deliver the highest quality educational programs and take advantage of the University's learning resources
- Regular course and program assessments and evaluation to improve our offerings
- Development and maintenance of a University alumni support system to advance alumni professional skills, knowledge, and expertise and help them realize their lifelong educational goals
- Development of University culture and programs promoting sustainability

ABOUT US

Anaheim University is a private institution that was founded in Orange County, California in 1996. The University is accredited by the Distance Education Accrediting Commission (DEAC). The DEAC is listed by the U.S. Department of Education as a recognized accrediting agency and recognized by the Council for Higher Education Accreditation (CHEA). Anaheim University is also approved to operate by the California Bureau for Private Post-Secondary Education. "Approval to operate" means that Anaheim University operates in compliance with state standards as set forth in the California Education Code and the California Code of Regulations.

AKIO MORITA SCHOOL OF BUSINESS

The Anaheim University Akio Morita School of Business was established in honor of Sony Founder Akio Morita's enterprising and innovative spirit, foresight and global perspective. The contributions of Akio Morita (1921-1999) to the fields of technology, business, and intercultural relations are a constant source of inspiration to society. As a pioneering institution in the field of higher education, Anaheim University strives to pass on the traits of Akio Morita to its students for the purpose of creating a better tomorrow.

WORLD-CLASS FACULTY

Dr. Andrew Honeycutt, University President and former Dean of the Akio Morita School of Business, holds a Doctorate in Business Administration with a concentration in Marketing from Harvard Business School, and an MBA in Organizational Behavior from Boston University. He was a Nissan Fellow at Northwestern University's prestigious Kellogg School of Management and has served as a consultant and speaker for many of the world's largest corporations. In addition to 100% of the AU Akio Morita School of Business professors holding doctoral degrees from some of the world's most esteemed universities, the entire business faculty has real-life experience in business management and administration. The business school's professors bring extensive experience teaching in accredited on-campus programs as well as exceptional real-life experience, and a number of the professors have served as Department Chairs and Deans at major universities throughout the United States.

MISSION OF THE SCHOOL OF BUSINESS

Founded upon the management principles of Akio Morita, Peter Drucker and other renowned business leaders, the mission of the Akio Morita School of Business is to integrate innovative online teaching, relevant scholarship, and business experience to develop global business leaders who will contribute to the development of sound economic and public policy in a globally competitive world.

INTERNATIONAL NETWORKING

Anaheim University Akio Morita School of Business students are working professionals residing around the world, and 98% of AU students work full time or own and operate their own business. A few of the corporations that have employed AU candidates and graduates include:

3M	Accenture	Agfa-Gevaert
Asahi Newspaper	Audi	Bank of Japan
Bayer Medical	Bearing Point	Beckman Coulter
Bosch Rexroth Corporation	British Airways	Cisco Systems
Citigroup	Dell	Deutsche Bank
Deutsche Securities	Dow Chemical	Dow Jones Intl.
EDS	Embassy of Australia	Embassy of Haiti
Embassy of the Philippines	Embassy of Zimbabwe	Exxon Mobil
Fidelity Investments	Fujitsu	GE Consumer Finance
Goldman Sachs	Hewlett-Packard	Hitachi
HMV	Honda Electron	Hyatt Hotels
IBM	Intel	KDDI
Kirin Brewery Company	Kubota Corporation	Kyocera-Maruzen
Macmillan Publishing	Marubeni	McDonald's
Mercedes Benz Finance	Merrill Lynch	Michelin
Mitsubishi Heavy Industries	Morgan Stanley	Nippon Ericsson
Nissan	Nomura Research Institute	Nomura Securities
Novartis Pharma	Pearson Publishing	Pioneer Corporation
Polaris Software Lab	Recruit	Sanofi Aventis
Stahl Thyssenkrupp	Sumitomo Corporation	Toyota
UBS	Unisys	Volkswagen Investment Co.

WHO IS THE GRADUATE DIPLOMA IN INTERNATIONAL BUSINESS FOR?

Whether pursuing a career in management, marketing, human resources, accounting, finance, or IT, the Anaheim University Graduate Diploma in International Business program prepares students with the global business skills to be successful in a management position or to establish their own business as an entrepreneur. Although the Graduate Diploma in International Business does not lead to a specific job position, careers that Graduate Diploma in International Business graduates often pursue include:

Accounting	Administration / Office Support
Aerospace/Aviation/Defense	Agriculture
Airlines	Architectural Services
Automotive	Banking, Finance and Economics
Biotechnology and Pharmaceutical	Building and Grounds Maintenance
Community & Government	Construction & Architecture
Consulting Services	Customer Service
Education and Training	Energy/Utilities
Environmental Services	Engineering
Human Resources & Recruitment	Insurance
International Trade	IT & Telecommunications
Legal, Compliance & Paralegal	Logistics, Transport & Supply
Localization, Interpreting & Translation	Manufacturing
Marketing, PR, Advertising/Communications	Media, Arts & Entertainment
Medical, Health & Scientific	Mining and Trades
Publishing/Printing	Property & Real Estate
Retail & Fashion	Sales
Tourism, Travel & Hospitality	

FROM THE DEAN OF THE AKIO MORITA SCHOOL OF BUSINESS

Welcome to the Akio Morita School of Business at Anaheim University.

The Anaheim University Akio Morita School of Business offers career-relevant graduate business courses and programs that are designed for the busy professional. The courses link theory to real world examples and practice. Our faculty members are academically qualified and they have professional experience in public, private and not-for-profit organizations across the globe. Our goal is to provide you with information and skills that can add value to your career. As you consider pursuing a graduate program, please do not hesitate to contact me if I can be of any assistance. Good luck in achieving your career goals.

*Robert W. Robertson, Ph.D.
Dean, Akio Morita School of Business Anaheim University*

GRADUATE DIPLOMA IN INTERNATIONAL BUSINESS

In the Online Graduate Diploma in International Business, you will study online in an intensive fast-track format.

- Earn your Graduate Diploma in as little as nine months*
- Study 100% online from anywhere in the world

*Students with a 3.0 GPA or higher may take two courses in their last two terms.

PROGRAM OBJECTIVES

- Carry out a detailed literature search of international business administration using relevant bibliographical resources from print and online resources.
- Discuss current conceptual and theoretical models, issues, and concerns in international business administration.
- Describe current practices, issues, and concerns in international business administration.
- Apply current business practices to the management of international businesses.
- Devise appropriate strategies for their own ongoing professional development and implementation of these strategies upon successful completion of the International MBA.

GRADUATE DIPLOMA IN INTERNATIONAL BUSINESS REQUIREMENTS AND SATISFACTORY ACADEMIC PROGRESS

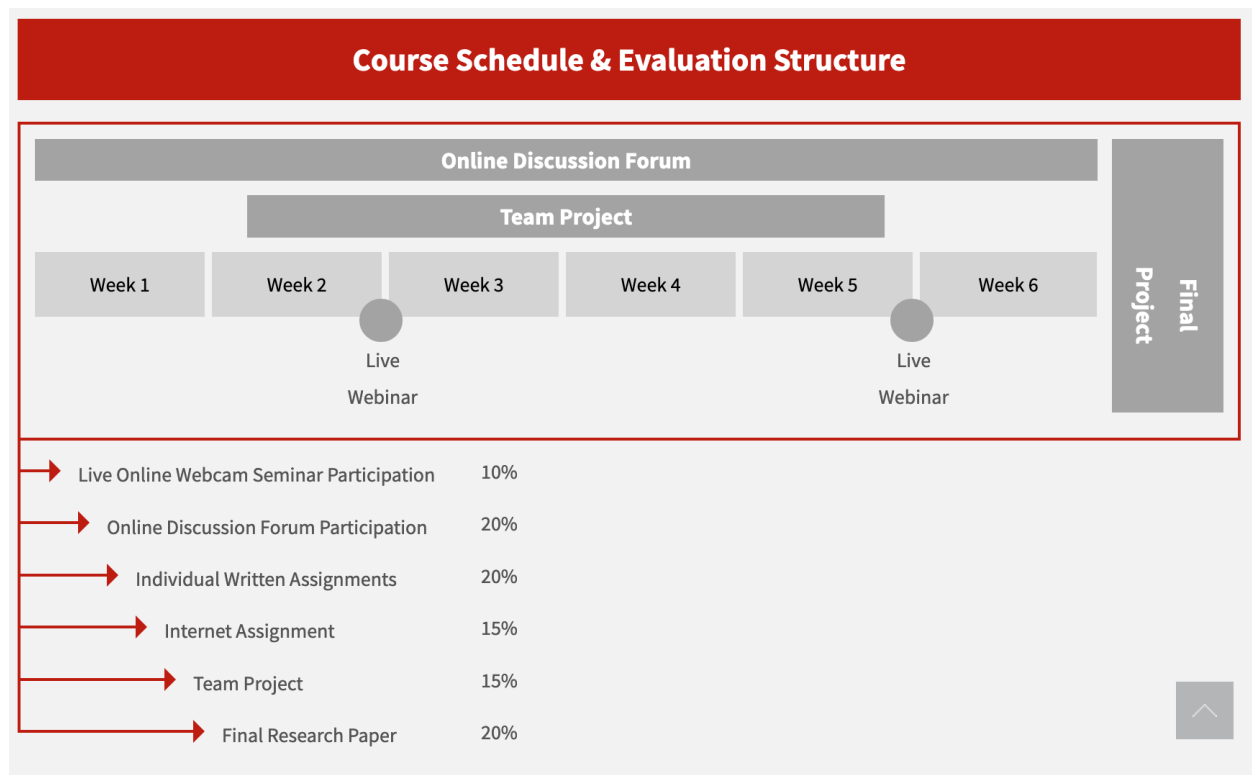
Students in the Graduate Diploma in International Business program select 6 out of 10 available International Business courses, for a total of 18 units (6 courses, 3 units each). Each course is 6 weeks long. Students must maintain a 3.0 grade point average (GPA) in order to graduate from the program. Any students whose GPA falls below a 3.0 will be put on Academic Probation and given two terms to bring his/her GPA back to a 3.0 level. Students who earn a grade lower than an 80% (a "C," "D," or "F") on any given course must repeat the course. The schedule is set each year and typically announced in the Fall. Failure to take an available course when one is offered may prevent a student from completing his/her program in the allotted time. The maximum time allotted for completion of the Graduate Diploma in International Business is 2 years. Students who have not completed their programs within the maximum allotted time are subject to academic dismissal. Students who need additional time must receive permission from the Dean or Program Director.

PROGRAM STUDY SUGGESTIONS

(total 22.5 hours a week for six weeks)

- Look briefly through the set readings, the weekly assignment questions, and any other assignments for the week. (.25 hours)
- Complete weekly reading assignments, making notes on the assignment questions as you do. (3 hours)
- Complete individual weekly written assignments. (3 hours)
- Review weekly Online Discussion Forum questions & research potential answers. (1 hour)
- Discuss the Discussion Forum questions with other students via the Online Discussion Forum. (4 hours)
- Video presentation and response to video questions (4 hours)
- Preparation for and participation in real-time online class and review transcripts and make notes. (2.5 hours)*
- Preparation for and participation in group projects. (2 hours)*
- Conduct library/internet research, further reading and note taking to complete course projects. (3.75 hours)

*In weeks when no real-time online class or team project is assigned, study time should be spent on library/internet research, further reading and note taking. For courses including a proctored examination, study schedule will vary.



The Online Graduate Diploma in International Business through Anaheim University's Akio Morita School of Business allows working professionals to obtain a Graduate Diploma while working full time no matter where they reside. Anaheim University's cutting-edge online infrastructure provides an interactive and intercultural learning environment matched by no other. During each of the six six-week courses, students must participate in two 90 min. real- time online classes - at the end of the first and fourth weeks of each course. *Interactive*

Students study in a highly interactive online program by attending two 90-minute real time online meetings per course with their professor and / or expert guest speaker and interacting daily with their fellow students by discussing weekly topics in their free time.

Networking Opportunities

Students from around the world interact with each other and their professors through the online Forum.

9-month Graduate Diploma

A number of courses are held each term enabling students to complete the program in approximately nine months. Students with a 3.0 GPA or higher may take two courses in their last two terms.

Enroll in Only One Course

Students have the option of enrolling in individual business courses or the entire MBA degree program.

Experienced Faculty

Students have the opportunity to learn from highly-qualified professors all of whom hold doctoral degrees and have extensive experience in various fields of business.

Culturally Diverse Program

AU students have the opportunity to come into contact with individuals from around the world, providing a rich and culturally diverse environment in which to study. Students broaden their cultural perspective while at the same time remaining in touch with their own cultural identity.

Achieve Success

Anaheim University faculty and staff are committed to helping every student succeed. Students benefit from small class sizes and direct access to professors.

Online Resources

Students have access to digital resources including journals, articles, and video interviews, lectures and seminars.

For Working Professionals

The online system allows students the opportunity to complete an MBA while at the same time holding down a full- time job.

No Travel

Students have the opportunity to study at an American University without having to travel abroad

CURRICULUM

For the Anaheim University's Online Graduate Diploma in International Business, students select 6 from a choice of 10 courses (6 weeks each).

CORE COURSES

- BUS 510 International Economics
- BUS 520 International Human Resource Management
- BUS 530 International Accounting
- BUS 540 International Marketing
- BUS 550 International Management
- BUS 560 International Finance

AKIO MORITA SCHOOL OF BUSINESS SPECIALIZED COURSES

- BUS 542 International Business Law B
- BUS 570 Intercultural Communications
- BUS 572 Seminar in International Business
- BUS 575 Supply Chain Management

Graduate Diploma in International Business Program Fees	
Application Fee (Non-Refundable after 7 days)	\$ 75
Registration Fee (Non-Refundable after 7 days)	\$ 100
STRF Fee* (Non-Refundable, CA Residents Only)	\$ 4
Per Course Fees	
Tuition Fee (\$375 per credit x three credits)	\$ 1,125/course taken
Records Fee	\$ 200/term
Per Course Fee Total	\$ 1,325
Transfer Credit Fee	\$ 75/course (optional)
One Time Fees	
Diploma	No cost
Replacement Diploma	\$ 200 (optional)
Replacement Cover	\$ 75 (optional)
Course Completion Letter	\$ 35 (optional)
Program Total	\$8,125**

Students have the option of enrolling in one course, several courses or the entire Graduate Diploma program. Students completing six courses will be conferred the Graduate Diploma in International Business by Anaheim University.

* The Student Tuition Recovery Fund (STRF) is administered by the California BPPE and applies only to California residents. The STRF fee is currently fifty cents (\$.50) per one thousand dollars (\$1,000) of institutional charges. 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.

Note: Books & materials will be extra, and are expected to average U.S. \$200 per course.

Pay for only one course at a time, or receive a 10% discount on tuition by paying 100% of program fees at the time of enrollment.

US Military: Anaheim University's programs are approved for VA benefits. Please see refund policy in the Policies and Procedures catalog.

Payments can be made by check, credit card (Visa, MasterCard, American Express or Discover), money order or bank transfer. Tuition may be paid on a course-by-course basis. The application fee must be paid at the time of application, and prior to beginning the first term, students must pay the registration, tuition, and records fee. For the remaining five terms, students must pay the tuition and records fee.

COURSE DESCRIPTIONS

Students select six of the following 10 courses:

BUS 510 INTERNATIONAL ECONOMICS

Economics is an important subject that affects the way we live in not only the United States but internationally for countries who use the market system to determine the allocation of resources in their society. The aim of this course is to help students understand the operation of a market system in an international setting and to explore the nature and organization of various societies and the arguments underlying many of the great global public issues of the day in an international setting, and to understand the operation and behavior of international business firms and other decision-making entities through the study of the principles of international economics useful to students in the international MBA program.

BUS 520 INTERNATIONAL HUMAN RESOURCE MANAGEMENT

Human beings are the most crucial components of any organization as all other company assets are always subject to human decisions. Recruitment, management and training of the workforce are then crucial tasks that contribute to the company's success and can even be decisive for its survival. This is true whether we are considering domestic companies or international companies. This course focuses on the study of human management principles as they reflect on the basic assumption of treating employees as investments benefiting a company in

the long run from the international perspective. The class is designed as an overview of traditional functions of international human resource (IHRM) management and an examination of its governing mechanisms contributing to the success of an organization. Compensation, staffing, training, labor relations and employee performance evaluation are studied from an international perspective among other aspects of international human resource management.

BUS 530 INTERNATIONAL ACCOUNTING

In our increasingly globalized world, accounting students need to understand the main features of financial reporting practices as they differ in different countries so that they will be able to distinguish accounting and reporting differences that would otherwise give rise to problems for report readers. It is also vitally necessary to understand the ongoing efforts to harmonize standards using International Financial Reporting Standards (IFRS). The course aims to give participants a thorough grounding in the key principles of accounting while enabling them to understand the major features of the international IFRS standards. The course shows the links between accounting statements, valuation methods and investment analysis. The course also reviews important technical areas of differences among accounting systems such as inventory valuation, the use of reserves, consolidations, and taxation of income. The student will be able learn to identify problems in international harmonization while appreciating the capital market efficiencies to be gained from harmonization of international accounting standards.

BUS 540 INTERNATIONAL MARKETING

International Marketing frequently requires major changes in how organizations conduct business in a global marketplace. It is a necessity for today's business leader to be aware of the implications of marketing strategies and how they are employed in different countries with different cultures. This course focuses on identifying and meeting the needs of specific international target markets through close interaction with managers from other functional areas, such as promotion, finance, accounting and human resources.

BUS 550 INTERNATIONAL MANAGEMENT

We are observing a fundamental shift in the nature of geopolitics. No longer will global business leaders focus on one or two stock markets, currencies, economics or political leaders. Today's business environment is far too complex and interrelated for that. Nation states and multinational corporations will remain both powerful and important. Global networks comprising technological, entrepreneurial, social and environmental interest groups will remain powerful. Future economic and business endeavors will increasingly be characterized by a search for common ground, productive partnerships, and mutual benefit. This course will focus on developing a deeper understanding of how and why management practices and processes can differ around the world, and the development of the skills necessary to function successfully in this international business environment.

BUS 560 INTERNATIONAL FINANCE

This course covers material essential to a comprehensive understanding of international financial management. Topics will include, but not be limited to, foreign exchange markets, the global cost of capital, corporate strategy and foreign investment and multinational capital budgeting.

BUS 542 INTERNATIONAL BUSINESS LAW & PRACTICE

This course provides a comprehensive coverage of the legal, cultural, political, economic and ethical issues faced by global business managers. An understanding of these issues is enhanced through the use of real-world examples, cutting edge cases, managerial problems, and ethical issues.

BUS 570 INTERCULTURAL COMMUNICATIONS

Intercultural communication is international communication across national boundaries involving many different cultures. There is a wide range of communication problems that naturally appear when one moves across national boundaries, and within organizations which are made up of individuals from different countries representing different religious, social, ethnic, and educational backgrounds. Intercultural communication seeks to understand how people from different countries and cultures behave, communicate and perceive the world around them quite differently. From a management perspective, it studies situations where people from different cultures interact in a business environment. The purpose of this course is to gain an understanding of the variations in language, customs, social attributes, thought patterns, and other aspects of cultures of different groups of people. An understanding of intercultural communication is essential for the conduct of international businesses. It is the purpose of this course to provide this understanding.

BUS 572 SEMINAR IN INTERNATIONAL BUSINESS

Successful managers in a world of global competition must have an array of skills, talents and abilities at their disposal. This course uses extensive examples to illustrate the vibrancy and challenge of international business. Coverage of relevant topics includes the degree of geographical literacy necessary to succeed in international markets, which is frequently overlooked in more traditional courses.

BUS 575 SUPPLY CHAIN MANAGEMENT

Supply Chain Management involves the flows of materials and information among all of the firms that contribute value to a product, from the source of raw materials to end customer. The goal of this course will be to help students understand the strategic importance of good supply chain design, planning, and operations for every firm, to provide students with the use of key drivers on a conceptual and practical level to improve supply chain performance, and to give students a solid understanding of analytic methodologies for supply chain analysis necessary to achieve significant increase in performance.

ONLINE LEARNING RESOURCES

AU ONLINE CLASSROOMS

Anaheim University students in the International MBA meet via webcam in real-time interactive online classes with their professors and fellow students for 90 minutes twice during a six-week course: at the end of the first and fifth weeks of the term. Chat transcripts and audio/video of all online classes are recorded and posted allowing students to stay focused on the live discussion during the class, and the opportunity to review the class discussion afterwards. These classes are usually held on Friday evenings US time which is Saturday morning in Asia. Real-time class recordings may be accessed through the AU Online System for students who are unable to attend class or

simply wish to review their class notes. Such transcripts may be viewed online at any time or printed out in a neat, convenient format - the perfect alternative to distracting note taking during class.

AU ONLINE DISCUSSION FORUM

The Online Discussion Forum is an electronic bulletin board and e-mail list facilitating lively communication and interaction among students and their professor. When a student posts a message to the Forum, the message is automatically redistributed to the professor and all other students in the course, allowing students to discuss the week's readings in their free time. A weekly Student Host directs students to perform certain tasks as outlined in the online Course Guide. The Online Discussion Forum plays an integral part in AU's online programs by facilitating the out-of- class interaction between students necessary for an effective exchange of ideas. The AU Online Discussion Forum ensures that learning and interaction does not end when the real-time class does.

ONLINE BOOKSTORE

The Online Bookstore is the one-stop source for textbook and course material needs. Designed for students to buy textbooks based on their course schedule, track their textbook orders, and sell their textbooks back from a previous semester, the Online Bookstore offers money-saving used books, multiple shipping options, and access to hundreds of academic items related to your studies. In an effort to provide additional savings, textbooks or course materials may be available for purchase in an electronic format. Purchases will be subject to the refund policy of the bookstore.

LIBRARY

Anaheim University requires all of its students to make extensive use of library facilities and resources in the course of their program. The University's online resources provide a major boost in assisting and supporting a student's academic work. The login ID and password provided by the University to the student upon enrollment will provide the student access to the online resources. Anaheim University makes certain provisions in order to provide access to library resources and library services for all students enrolled directly through Anaheim University. However, students enrolled in Anaheim University's online graduate degree programs are required to have an additional reserve fund to be used for the purchase of journals and research - materials that will aid them in their studies by providing information specific to their unique areas of interest and research - and to provide access to software and other resources that may help them in the completion of their studies. The research reserve fund is \$1,500 for master degree students and \$2,000 for doctoral students to be used over the duration of their program. Note: Students are not required to spend the entire research fund - only that amount necessary in order to carry out their research.

AU ALUMNI ASSOCIATION

Upon completion of their chosen programs of study, AU graduates have the privilege of becoming part of the university's Alumni Association. The AU Alumni Association is a highly regarded online network established to ensure that an AU graduate's learning never ends. The Alumni Association is an excellent way to network with other professionals in your field and keep abreast of recent developments. Members have access to the most recent updates regarding the latest news from the field, important events, suggested readings, cutting edge information and professional career opportunities

STUDENT SERVICES AND TECHSUPPORT

The policy of Anaheim University is “Students First, Always” and Anaheim University’s Student Services staff is committed to providing students with the administrative services they need for course registration, textbook ordering, graduation, etc. Technical issues are addressed by the TechSupport Division of the University.

GRADUATION STORE

Alumni of Anaheim University have the opportunity to show Anaheim pride by ordering Anaheim University graduation rings and diploma frames online.

AU AKIO MORITA SCHOOL OF BUSINESS FACULTY

ROBERT ROBERTSON, PH.D.

DEAN OF THE AKIO MORITA SCHOOL OF BUSINESS AND PROFESSOR

Dr. Robert Robertson holds a Massachusetts Institute of Technology (MIT) Sloan School of Management Executive Certificate in Innovation and Strategy, Ph.D. in Management and Organization (Stirling University, Scotland); Post-Doctoral Professional Certificate, International Business and Leadership (Argosy University); Post Graduate Diploma in International Management-China (University of London); Master of Studies in Law (Vermont Law School); Master of Public Administration (Dalhousie University, Canada); a Master of Arts (Eastern Kentucky University) and a Bachelor of Science (East Tennessee State University). He has more than 15 years of experience in academia as a Vice President of Academic Affairs, Dean of Business and MBA program director in the United States and in Kazakhstan. Dr. Robertson was selected by the United States Department of State Bureau of Educational and Cultural Affairs to the Fulbright Specialist Program. He has served as the Chief Academic Officer and Research Fellow at the University of Phoenix's Center for Workforce Diversity, Central Florida campus in Orlando, Florida. Dr. Robertson is a Visiting Full Professor at the University of Ljubljana in Slovenia, Faculty of Economics; and, he serves as a Scientific Adviser to the Global Universities in Distance Education (GUIDE) association headquartered at Marconi University, Rome, Italy. He is an invited speaker on international business, strategy, online education and workforce training; and he regularly lectures in China, Taiwan, Vietnam, Kazakhstan, Europe, Brazil and the United States. In the public sector, he has more than 20 years of management experience including serving as the City Manager for the City of Hamilton, Ontario in Canada with more than 8,500 employees and a budget in excess of one billion dollars.

ANDREW E. HONEYCUTT, DBA PRESIDENT AND PROFESSOR

Dr. Andrew E. Honeycutt, President of Anaheim University, is the recipient of a Harvard University Doctor of Business Administration (DBA) degree in Marketing and a Boston University Masters in Business Administration (MBA) degree in Organizational Behavior. Dr. Honeycutt has served as Dean of the College of Business and Technology of Argosy University Atlanta, Distinguished Fellow in Business Management at Shorter University, Vice Chairman of Edgenics, Inc. and Senior Partner of the Center for Collaborative Learning and Coaching. As a business professor and school of business administrator, he has been instrumental in the development of cooperative relationships with major companies - Colgate Palmolive, Dupont, Gulfstream Corporation, Savannah Foods, Simmons First National Bank, SC Johnson Wax, and others. He leveraged his experience with major corporations to assist students in achieving success by developing a success resource entitled CEO Success Letters: A Resource for Career and Life. The book was an outcome of a "Fortune 500 CEOs Success Advice Project" designed to provide business career success advice to students. His much-utilized business expertise is evidenced by his service on business and governmental advisory boards and boards of directors. He has also served on the advisory boards of the Winthrop Rockefeller Foundation (Small Business Strategic Planning), the Ewing Marion Kauffman Foundation (Entrepreneurship Education) and the National Board of Directors of SCORE.

WILLIAM HARTLEY, PH.D. PROFESSOR AND PRESIDENT EMERITUS

Holding a bachelor's degree, three master degrees, and a Ph.D. from the University of Colorado, University of California at Berkeley and University of Wisconsin respectively, Dr. Hartley's background is a combination of education, private sector work, teaching and consulting. Dr. Hartley has had a variety of jobs from administrative manager of the R&D division of a Fortune 500 company to the executive training program of Ford Motor Company in Detroit, Michigan, as well as owning and operating an art gallery for a period of 12 years. In addition to many years teaching at the undergraduate level, Dr. Hartley has taught in MBA programs for 18 years at both Niagara University and Embry-Riddle Aeronautical University, and has taught on-line courses for the State University of

New York. In the area of consulting, Dr. Hartley has worked primarily in management development and in strategic management consulting activities.

CARYN CALLAHAN, PH.D. PROFESSOR

Holding a Ph.D. in East Asian Languages in Civilizations with a specialization in Japan from Harvard University, and an MBA specializing in Finance-Accounting from the University of California Los Angeles (UCLA), Dr. Caryn Callahan is a former Vice President and International Equity Analyst for Merrill Lynch Japan as well as Financial Analyst for W.R. Grace & Co.. A professor of Anaheim University's Akio Morita School of Business, Dr. Callahan has also taught courses in Corporate Finance, International Business, Organizational Behavior, and Management at Chaminade University in Hawaii. Dr. Callahan was chosen as number one analyst for the Japanese consumer electronics industry by Euromoney magazine and has been quoted in the New York Times, Wall Street Journal, Business Week, and Fortune magazine.

CARLOS AQUINO, PH.D. PROFESSOR

Holding a George Washington University MS in Structural Engineering and a University of Sao Paulo Ph.D. in Sciences and Technology, Dr. Carlos Tasso Eira De Aquino is an accomplished senior executive and educator combining over 25 years of experience in leadership and scholarship in Business, Education, IT, and Engineering. Dr. Aquino has accumulated achievements and recognition as Executive Director, Senior Director, Project Manager, Provost, Dean of Business, Dean of Accreditation, among other capacities in organizations in the USA and abroad, with followers that encompassed a clear diversity of cultures. Before moving to the United States in 2008, Dr. Aquino was responsible for directing a country-wide program, sponsored by the Brazilian Ministry of Science and Technology, focused on improving energy usage. Dr. Aquino prepared the Brazilian version of many business books, published by Pearson Education, Cengage Learning and McGraw-Hill, authored a book on Adult Higher Education (How to Learn: Andragogy and Learning Skills) for Pearson Education in Brazil. Along his career, he has presented more than 45 articles in peer-reviewed conferences and published more than 40 papers in refereed journals and conference proceedings. Since 2014, he had 15 papers presented in venues such as Western Academy of Management, ACBSP, and GUIDE (Global Universities in Distance Education) Conferences and had 6 papers published in peer-reviewed journals.

MICHAEL AUBRY, DBA PROFESSOR

Holding a Doctor of Business Administration with a specialization in International Marketing from Alliant International University, an MBA from National University and a Bachelor of Science degree from San Diego State University, Dr. Michael Aubry has held a number of accounting positions and has taught accounting, entrepreneurship, economics, management and business-related courses. He has served on the Business Education Statewide Advisory Committee for the Academic Senate for California Community Colleges, and the State of California's Business Industry Collaborative.

BARI COURTS, PH.D. PROFESSOR

Dr. Courts holds a Ph.D. from Capella University in Organizational Management and an MBA in Management from the University of Cincinnati. He also holds a BS in Mathematics from Kenyon College. He has spent time in the insurance industry and has held the position of project manager for a major ERP software implementation. Dr. Courts has enjoyed teaching abroad, especially various courses in International Business, including e-Commerce, Economics, Management, Organizational Behavior, Research Methodology, and Statistics. Locally Dr. Courts is also a business owner of a small self-storage business in Cincinnati.

ROBERT DIOTALEVI, J.D. PROFESSOR

Dr. Robert Diotalevi, Esq., LL.M., is serving in his 17th year as Associate Professor of Legal Studies at Florida Gulf Coast University in Fort Myers, Florida. He was the founding Legal Studies Program coordinator. He has been a lawyer for 33 years as a member of the Massachusetts and Florida bars. He possesses 4 degrees and has been internationally published with over 80 manuscripts in print. In 2009 Dr. Diotalevi had a book published by Cengage. It is entitled "The Florida Paralegal." As an academician since 1985 he has instructed over 400 courses. Dr. Diotalevi was a professional broadcaster for 8 years and held managerial positions in radio news and production. Dr. Diotalevi's works have been published in SMU School of Law's Computer Law Review and Technology Journal, The Online Journal of Distance Learning Administration, The Paralegal Educator, The Journal of Paralegal Education and Practice and The National Paralegal Reporter.

HOWARD FREDERICK, PH.D. PROFESSOR

After earning his bachelors' degree at Stanford University, Dr. Howard Fredrick received his master's degree from San Francisco State University and his Ph.D. in International Economics and Relations from The American University. A recognized multilingual authority in the fields of business entrepreneurship and innovation, economic development, new technologies and sustainability, Prof. Frederick researches and teaches entrepreneurship, incubation, social development, climate change entrepreneurship, and strategy at Plymouth State University. He is the author of 197 journal articles and books with 20+ years-experience in teaching, executive education, research business development, entrepreneurship and multimedia communications and 15 years-experience as a company director. He has owned four businesses and received over \$1,000,000 in external grant funding. He is a motivated researcher and practitioner whose expertise encompasses the private and public sectors within Mexico, Australia, Samoa, Tonga, Malaysia, Indonesia, Thailand, China, Hungary, Germany, Austria, Brazil, Ecuador, and Colombia. Dr. Howard Frederick is a dynamic teacher with high student evaluations, whose keen insight of worldwide markets, economic trends and political climates, inspires students to successfully enter the global marketplace.

PERRY HAAN, DBA PROFESSOR

After earning his Bachelor of Business Administration (BBA) from The Ohio State University, Dr. Perry Haan earned his MBA from Xavier University and his Doctor of Business Administration (DBA) from the University of Sarasota. Professor Perry Haan has worked as a faculty member and administrator in higher education since 1986. He has won teaching awards at three different institutions of higher learning and taught in eight countries outside the U.S. In 2010, he was awarded a Fellowship by the International American Association of Financial Management for his teaching and academic work in international markets. He has authored or co-authored over 90 peer-reviewed articles that have appeared in conference proceedings and journals, including the Journal of Marketing in Higher Education and the International Journal of Sports Marketing & Sponsorship. He co-authored a textbook, Practical Statistics for Business. His research interests include entrepreneurship, international business, ethics, sales management, education marketing, sports marketing, & leadership.

SCOTT A. HIPSHER, PH.D. PROFESSOR

After earning his BS degree from the University of Maryland Asian Division in Japan, Dr. Scott Hipsher received his MBA from Bangkok University and conducted research in Cambodia to earn his Ph.D. from Capella University in the U.S. His professional experience is also global as the Northeast Thailand Regional Manager for a Dutch-owned export company and the General Affairs Manager for ZOA Thailand. He has taught at a number of universities in Thailand, but primarily at Bangkok University. Dr. Hipsher has written a number of journal articles and conference papers, and is the author of *Expatriates in Asia: Breaking Free from the Colonial Paradigm* and lead author of *The Nature of Asian Firms: An Evolutionary Perspective*, both from Chandos Publishing (Oxford).

MARIAH JEFFERY, PH.D. PROFESSOR

Dr. Mariah Jeffery holds a Ph.D. in Operations Research and a Master of Science in Industrial Engineering from the University of Central Florida, and is an APICS Certified Supply Chain Practitioner. She has extensive industry experience, consulting on supply chain management and data analytics for Fortune 500 clients, including IBM, Coca-Cola, General Motors, and the United States Postal Service.

CRAIG MAYBERRY, PH.D. PROFESSOR

Craig Mayberry holds a Ph.D. in Resource Management and Environmental Studies from the University of British Columbia, and an MBA and bachelor's degree in Economics from Brigham Young University. He spent 9 years working in the corporate finance departments of Chrysler Corporation and Intel Corporation. His dissertation research was on social entrepreneurship and the relationship between entrepreneurial orientation, leadership and performance of non-profit organizations. He has been teaching for the past 12 years in entrepreneurship, social entrepreneurship, management, and corporate social responsibility.

TAMARA MYATT, PH.D. PROFESSOR

Holding a Ph.D. and Masters in Human and Organizational Systems from Fielding Graduate University, Tamara Myatt has spent more than a decade transforming the professional and educational lives of young and disadvantaged people in some of the poorest and most dangerous regions of the world, championing the causes of women, and orchestrating locally and globally scaled initiatives in the business sphere. The former Executive Director of Goldman Sachs 10,000 Women in Afghanistan and Chair of Entrepreneurship and Assistant Professor of Small and Medium Enterprises at the American University of Nigeria, Tamara is an internationally recognized pioneer in enterprise development. She has led enterprise development initiatives in nations such as Afghanistan, Nigeria, Pakistan, Bosnia, Kenya, Croatia, Uganda, India, Myanmar, Liberia, and Rwanda.

PATRICIA RAY, J.D. PROFESSOR

An international educator and business lawyer, Dr. Patricia Ray received two law degrees: a Juris Doctor from Duquesne University in Pittsburgh, Pennsylvania and the LLM from the National University of Singapore, as well as a Master of Arts degree in Economics from the University of Pittsburgh and a Bachelor of Science in Mechanical Engineering from Carnegie Mellon University. Dr. Ray has worked as a lawyer for the U.S. International Trade Commission litigating international trade claims and later worked as a private corporate lawyer in New York City and Dallas Texas. From 1991 to 1998, Dr. Ray was Asia General Counsel for Texas Instruments Inc., stationed in Singapore. There she managed the company's business and legal affairs in Asia. More recently, she has been teaching business law subjects worldwide in programs sponsored by the World Bank and United Nations. These courses include intellectual property, economic development, as well as commercial and business law topics. Mergers, acquisition and negotiations have been a part of Dr. Ray's international business experience with Texas Instruments. She has also served as an expert consultant for other companies undergoing merger activity, including Exxon Mobil, Parametric Technologies, Loral Cyberstar, and Rockwell International.

KWOK SHUM, PH.D. PROFESSOR

After earning a Stanford University Master of Science in Engineering degree, Dr. Kwok Shum received his Ph.D. in Management of Technology from the Tokyo Institute of Technology. Dr. Shum's research and teaching interests lie in new technologies, renewable energy industry and deployment, the business of renewable energy and clean technologies. Dr. Shum has taught at Hong Kong University of Science and Technology and conducted workshops for the Clinton Foundation's C40 Large Cities Climate Summit, Tokyo Institute of Technology and Hong Kong Baptist University. He has served as a Reviewer for the International Journal of Innovation Management and the

International Journal of Hydrogen Energy and has served as the Academic Committee Chairperson for the Technology and Management Sustainability Business Plan Competition organized by the University of Illinois Urbana Champagne, Seoul National University, the University of Sao Paulo, Hong Kong University of Science and Technology and London South Bank University.

STAVROS SINDAKIS, PH.D. PROFESSOR

With both a Ph.D. and MBA in Strategy, Enterprise & Innovation from the University of Portsmouth, Dr. Stavros Sindakis has made significant contributions to these fields through his research and publications on entrepreneurship and business innovation including his books *Entrepreneurial Rise in Southeast Asia*, and *Analytics, Innovation and Excellence-Driven Enterprise Sustainability*, with his third in progress. Dr. Stavros Sindakis is an educator, advisor, mentor and innovator in the fields of business innovation, management, entrepreneurship, and service design and development. As an educator, he has taught in several different countries at both the undergraduate and postgraduate levels and held a variety of advisory and mentoring positions for students and faculty at numerous schools including the Institute of Enterprise and Entrepreneurs & Laureate Online Education.

BARBARA SON, PH.D. PROFESSOR

Holding a Ph.D. in Urban Business Economics from Portland State University, and a Masters in Urban Affairs with a concentration in Technology, Business, Economics, and Public Administration from Boston University, Dr. Barbara Son is well-experienced in the field of online education and has taught global management at Boeing in Long Beach, DBA at University of Sarasota/Argosy University, MBA at Pepperdine University, operations management at California State University, Northridge, and entrepreneurship and economics at California State University, Los Angeles, as well as served as a site reviewer for the California Bureau for Private Post-Secondary and Vocational Education. Professor Barbara Son has taught online courses in Data Analysis, IT Management, Global Economics, and Innovation & Entrepreneurship at Anaheim University. Her corporate experience includes positions at Pressure Profile Systems, Inc, Medical Tactile Imaging, Inc., and Go Smart, Inc. providing services to the U.S. Army, National Institute of Health (NIH), Johnson and Johnson Corporation, and university research labs., as well as serving as Vice-President/Co-Founder of the International Association Management Group. She has also been active in scholarly research and has published papers through highly regarded publishers including SAGE and SPRINGER. She is the recipient of the Professor of the Year Award in 2005. She likes to remind herself of the Ralph Waldo Emerson quote, "What lies behind us and what lies before us are small matters compared to what lies within us."

MICHAEL SUTTON, PH.D. PROFESSOR

Holding a Ph.D. from McGill University and a Bachelors in Management Sciences from the University of Waterloo, Dr. Michael Sutton has been recognized with numerous academic awards, including Westminster College's Faculty & Staff Peer Award, the Gore School of Business - Excellence in Scholarship, and Kent State University's Assoc. Provost, Faculty Affairs & Curriculum Teaching Excellence. He is widely published in both the academic and practitioner community and has been invited to judge numerous International Game Competitions because of his specialty in experiential and game-based learning.

JOHN WANG, PH.D. PROFESSOR

Dr. John Wang received a scholarship award to completed his Ph.D. in Business Administration at Temple University, after earning his M.S. in Systems Engineering from Harbin Institute of Technology. In addition to serving as a professor at Anaheim University, Dr. John Wang is a professor in the Department of Information and Decision Sciences at Montclair State University. Professor Wang has published over 100 refereed papers and six books. He has served as session chairman and track chair 17 times on the most prestigious international and national conferences. He has also developed several computer software programs based on his research findings. He is on the editorial board of the International Journal of Cases on Electronic Commerce and has been a guest editor and

referee for Operations Research, IEEE Transactions on Control Systems Technology, and many other highly prestigious journals.

SARA WILLOX, PH.D. PROFESSOR

Dr. Sara Willox earned an MLA degree in Sustainability from Harvard University, an MBA from Upper Iowa University and a Ph.D. in Organization and Management from Capella University. She also completed two BS degrees from the University of Wisconsin-Madison. Dr. Willox has been teaching online courses and face to face courses in business, leadership, and psychology since 2010, and served as the department chair in business and technology for Edgewood High School. She publishes and presents at professional and academic conferences. Dr. Willox has professional experience in nonprofit management, human resources, operations, and development. She has held the positions of director of operations and development, department chair, human resources director, and program director. In addition, Sara does independent consulting with individuals and companies including nonprofit and corporate organizations, Grammy Award-winning artists, state government officials, and educational institutions.

JIM CARLAND, PH.D.

CARLAND ENTREPRENEURSHIP INSTITUTE DIRECTOR EMERITUS

Dr. Jim Carland holds a Ph.D. in Management Policy and Systems from the University of Georgia as well as an MBA from Western Carolina University. He has held Certified Management Accountant (CMA), Certified Public Accountant (CPA) and Certified Valuation Analyst (CVA) qualifications. He has published more than 70 articles in scholarly journals, 200 articles in conference proceedings, and a dozen books. He is among the best-known scholars in the entrepreneurship discipline in the world, with over 3,500 citations of his work in Google Scholar. Dr. Carland has taught for more than 30 years and has been the recipient of many teaching awards and recognitions. He was involved in the development and implementation of the first Master of Entrepreneurship degree program in the U.S. His work was recognized for being the best example of graduate entrepreneurship training by the USASBE in 2005. He is interested in innovation as it relates to entrepreneurship. He first proposed an inherent link in 1984 in a seminal journal article in the Academy of Management Review. That article became a major factor in the subsequent differentiation of entrepreneurs from small business owners in the literature. Subsequently, he has interviewed, surveyed, and worked with more than 2,000 entrepreneurs

MESSAGE FROM THE PRESIDENT

As President, it is my pleasure to welcome you to the Anaheim University global online learning community.

At Anaheim University, we offer relevant, application-based programs designed to help you, the student, make an immediate difference in your current employment or future career. If you want an affordable, high quality experience in a globally connected setting, and a diverse faculty deeply engaged in their fields and with lifetime connections to invigorate your drive for success, you are at the right place.

With our experienced faculty and staff, interactive learning environment, and the integration of traditional and innovative learning methods, Anaheim University's mission is to provide exceptional learning opportunities to students who wish to benefit from a proven learning process. Upon completion of your academic program, you will join the worldwide Anaheim University Alumni Association with the many benefits it has to offer.

On behalf of the faculty and staff of Anaheim University, I wish you success in your chosen program of study.

Welcome to Anaheim University.

Andrew Honeycutt
DBA President

About Andrew Honeycutt

Dr. Andrew E. Honeycutt, President of Anaheim University and former Dean of the Anaheim University Akio Morita School of Business, received a Doctor of Business Administration degree in Marketing from Harvard University and a Master in Business Administration degree in Organizational Behavior from Boston University. Dr. Honeycutt has served as Dean of the College of Business and Technology of Argosy University Atlanta, Vice Chairman of Edgenics, Inc. and Senior Partner of the Center for Collaborative Learning and Coaching. As a business professor and school of business administrator, he has been instrumental in the development of cooperative relationships with major companies - Colgate Palmolive, Dupont, Gulfstream Corporation, Savannah Foods, Simmons First National Bank, SC Johnson Wax, and others. His much-utilized business expertise is evidenced by his service on business and governmental advisory boards and boards of directors. He has also served on the advisory boards of the Winthrop Rockefeller Foundation (Small Business Strategic Planning), the Ewing Marion Kauffman Foundation (Entrepreneurship Education) and the National Board of Directors of SCORE.

ANAHEIM UNIVERSITY ADMINISTRATORS AND ADVISORS

ANDREW E. HONEYCUTT, DBA PRESIDENT

Dr. Andrew E. Honeycutt, President of Anaheim University and former Dean of the Anaheim University Akio Morita School of Business, received a Doctor of Business Administration degree in Marketing from Harvard University and a Masters in Business Administration degree in Organizational Behavior from Boston University. Dr. Honeycutt has served as Dean of the College of Business and Technology of Argosy University Atlanta, Vice Chairman of Edgenics, Inc. and Senior Partner of the Center for

Collaborative Learning and Coaching. As a business professor and school of business administrator, he has been instrumental in the development of cooperative relationships with major companies - Colgate Palmolive, Dupont, Gulfstream Corporation, Savannah Foods, Simmons First National Bank, SC Johnson Wax, and others. His much-utilized business expertise is evidenced by his service on business and governmental advisory boards and boards of directors. He has also served on the advisory

boards of the Winthrop Rockefeller Foundation (Small Business Strategic Planning), the Ewing Marion Kauffman Foundation (Entrepreneurship Education) and the National Board of Directors of SCORE.

PETER LANGENBURG, J.D.

CHANCELLOR AND GOVERNMENT AFFAIRS LIAISON

Peter Langenberg, J.D. serves as the Chancellor and Government Affairs Liaison for Anaheim University. He graduated from Princeton University summa cum laude with an A.B., and the University of California, Hastings College of Law with a Juris Doctorate. Peter Langenberg lived in Japan for a number of years, speaks Japanese fluently, and is former Chair of the Los Angeles Nagoya Sister City Affiliation. Mr. Langenberg was admitted to the California Bar in 1977 and serves as Hughes, Hubbard & Reed Senior Counsel. His areas of concentration include General Commercial and Business Law; Corporate Law; Intellectual Property (Trademarks, Copyrights, Licensing); and Employment Law.

ROD ELLIS, PH.D.

VICE-PRESIDENT OF ACADEMIC AFFAIRS

DOCTOR OF EDUCATION IN TESOL PROGRAM DESIGNER

SENIOR PROFESSOR, GRADUATE SCHOOL OF EDUCATION

Dr. Rod Ellis is a world-renowned thought leader in the field of Second Language Acquisition. Prof. Ellis received his Doctorate from the University of London and his Master of Education from the University of Bristol. A former professor at Temple University both in Japan and the US, Prof. Ellis has served as the Director of the Institute of Language Teaching and Learning at the University of Auckland and has taught in numerous positions in England, Japan, the US, Zambia and New Zealand. Dr. Ellis, who is known as an expert in Second Language Acquisition, is author of the Oxford University Press Duke of Edinburgh Award-Winning Classic "The Study of Second Language Acquisition", as well as numerous student and teacher-training textbooks for Prentice Hall and Oxford University Press. Prof. Ellis's textbooks on Second Language Acquisition and Grammar are core textbooks in TESOL and Linguistics programs around the world.

KATE STRAUSS, MA

VICE PRESIDENT OF ADMINISTRATIVE AFFAIRS

Kate Strauss is the Administrative Director at Anaheim University. Ms. Strauss holds a BA in English from Princeton University, and an MA in English from the University of California, Irvine. Ms. Strauss brings over 10 years of experience in the human relations and marketing fields, and has won numerous civic awards in her role as Marketing Director for One Colorado in Old Pasadena, CA for her innovative contributions to cultural life and leadership. She has also enjoyed success using her communication skills as a teacher and training professional for the Orange County Human Relations Council.

ROBERT ROBERTSON, PH.D.

DEAN OF THE AKIO MORITA SCHOOL OF BUSINESS AND PROFESSOR

Dr. Robert Robertson has more than 15 years of experience in academia as a Vice President of Academic Affairs, Dean of Business and MBA program director. He holds a Ph.D. in Management and Organization (Stirling University, Scotland); Master of Studies in Law (Vermont Law School); Master of Public Administration (Dalhousie University, Canada); a Master of Arts (Eastern Kentucky University) and a Bachelor of Science (East Tennessee State University). Dr. Robertson was selected by the United States Department of State Bureau of Educational and Cultural Affairs to the Fulbright Specialist Program. He has served as the Chief Academic Officer and Research Fellow at the University of Phoenix's Center for Workforce Diversity, Central Florida campus in Orlando, Florida. He is an invited speaker on international business, strategy, online education and workforce training; and he regularly lectures in China, Taiwan, Vietnam, Kazakhstan, Europe, Brazil and the United States. In the public sector, he has more than 20 years of management experience including serving as the City Manager for the City of Hamilton, Ontario in Canada with more than 8,500 employees and a budget in excess of one billion dollars.

DAVID NUNAN, PH.D.

PRESIDENT EMERITUS

DESIGNER, MA IN TESOL PROGRAM DIRECTOR, DAVID NUNAN TESOL INSTITUTE

David Nunan, President Emeritus, has been with the California-based institution since its founding in 1996, when he played a central part in the development of the University's ground-breaking interactive online learning system. Dr. Nunan is a world-renowned linguist and best-selling author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning. His ELT textbook series "Go For It" is the largest selling textbook series in the world with sales exceeding 2.5 billion. In 2000, David Nunan served as President of TESOL, the world's largest language teaching association. David Nunan has served as Chair and Professor of Applied Linguistics at the University of Hong Kong since 1994 and has been involved in the teaching of graduate programs for such prestigious institutions as Columbia University, the University of Hawaii, Monterey Institute for International Studies, and many more. In 2002 Dr. Nunan received a congressional citation from the United States House of Representatives for his services to English language education through his pioneering work in online education at Anaheim University, and in 2003 he was ranked the 7th most influential Australian in Asia by Business Review Weekly

HAYO REINDERS, PH.D.

GRADUATE SCHOOL OF EDUCATION CHAIR OF RESEARCH

Holding a Ph.D. in Language Teaching and Learning from the University of Auckland, Dr. Hayo Reinders is also Professor of Education and Head of Department at Unitec in Auckland, New Zealand. His previous positions include Head of Learner Development at Middlesex University in London, Director of the English Language Self Access Centre at the University of Auckland in New Zealand and associate professor at RELC in Singapore. He has worked

with teachers from a large number of countries worldwide and has been visiting professor in Japan, Thailand, Mexico and the Netherlands. Dr. Reinders edits the journal 'Innovation in Language Learning and Teaching' as well as a book series on 'New Language Learning and Teaching Environments' for Palgrave Macmillan. He is Editor of Innovation in Language Learning and Teaching, and Convenor of the AILA Research Network for CALL and the Learner. Dr. Reinders' interests are in technology in education, learner autonomy, and out-of- class learning, and he is a speaker on these subjects for the Royal Society of New Zealand. His most recent books are on teacher autonomy, teaching methodologies, and second language acquisition.

LUKE PLONSKY, PH.D.

GRADUATE TESOL PROGRAM DIRECTOR

Luke Plonsky (Ph.D., Michigan State University) specializes in three main areas of applied linguistics and TESOL: second language acquisition, language pedagogy, and research methods. Recent and forthcoming work in these and other areas can be found in virtually all major journals in the field including Annual Review of Applied Linguistics, Applied Linguistics, Language Learning, Modern Language Journal, Second Language Research, and Studies in Second Language Acquisition and in book chapters published by Cambridge, De Gruyter, Routledge, and Wiley-Blackwell. Luke has also co-authored or edited four books including the best-selling 4th edition of Second Language Acquisition: An Introductory Course. In addition to an accomplished scholarly record, Luke has taught courses in applied linguistics/TESOL as well as English and Spanish as a second language in Spain, The Netherlands (National Graduate School of Linguistics), Puerto Rico (Caribbean University), and in the US at Michigan State University, Arizona State University, and Northern Arizona University.

DAVID DESSER, PH.D.

DEAN, AKIRA KUROSAWA SCHOOL OF FILM

Dr. David Desser is Dean of the Anaheim University Akira Kurosawa School of Film. He is also Professor Emeritus of Cinema Studies, University of Illinois, where he was Professor of Cinema Studies, Comparative and World Literatures, East Asian Languages and Cultures and Research Professor of Communication. He has taught at the University of Michigan, Kansai University in Japan, Hong Kong Baptist University, the University of Pennsylvania, UCLA, Chapman University and the University of Southern California (USC). He received his Ph.D. from USC in the Cinema program with a minor in Japanese.

YUKUO TAKENAKA, CPA

EXECUTIVE STRATEGY ADVISOR

Yukuo Takenaka is Chairman, CEO and President of the Takenaka Partners Group. Prior to forming The Takenaka Partners Group in 1989, he was a partner and National Director of KPMG Peat Marwick's Japanese practice. He also served as Chairman of Project Japan for the parent company, KPMG. A graduate of the University of Utah, Mr. Takenaka is recognized for his expertise in cross- border M&A and joint venture transactions. On both sides of the Pacific, he serves as senior advisor to companies in a wide range of industries including high technology, electronics, manufacturing, financial services and real estate. He is the author of the Japanese best seller, *Merger and Acquisition Strategy*.

DAVID R. BRACEY

DISTANCE LEARNING / DEVELOPMENT

David Bracey works to develop and promote the University's programs worldwide and to ensure that students of Anaheim University receive quality care and attention. A major in International Communications and Psychology, Mr. Bracey has over 18 years of experience working in Japan.

ELIZABETH MAYS, MM

REGISTRAR

Holding a Master's degree from Azusa Pacific University and a Bachelor's degree from University of Redlands, Elizabeth Mays is the Registrar at Anaheim University. In this role, she oversees Anaheim University's various student services tasks from admissions through graduation. Prior to joining Anaheim University, Ms. Mays held management positions at technology firms and a faculty position at APU, where she founded the Master's of Music Handbell performance program. She has also volunteered for various nonprofit organizations including the Handbell Musicians of America and Habitat for Humanity.

POLICIES AND PROCEDURES

All administrative policies and procedures are contained in the Policies and Procedures Catalog. Click here to download the university's policies and procedures:

<http://www.anaheim.edu/downloadable-documents/AU-policiesandprocedures-1701.pdf>

DISCLOSURES

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

FACILITIES, EQUIPMENT AND TECHNOLOGICAL REQUIREMENTS

Anaheim University is an online institution, and all instructional equipment and materials must be provided by the student. Equipment includes:

- access to a computer and internet.

The course management system used by Anaheim University is Moodle. Moodle 3.5 is compatible with any standards-compliant web browser, including Google Chrome, Mozilla Firefox, Safari, Microsoft Edge, and Internet Explorer. Moodle is also available on mobile device browsers through Mobile, Safari and Google Chrome.

Please note that older "legacy" browsers have compatibility issues with Moodle 3.5. These older browsers include Internet Explorer 10 and below, and Safari 7 and below. For the best experience and optimum security, we recommend that you keep your browser up-to-date. <https://whatbrowser.org>

Graduate level students attend their live classes using the software GotoMeeting. To attend the GotoMeeting live sessions, students will need access to the following:

- Computer or mobile device. GotoMeeting requires the following:
- 2GB of RAM (minimum), 4GB or more of RAM (recommended) for computers
- iPad2 or later and iPhone 4s or later for mobile devices
- A webcam (optional). Your computer's built-in camera will work, or you may use an external webcam.
- A microphone or audio input device. Many times, you can use your computer's built-in microphone. A USB headset is recommended
- Headphones or audio output device. Often, your computer's built-in speakers will work just fine. A USB headset is recommended
- Internet access. Ensure you have a stable connection for clear audio and video. Anaheim University recommends access to the following connections:
- Computer: 1 Mbps or better (broadband recommended)
- Mobile device & Chromebook: 3G or better (WiFi recommended for VoIP audio)

**** Note:** Most devices have built-in speakers, but you will get better audio quality while connected via VoIP if you use a headset. You can also use your phone to dial in and connect to audio.

GotoMeeting is compatible with the following operating systems:

- Google Chrome v57 or later
- Windows 7 - Windows 10
- Mac OS X 10.9 (Mavericks) - macOS Mojave (10.14)
- Linux/Ubuntu (Web App only)
- Google Chrome OS (Web App only)
- iOS 9 - iOS 12
- Android OS 4.4 (Kit Kat) - Android 9 (Pie)
- Windows Phone 8, Windows 8RT or later

ENGLISH PROFICIENCY REQUIREMENTS

English language services are not provided. Non-native English speakers must demonstrate college-level proficiency in one of the following ways.

- Degree from an accredited institution where English is the primary language of instruction.
- Transcript from an accredited institution indicating completion of at least 30 semester hours of credit where the language of instruction was English (“B” average for Ed.D, Masters, Graduate Programs & Graduate Certificates; “C” average for TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- Transcript from an accredited institution indicating a “B” or higher in an English composition class (Ed.D, Masters, Graduate Programs & Graduate Certificates); “C” or higher for TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad.
- A minimum TOEFL score of 550 PBT / 213 CBT/ 80 iBT (Ed.D); 530 PTB / 197 CBT / 71 iBT (Masters, Graduate Programs & Graduate Certificates); 500 PBT / 173 CBT / 61 iBT (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum TOEIC score of 800 (Ed.D, Masters, Graduate Programs & Graduate Certificates); 625 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum IELTS score of 6.5 (Ed.D, Masters, Graduate Programs & Graduate Certificates); 6.0 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum PTE (Pearson Test of English Academic Score Report) of 58 (Ed.D); 50 (Masters, Graduate Programs & Graduate Certificates); 44 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum BULATS Level 3 (60), accepted only for Cultura Inglesia in Brazil.
- A minimum grade of Level 3 on the ACT COMPASS’s English as a Second Language Placement Test.
- A minimum grade of Pre-1 on the Eiken English Proficiency Exam.
- A minimum B1 English proficiency level identified within the Common European Framework of Reference (CEFR) Standards and assessed through various ESOL examinations, including the University of Cambridge.

The language of instruction at Anaheim University is exclusively English.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Anaheim University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the Graduate Diploma in International Business you earn in the Anaheim University Akio Morita School of Business is also at the complete discretion of the institution to which you may seek to transfer. If the credits or diploma that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals.

This may include contacting an institution to which you may seek to transfer after attending Anaheim University to determine if your credits or diploma will transfer.

ACCEPTANCE OF CREDITS EARNED AT OTHER INSTITUTIONS

Anaheim University will accept up to two (or three, for a DBA) graduate semester classes or the equivalent in units (6 units for an MBA or ME, 8 units for MA TESOL, MFA or Ed.D, 9 units for a DBA) awarded by another institution toward a Masters or Doctoral degree at Anaheim University. The entering student will be required to clearly demonstrate the equivalency of a transfer course through relevant documents (syllabus, catalog, course outline) and justify its acceptance through petition. No course will be considered for transfer with a grade lower than a "B" or its equivalent. Petitions are directed to the specific Dean or Director for the affected program. There is a fee of \$75 per graduate course, and the overall program cost will be adjusted to reflect credit for the approved class(es). All petitions for transfer credit must be submitted as part of the student's initial application to the University. Credits awarded as part of another degree will not be accepted for transfer. Anaheim University has not entered into an articulation or transfer agreement with any other college or university.

EXPERIENTIAL CREDIT

Anaheim University will not extend credit for prior experiential learning to any student.

ATTENDANCE

Anaheim University students participate in a weekly discussion forum in which they must contribute regular substantive posts to the discussion questions. In addition, all degree students must participate in the scheduled Real-Time Online Classes for each course. Business courses include two online classes within the six-week term; students are expected to attend both sessions and must make arrangements with the professor for make-up work if they are unable to attend a session. TESOL and MFA degree courses include eight online classes within the nine-week term; students are expected to attend at least six of the sessions. Students are expected to utilize their webcams during their live classes regularly throughout their program. In addition to providing a more interactive learning environment, use of webcams will also allow Anaheim University to complete student identity verification in line with accreditation requirements. Periodically during the program, Anaheim University will request a student to turn on his/her webcam for this purpose. In addition to the assigned course assessments, students are graded on participation in the discussion forum and online classes. A student is considered to have dropped a course if s/he fails to attend classes for a three-week period or fails to submit three consecutive lessons.

SKIPPED TERMS

Students are expected to enroll in a course every time a course that is needed for their program completion is offered. Skipping a term can delay graduation, as the student must wait for the course to be offered again.

- A student who wishes to skip one term must complete the "Registration for Skipping a Term" form, which can be downloaded from the University website.
- A student who wishes to take two consecutive terms off must complete the "Registration for Skipping a Term" form, and they must also complete a "Dean/ Program Director Skipped Term Petition" and received signed permission from the Dean or Program Director. Two non-consecutive terms off requires only a second "Registration for Skipping a Term" form.
- A request for a third (non-consecutive) skipped term requires the student to complete a third "Registration for Skipping a Term" form; complete a "Dean/ Program Director Skipped Term Petition" and receive signed permission from the Dean or Program Director; and schedule a meeting with the Admissions Director to discuss any issues or areas of concern.
- A request for a fourth skipped term requires the student to receive permission from the Vice President of Academic Affairs.

The above policy does not apply to students who are on active military duty or who are an approved Medical Leave of Absence.

MEDICAL LEAVE OF ABSENCE

Students may also petition for a medical leave of absence during their program, which is handled differently than a voluntary leave of absence. The maximum period for a medical leave of absence is ninety (90) days per leave. Students may apply for a maximum of four (4) leaves of absence for medical reasons throughout their degree program. Each leave of absence must be ninety (90) days or less and requires a separate petition which must be approved by the University's administration. Only students in good academic and financial standing will be considered for approval of medical leave. The [Petition for Special Medical Leave of Absence Form](#) can be downloaded from the University website and requires a doctor's signature.

FINAL GRADES

Final Grades are submitted two weeks after the final day of the course. Students are notified of their final grades by email once the grades have been submitted. Students who have been approved for an extension will be notified of their final grades once all terms of the extension have been met.

VISA STATUS

Anaheim University does not provide visa services but can provide a letter verifying a student's active status upon request.

HOUSING

As Anaheim University programs are conducted online, regardless of where the student resides, the University does not have dormitory facilities under its control and does not provide housing or dormitory facilities.

STATE LICENSURE

The programs at Anaheim University are not designed to lead to positions requiring licensure in this state.

PLACEMENT SERVICES

Anaheim University does not offer placement services.

GRADUATE EMPLOYMENT DATA

Anaheim University Master's-level business graduates self-report that they are employed in the following fields: Marketing Director, Account Manager, Managing Director of the Americas, Project Development Director, International Logistics Manager, Chief Executive Officer, Chief Financial Officer, Chief Innovation Officer, Group Chief Sustainability Officer, Quality and Environment Coordinator, Associate Account Executive, Director of Content, Director of Business Optimization, Senior Staff Accounting, Senior Manager, Deputy Manager, Product Cost Management Group Manager, Operations and Maintenance Manager, Environmental Consultant, Director of Business Consulting Services, Associate Professor, Regional Commodity Manager, Director of Strategic Accounts, Environment Division Manager, IT Manager, Risk Consultant, Business Analytics Manager, Renewable Energy Specialist.

FINANCIAL AID

Anaheim University does not participate in federal or state financial aid programs.

STUDENT TUITION RECOVERY FUND

It is a state requirement that a student who pays his or her tuition is required to pay a state-imposed assessment for the Student Tuition Recovery Fund (STRF).

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589. To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans. To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF. A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.

STUDENT CANCELLATION, WITHDRAWAL, AND REFUND RIGHTS

The student has the right to cancel an enrollment agreement in any manner through the first day of the course, or the seventh day after signing the enrollment agreement, whichever is later (the “Cancellation Period”), and obtain a full refund of all monies paid. Students canceling after the seven-day Cancellation Period will receive a refund of all amounts paid, less the non-refundable registration fee of \$100 and the non-refundable application fee of \$75 (for graduate programs) or \$50 (for undergraduate programs).

The written notice of cancellation may be given by e-mail, fax, or postal service (in which case, the effective date begins when the letter is deposited in the mail properly addressed with postage prepaid). The “Official Notice of Withdrawal” form can be downloaded from the University website.

For the purposes of determining the student's obligation for the time attended, the student will be considered to have withdrawn from the program when any of the following occurs, unless the Dean or Program Director determines a different course of action:

- The student notifies the school of the withdrawal.
- The school terminates the student's enrollment.

- The student fails to attend classes for a three-week period. In this case, the date of withdrawal will be the last date of attendance.
- The student fails to submit three consecutive lessons or fails to submit a completed lesson required for home study or correspondence within 60 days of its due date.
- The student has not responded to communication in any form from the University for four months.
- Students who have been withdrawn from their program for any of the above reasons may be required to submit a new application (and all applicable fees) if they wish to continue. Tuition for all courses is refunded based on the number of weeks completed.

<i>For Courses Lasting 6 Weeks</i>		Sample Calculation Based on \$1,325 tuition for a 6-week course
Percentage of Refundable Tuition		
<i>Week 1 (days 0 - 7)</i>	100% of tuition refunded	Refund: \$1,325 (100% of \$1,325)
<i>Week 2 (days 8 – 14)</i>	70% of tuition refunded	Refund: \$ 927.50 (70% of \$1,325)
<i>Week 3 (days 15 – 21)</i>	40% of tuition refunded	Refund: \$ 530 (40% of \$1,325)
<i>Week 4 (days 22 – 28)</i>	20% of tuition refunded	Refund: \$ 265 (20% of \$1,325)

If a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund, and if the student receives federal student financial aid funds, the student is entitled to a refund of the moneys not paid from the federal financial aid funds. If the student paid for his/her entire program at the time of enrollment and received the 10% tuition discount for payment in full, the regular course tuition will be used in the calculation of the refund since the discount will no longer apply. All monies due the student will be refunded within 30 days of the notice of cancellation.

If the student has been approved for a monthly payment plan, Anaheim University will calculate the total amount of tuition and fees owed to the University based on the number of courses taken, and compare this amount with the total amount the student has paid up to the date of their withdrawal. Any amount paid over the total amount of tuition and fees will be refunded to the student. If there is a balance due, the student will be responsible for the remaining amount.

STUDENT PRIVACY

Anaheim University makes every effort to protect student privacy. Student records are stored in secure, locked, fire-proof facilities which have restricted access and a motion sensor alarm security system. The university's online course management system maintains strict data security protection in addition to user authentication and virus scanning. Cloud storage of back-up records is protected by a two-step verification process in addition to the highest standards in SSL browser encryption.

All transcripts are issued in compliance with the Family, Educational Rights and Privacy Act of 1974 (section 438 of Public Law 93-380), and information contained in the transcript is not released to a third party without the written consent of the student. If a student requests the release of any information from his/her file, the student must submit the request in writing to the Registrar.

RETENTION OF STUDENT RECORDS

Student records are stored in secure, locked, fire-proof facilities which have restricted access and a motion sensor alarm security system. The university's online course management system maintains strict data security protection in addition to user authentication and virus scanning.

Cloud storage of back-up records is protected by a two-step verification process in addition to the highest standards in SSL browser encryption. Anaheim University retains all student records and transcripts indefinitely. A student or graduate can request information by contacting the University at its offices.

STUDENT GRIEVANCE PROCEDURES

Anaheim University places great emphasis on putting the educational experience of its student body as the first priority of its administration, faculty, and staff. In line with this "Students First, Always" policy, the University seeks to continuously improve the educational experience of its students, including the quality of academics, learning resources, online learning system, and Student Services. Students may always provide feedback, seek assistance, and express grievances in person, in writing, by phone, by email, or by live chat/Skype sessions. Formal grievances/complaints must be submitted in writing, either by mail or email, to Student Services. Written complaints may be sent by email to support@anaheim.edu or mailed to Anaheim University Admissions Office, 1240 S. State College Blvd Rm 110, Anaheim, CA 92806, USA.

Anaheim University defines a complaint as a formal statement made in writing that outlines a specific grievance which is interfering with the student's perceived ability to succeed in their chosen program of study. Once a complaint is received, it will be directed to the appropriate department and the individual responsible for overseeing that department. Grievances that cannot be resolved by the department will be referred to the Vice President of Administrative Affairs or the Office of the President. All formal grievances/complaints will receive a response within 10 days of the University receiving the complaint.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888-370-7589, or by completing a complaint form, which can be obtained on the Bureau's internet Web site: www.bppe.ca.gov.

Any questions or problems concerning this school which have not been satisfactorily answered or resolved by the school should be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA 95798-0818. Phone: (916) 431-6959. Fax: (916) 263-1897, or the Distance Education Accrediting Commission (DEAC) at <https://www.deac.org/Student-Center/Complaint-Process.aspx>

BANKRUPTCY CODE DISCLOSURE

Anaheim University does not have a pending petition in bankruptcy, nor has it filed a petition within the preceding five years. Anaheim University is also not operating as a debtor in possession, and it has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code

CONTACT ANAHEIM UNIVERSITY

President Dr. Andrew Honeycutt	president@anaheim.edu
Managing Director of Development	online@anaheim.edu
Vice President of Administrative Affairs	vpadmin@anaheim.edu
Director of Student Services	studios@anaheim.edu
Student Services	support@anaheim.edu
Registrar	registrar@anaheim.edu
Technical Support	techsupport@anaheim.edu

ANAHEIM UNIVERSITY OFFICE OF ADMISSIONS

Hours of operation: Monday - Friday 9 a.m. to 6 p.m. (Closed major U.S. holidays)

1240 S. State College Blvd., Room 110 Anaheim, CA 92806-5150 USA

Toll-Free: 1-800-955-6040

Tel: 714-772-3330

Fax: 714-772-3331

Email: admissions@anaheim.edu

OFFICERS: ANAHEIM UNIVERSITY, INC.

Andrew E. Honeycutt, DBA	CEO, Director
Elaine Parker-Gills, Ed.D.	Secretary, Director
David Bracey	CFO, Director

BUSINESS ADVISORY COUNCIL

Jim Kelly	Former VP Business Development. H.I.S. Int'l Tours
Shin Koyamada	"Last Samurai" Actor & Shinca Entertainment Founder
Dennis Lee, CPA	Dennis M. Lee & Associates
Masakatsu Mori	Former Chairman, Accenture Japan, Ltd.
Hideo Morita	CEO of RayKay Corporation
Yukuo Takenaka, CPA	CEO of Takenaka & Partners
David Bracey	Anaheim University Managing Director of Development/Chief Communications Officer

BOARD OF TRUSTEES

Elaine Parker-Gills, Ed.D.	Chair/Voting Member
Andrew E. Honeycutt, DBA	Voting Member
Robert E. Garrity, M.S.	Voting Member

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA 95798-0818. Phone: (916) 431-6959. Fax: (916) 263-1897, Website: www.bppe.ca.gov. Questions may also be directed to the Distance Education Accrediting Commission (DEAC) at www.deac.org.

Anaheim University Office of Admissions

1240 South State College Blvd. Room 110 Anaheim, CA 92806 USA

Tel: 714-772-3330 Fax: 714-772-3331 E-mail: admissions@anaheim.edu

www.anaheim.edu

Anaheim University is accredited by the Distance Education Accrediting Commission (DEAC)

1601 18th St. NW, Suite 2, Washington D.C. 20009 USA (202) 234-5100 <http://www.deac.org>

AUINDIPCAT 04/21

Graduate Diploma in Sustainable Management

January 1 – December 31, 2021



 **Anaheim University**
Kisho Kurokawa Green Institute

ANAHEIM UNIVERSITY MISSION

Anaheim University was established as a unique, innovative and sustainable institution of higher learning to meet the educational needs of a diverse and global student body through academic programs of the highest quality. Dedicated to a student-centered philosophy, Anaheim University makes higher education accessible to qualified students worldwide through both online and on-campus study.

ANAHEIM UNIVERSITY OBJECTIVES

Taking advantage of the newest technological innovations, Anaheim University is designed to be a sustainable global institution with a multicultural perspective, with programs designed to meet the needs of its diverse student population. To accomplish this, Anaheim University has the following objectives:

- Meeting the educational needs of our students by offering instructional programs otherwise unavailable because of access, cost, or work schedule
- Excellence of academic instruction through the guidance and expertise of dedicated faculty
- Provision of an instructional environment where students can take an active role in their own learning
- Utilization of the newest technologies
- Deployment of technology-based learning resources
- Development of interactive learning environments in both synchronous and asynchronous settings
- Support of an academic environment where professors are able to deliver the highest quality educational programs and take advantage of the University's learning resources
- Regular course and program assessments and evaluation to improve our offerings
- Development and maintenance of a University alumni support system to advance alumni professional skills, knowledge, and expertise and help them realize their lifelong educational goals
- Development of University culture and programs promoting sustainability

ABOUT US

Anaheim University is a private institution that was founded in Orange County, California in 1996. The University is accredited by the Distance Education Accrediting Commission (DEAC). The DEAC is listed by the U.S. Department of Education as a recognized accrediting agency and recognized by the Council for Higher Education Accreditation (CHEA). Anaheim University is also approved to operate by the California Bureau for Private Post-Secondary Education. "Approval to operate" means that Anaheim University operates in compliance with state standards as set forth in the California Education Code and the California Code of Regulations.

ONLINE GRADUATE DIPLOMA IN SUSTAINABLE MANAGEMENT PROGRAM OVERVIEW



Anaheim University

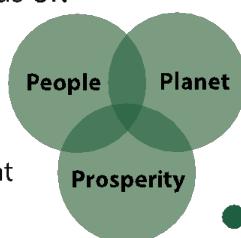
Kisho Kurokawa Green Institute

Lead in a fiscally, socially & environmentally responsible way

Work with global professionals
to find global solutions
to global problems

Acquire expertise in areas of:

- leadership
- social responsibility
- sustainable practices
- sustainable management



- 9-month program
- 6 x 6-week courses
- 100% online from anywhere
- Real-time online classes
- Daily free-time discussion forums
- Use what you learn today at work tomorrow

SOCIALLY RESPONSIBLE

The Online Graduate Diploma in Sustainable Management looks beyond short-term quarterly profits, focusing on long-term gain by incorporating the environmental and social costs of doing business into management decisions. The program empowers graduates to succeed in a fiscally, socially and environmentally responsible way.

INTERACTIVE

Students study in a highly interactive online program by attending two 90 min. real time online meetings per course with their professor and interacting daily with their fellow students by discussing weekly topics in their free time.

9-MONTH GRADUATE DIPLOMA

A number of courses are held each term enabling students to earn a diploma in approx. 9 months.

EXPERIENCED FACULTY

Students have the opportunity to learn from highly qualified professors all of whom hold doctoral degrees and have extensive business experience.

NO TRAVEL

Students have the opportunity to study at an American University without having to travel abroad.

ONLINE RESOURCES

Students have access to digital resources including journals, articles, and video interviews, lectures and seminars.

CULTURALLY DIVERSE PROGRAM

AU students have the opportunity to come into contact with individuals from around the world, providing a rich and culturally diverse environment in which to study. Students broaden their cultural perspective while at the same time remaining in touch with their own cultural identity.

ACHIEVE SUCCESS

Anaheim University faculty and staff are committed to helping every student succeed. Students benefit from small class sizes and direct access to professors.

FOR WORKING PROFESSIONALS

The online system allows students the opportunity to complete their program while at the same time holding down a full-time job.

NETWORKING OPPORTUNITIES

Students from around the world interact with each other and their professors through the online Forum



Anaheim University
Kisho Kurokawa Green Institute

EDUCATIONAL OBJECTIVES

Upon completion of the Graduate Diploma in Sustainable Management program, students will be able to:

- Conduct a detailed literature review in sustainability using relevant bibliographical resources from print and online resources;
- Explain current conceptual and theoretical trends, issues and concerns in the field of sustainability;
- Describe current research issues and concerns in the field of sustainability;
- Discuss significant research findings in the field of sustainability;
- Master analytical tools for decision making in a complex business world of issues and problems pertaining to sustainability;
- Discuss with an in-depth understanding the functional fields of business and their inter-relationships in complex organizations as they deal with issues of sustainability;
- Identify the skills of leadership, teamwork and supervision necessary to move organizations into a decision-making framework necessary to deal with organizations' impact on a variety of ecosystems;
- Demonstrate effective oral and written communication, presentation, and critical thinking skills necessary to convey the importance of sustainability to various stakeholders;
- Use technology as a tool in the effective management of organizational resources;
- Use applied quantitative and behavioral tools of business analysis and decision-making to understand an organization's impact on a variety of ecosystems;
- Describe the ethical considerations in decision-making within the business world as they pertain to the necessity of developing sustainable operations;
- Devise and implement appropriate strategies for their own ongoing professional development in the field of sustainable management.

GRADUATE DIPLOMA IN SUSTAINABLE MANAGEMENT CURRICULUM

Anaheim University's Online Graduate Diploma in Sustainable Management is comprised of 6 courses x 6 weeks each. Students have the option of enrolling in one course, several courses or the entire Graduate Diploma program. Students completing the six courses will be conferred the Graduate Diploma in Sustainable Management by Anaheim University.

REQUIRED COURSES

- BUS 535 Triple Bottom Line Accountability & Management
- BUS 545 Green Marketing & Environmental Product Design
- BUS 555 Corporate Social Responsibility & Ethics
- BUS 565 Sustainable Enterprise Development & Leadership

ELECTIVE COURSES (CHOOSE 2)

- BUS 510 International Economics
- BUS 520 International Human Resource Management
- BUS 530 International Accounting
- BUS 540 International Marketing
- BUS 550 International Management
- BUS 560 International Finance

Graduate Diploma in Sustainable Management Program Fees	
Application Fee (Non-Refundable after 7 days)	\$ 75
Registration Fee (Non-Refundable after 7 days)	\$ 100
STRF Fee* (Non-Refundable, CA Residents Only)	\$ 4
Per Course Fees	
Tuition Fee (\$375 per credit x three credits)	\$ 1,125/course taken
Records Fee	\$ 200/term
Per Course Fee Total	\$ 1,325
Transfer Credit Fee	\$ 75/course (optional)
One Time Fees	
Diploma	No cost
Replacement Diploma	\$ 200 (optional)
Replacement Cover	\$ 75 (optional)
Course Completion Letter	\$ 35 (optional)
Program Total	\$8,125**

Note: Books & materials will be extra, and are expected to average U.S. \$200 per course.

Pay for only one course at a time, or receive a 10% discount on tuition by paying 100% of program fees at the time of enrollment.

US Military: Anaheim University's programs are approved for VA benefits.

Please see refund policy in the Policies & Procedures catalog.

Payments can be made by check, credit card (Visa, MasterCard, American Express or Discover), money order or bank transfer. Tuition may be paid on a course-by-course basis. The application fee must be paid at the time of application, and prior to beginning the first term, students must pay the registration, tuition, and records fee. For the remaining five terms, students must pay the tuition and records fee.

* The Student Tuition Recovery Fund (STRF) is administered by the California BPPE and applies only to California residents. The STRF fee is currently fifty cents (\$.50) per one thousand dollars (\$1,000) of institutional charges. 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.

**Assumes completion in six terms.

GRADUATE DIPLOMA IN GLOBAL SUSTAINABLE MANAGEMENT REQUIREMENTS AND SATISFACTORY ACADEMIC PROGRESS

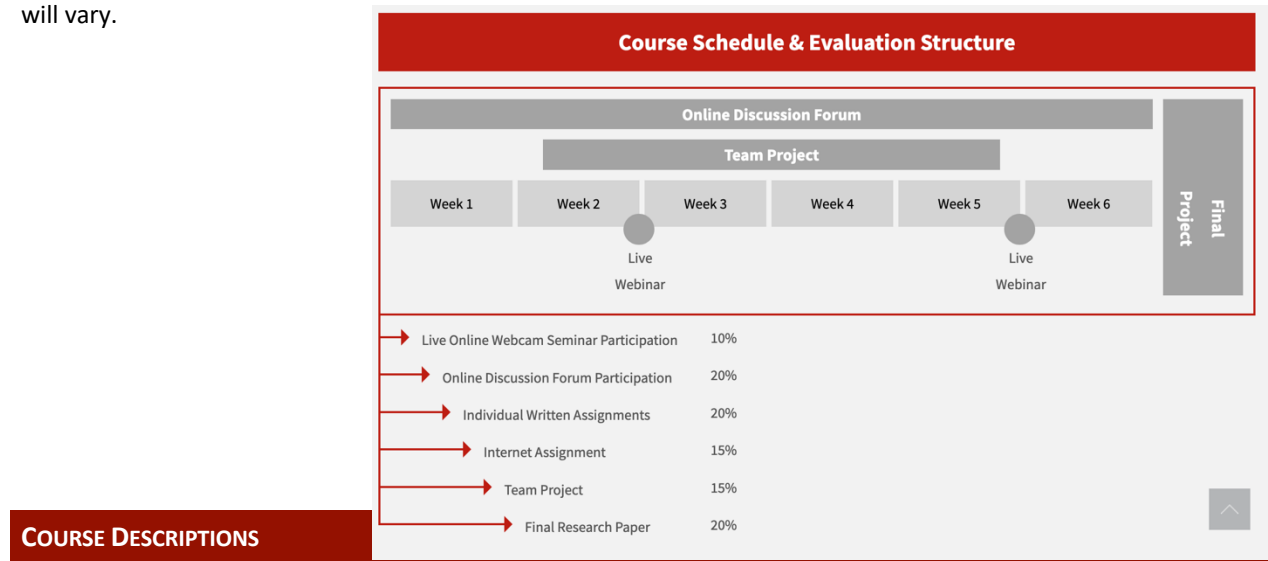
Students in the Graduate Diploma in Sustainable Management program complete 4 sustainability courses, plus 2 courses out of 6 available core business courses, for a total of 18 units (6 courses, 3 units each). Each course is 6 weeks long. Students must maintain a 3.0 grade point average (GPA) in order to graduate from the program. Any students whose GPA falls below a 3.0 will be put on Academic Probation and given two terms to bring his/her GPA back to a 3.0 level. Students who earn a grade lower than an 80% (a "C," "D," or "F") on any given course must repeat the course. The schedule is set each year and typically announced in the Fall. Failure to take an available course when one is offered may prevent a student from completing his/her program in the allotted time. The maximum time allotted for completion of the Graduate Diploma in Sustainable Management is 2 years. Students who have not completed their programs within the maximum allotted time are subject to academic dismissal. Students who need additional time must receive permission from the Dean or Program Director.

PROGRAM STUDY SUGGESTIONS

(total 22.5 hours a week for six weeks)

- Look briefly through the set readings, the weekly assignment questions, and any other assignments for the week. (.25 hours)
- Complete weekly reading assignments, making notes on the assignment questions as you do. (4 hours)
- Complete individual weekly written assignments. (3 hours)
- Review weekly Online Discussion Forum questions and research potential answers. (2.75 hours)
- Discuss the Online Discussion Forum questions with other students via the Online Discussion Forum. (3 hrs)
- Preparation for and participation in real-time online class and review transcripts and make notes. (1.5 hours)*
- Preparation for and participation in team projects. (2 hours)*
- Conduct library/internet research, further reading and note taking to complete course projects. (6 hours)

*Note: In weeks when no real-time online class or team project is assigned, study time should be spent on library/ internet research, further reading and note taking. For courses including a proctored examination, study schedule will vary.



KISHO KUROKAWA GREEN INSTITUTE COURSES

BUS 535 TRIPLE BOTTOM LINE ACCOUNTABILITY & MANAGEMENT

The Triple Bottom Line Accounting and Management course is an expanded version of accounting for corporate activity. Contemporary society has moved away from the mere financial bottom line to a higher level of social responsibility where we account for the true social impact of our business activity. Through this expanded version of accounting and accountability, social and environmental impact is added to the equations. Thereby the report of corporate activity and management comprehensively reflects a true bottom line. The three prongs of the true bottom line become clear: economic prosperity, environmental quality and social justice. This course provides the basis for business students to go forward and determine the true social effects of the businesses they are working for and to manage for the future.

BUS 545 GREEN MARKETING & ENVIRONMENTAL PRODUCT DESIGN/ RECYCLING

Green Marketing & Environmental Product Design/Recycling is a course structured around the traditional “4Ps” of marketing and explains how marketing mix decisions can and do influence environmental outcomes. Throughout the course, the emphasis will be on the conversion of consumption systems to a sustainable paradigm that represents a circular use of resources, not the linear approach (materials >products >consumption >disposal) that leads to the pollution of ecosystems. The major theme of the course is that marketers can reinvent strategy and craft “win- win-win” solutions, where customers win (obtaining genuine benefits), organizations win (achieving financial objectives), and ecosystems win (ecosystem functioning is preserved or enhanced).

BUS 555 CORPORATE SOCIAL RESPONSIBILITY (CSR) & ETHICS

Corporate Social Responsibility and Ethics is a comprehensive study of the core issues for business in the questions of sustainability, social responsibility and ethics. The course introduces the student, not only to relevant issues, but

the views of corporate stakeholders. Approaches for presenting and carrying out a program of sustainability are presented, including strategic planning, targets, goals and alternative approaches. A principal part of the course is devoted to the ethics of business and issues of transparency, including discussion of the social impact of non-ethical and non-transparent business practices. Case studies, a team project and practice assignments assist in presenting these themes on a practical level. The course concludes with information and discussion on trends in sustainability and business ethics. A principal goal of the course is to show that community engagement and the maximization of profit/ shareholder value are not mutually exclusive, but mutually reinforcing.

BUS 565 SUSTAINABLE ENTERPRISE DEVELOPMENT & LEADERSHIP

Sustainable Enterprise Development and Leadership is a course which provides a comprehensive and practical analysis of what sustainable business development is and how companies can use it to make a significant difference. Sustainable development involves articulating, integrating and achieving social, economic, and environmental objectives, and initiatives to protect humankind and the natural world from destructive behaviors. Sustainable business development is a holistic management approach which includes the entire value-added system from the origins of raw materials, to production processes, to customer use, to product end of useful life. Sustainable outcomes are those that balance the performance objectives of the present with the needs and expectations of the future. To achieve these outcomes, there must be a profound change in strategic thinking, leadership and the management of businesses.

AKIO MORITA SCHOOL OF BUSINESS COURSES

BUS 510 INTERNATIONAL ECONOMICS

Economics is an important subject that affects the way we live in not only the United States but internationally for countries who use the market system to determine the allocation of resources in their society. The aim of this course is to help students understand the operation of a market system in an international setting and to explore the nature and organization of various societies and the arguments underlying many of the great global public issues of the day in an international setting, and to understand the operation and behavior of international business firms and other decision-making entities through the study of the principles of international economics useful to students in the international MBA program.

BUS 520 INTERNATIONAL HUMAN RESOURCE MANAGEMENT

Human beings are the most crucial components of any organization as all other company assets are always subject to human decisions. Recruitment, management and training of the workforce are then crucial tasks that contribute to the company's success and can even be decisive for its survival. This is true whether we are considering domestic companies or international companies. This course focuses on the study of human management principles as they reflect on the basic assumption of treating employees as investments benefiting a company in the long run from the international perspective. The class is designed as an overview of traditional functions of international human resource (IHRM) management and an examination of its governing mechanisms contributing to the success of an organization. Compensation, staffing, training, labor relations and employee performance evaluation are studied from an international perspective among other aspects of international human resource management.

BUS 530 INTERNATIONAL ACCOUNTING

In our increasingly globalized world, accounting students need to understand the main features of financial reporting practices as they differ in different countries so that they will be able to distinguish accounting and reporting differences that would otherwise give rise to problems for report readers. It is also vitally necessary to understand the ongoing efforts to harmonize standards using International Financial Reporting Standards (IFRS). The course aims to give participants a thorough grounding in the key principles of accounting while enabling them to understand the major features of the international IFRS standards. The course shows the links between accounting statements, valuation methods and investment analysis. The course also reviews important technical areas of differences among accounting systems such as inventory valuation, the use of reserves, consolidations, and taxation of income. The student will be able learn to identify problems in international harmonization while appreciating the capital market efficiencies to be gained from harmonization of international accounting standards.

BUS 540 INTERNATIONAL MARKETING

International Marketing frequently requires major changes in how organizations conduct business in a global marketplace. It is a necessity for today's business leader to be aware of the implications of marketing strategies and how they are employed in different countries with different cultures. This course focuses on identifying and meeting the needs of specific international target markets through close interaction with managers from other functional areas, such as promotion, finance, accounting and human resources.

BUS 550 INTERNATIONAL MANAGEMENT

We are observing a fundamental shift in the nature of geopolitics. No longer will global business leaders focus on one or two stock markets, currencies, economics or political leaders. Today's business environment is far too complex and interrelated for that. Nation states and multinational corporations will remain both powerful and important. Global networks comprising technological, entrepreneurial, social and environmental interest groups will remain powerful. Future economic and business endeavors will increasingly be characterized by a search for common ground, productive partnerships, and mutual benefit. This course will focus on developing a deeper understanding of how and why management practices and processes can differ around the world, and the development of the skills necessary to function successfully in this international business

BUS 560 INTERNATIONAL FINANCE

This course covers material essential to a comprehensive understanding of international financial management. Topics will include, but not be limited to, foreign exchange markets, the global cost of capital, corporate strategy and foreign investment and multinational capital budgeting.

ONLINE LEARNING RESOURCES

AU ONLINE CLASSROOMS

Anaheim University students meet via webcam in real-time interactive online classes with their professors and fellow students for 90 minutes twice during a six-week course: at the end of the first and fifth weeks of the term. Chat transcripts and audio/video of all online classes are recorded and posted allowing students to stay focused on the live discussion during the class, and the opportunity to review the class discussion afterwards. These classes are usually held on Friday evenings US time which is Saturday morning in Asia. Real-time class recordings may be accessed through the AU Online System for students who are unable to attend class or simply wish to review their class notes. Such transcripts may be viewed online at any time or printed out in a neat, convenient format - the perfect alternative to distracting note taking during class.

AU ONLINE DISCUSSION FORUM

The Online Discussion Forum is an electronic bulletin board and e-mail list facilitating lively communication and interaction among students and their professor. When a student posts a message to the Forum, the message is automatically redistributed to the professor and all other students in the course, allowing students to discuss the week's readings in their free time. A weekly Student Host directs students to perform certain tasks as outlined in the online Course Guide. The Online Discussion Forum plays an integral part in AU's online programs by facilitating the out-of- class interaction between students necessary for an effective exchange of ideas. The AU Online Discussion Forum ensures that learning and interaction does not end when the real-time class does.

ONLINE BOOKSTORE

The Online Bookstore is the one-stop source for textbook and course material needs. Designed for students to buy textbooks based on their course schedule, track their textbook orders, and sell their textbooks back from a previous semester, the Online Bookstore offers money-saving used books, multiple shipping options, and access to hundreds of academic items related to your studies. In an effort to provide additional savings, textbooks or course materials may be available for purchase in an electronic format. Purchases will be subject to the refund policy of the bookstore.

LIBRARY

Anaheim University requires all of its students to make extensive use of library facilities and resources in the course of their program. The University's online resources provide a major boost in assisting and supporting a student's academic work. The login ID and password provided by the University to the student upon enrollment will provide the student access to the online resources. Anaheim University makes certain provisions in order to provide access to library resources and library services for all students enrolled directly through Anaheim University. However, students enrolled in Anaheim University's online graduate degree programs are required to have an additional reserve fund to be used for the purchase of journals and research - materials that will aid them in their studies by providing information specific to their unique areas of interest and research - and to provide access to software and other resources that may help them in the completion of their studies. The research reserve fund is \$1,500 for master degree students and \$2,000 for doctoral students to be used over the duration of

their program. Note: Students are not required to spend the entire research fund - only that amount necessary in order to carry out their research.

AU ALUMNI ASSOCIATION

Upon completion of their chosen programs of study, AU graduates have the privilege of becoming part of the university's Alumni Association. The AU Alumni Association is a highly regarded online network established to ensure that an AU graduate's learning never ends. The Alumni Association is an excellent way to network with other professionals in your field and keep abreast of recent developments. Members have access to the most recent updates regarding the latest news from the field, important events, suggested readings, cutting edge information and professional career opportunities

STUDENT SERVICES AND TECHSUPPORT

The policy of Anaheim University is "Students First, Always" and Anaheim University's Student Services staff is committed to providing students with the administrative services they need for course registration, textbook ordering, graduation, etc. Technical issues are addressed by the TechSupport Division of the University.

GRADUATION STORE

Alumni of Anaheim University have the opportunity to show Anaheim pride by ordering Anaheim University graduation rings and diploma frames online.

ANAHEIM UNIVERSITY AKIO MORITA SCHOOL OF BUSINESS FACULTY

ROBERT ROBERTSON, PH.D.

DEAN OF THE AKIO MORITA SCHOOL OF BUSINESS AND PROFESSOR

Dr. Robert Robertson holds a Massachusetts Institute of Technology (MIT) Sloan School of Management Executive Certificate in Innovation and Strategy, Ph.D. in Management and Organization (Stirling University, Scotland); Post-Doctoral Professional Certificate, International Business and Leadership (Argosy University); Post Graduate Diploma in International Management-China (University of London); Master of Studies in Law (Vermont Law School); Master of Public Administration (Dalhousie University, Canada); a Master of Arts (Eastern Kentucky University) and a Bachelor of Science (East Tennessee State University). He has more than 15 years of experience in academia as a Vice President of Academic Affairs, Dean of Business and MBA program director in the United States and in Kazakhstan. Dr. Robertson was selected by the United States Department of State Bureau of Educational and Cultural Affairs to the Fulbright Specialist Program. He has served as the Chief Academic Officer and Research Fellow at the University of Phoenix's Center for Workforce Diversity, Central Florida campus in Orlando, Florida. Dr. Robertson is a Visiting Full Professor at the University of Ljubljana in Slovenia, Faculty of Economics; and, he serves as a Scientific Adviser to the Global Universities in Distance Education (GUIDE) association headquartered at Marconi University, Rome, Italy. He is an invited speaker on international business, strategy, online education and workforce training; and he regularly lectures in China, Taiwan, Vietnam, Kazakhstan, Europe, Brazil and the United States. In the public sector, he has more than 20 years of management experience including serving as the City Manager for the City of Hamilton, Ontario in Canada with more than 8,500 employees and a budget in excess of one billion dollars.

ANDREW E. HONEYCUTT, DBA PRESIDENT AND PROFESSOR

Dr. Andrew E. Honeycutt, President of Anaheim University, is the recipient of a Harvard University Doctor of Business Administration (DBA) degree in Marketing and a Boston University Masters in Business Administration (MBA) degree in Organizational Behavior. Dr. Honeycutt has served as Dean of the College of Business and Technology of Argosy University Atlanta, Distinguished Fellow in Business Management at Shorter University, Vice Chairman of Edgenics, Inc. and Senior Partner of the Center for Collaborative Learning and Coaching. As a business professor and school of business administrator, he has been instrumental in the development of cooperative relationships with major companies - Colgate Palmolive, Dupont, Gulfstream Corporation, Savannah Foods, Simmons First National Bank, SC Johnson Wax, and others. He leveraged his experience with major corporations to assist students in achieving success by developing a success resource entitled CEO Success Letters: A Resource for Career and Life. The book was an outcome of a "Fortune 500 CEOs Success Advice Project" designed to provide business career success advice to students. His much-utilized business expertise is evidenced by his service on business and governmental advisory boards and boards of directors. He has also served on the advisory boards of the Winthrop Rockefeller Foundation (Small Business Strategic Planning), the Ewing Marion Kauffman Foundation (Entrepreneurship Education) and the National Board of Directors of SCORE.

WILLIAM HARTLEY, PH.D. PROFESSOR AND PRESIDENT EMERITUS

Holding a bachelor's degree, three master degrees, and a Ph.D. from the University of Colorado, University of California at Berkeley and University of Wisconsin respectively, Dr. Hartley's background is a combination of education, private sector work, teaching and consulting. Dr. Hartley has had a variety of jobs from administrative manager of the R&D division of a Fortune 500 company to the executive training program of Ford Motor Company in Detroit, Michigan, as well as owning and operating an art gallery for a period of 12 years. In addition to many years teaching at the undergraduate level, Dr. Hartley has taught in MBA programs for 18 years at both Niagara University and Embry-Riddle Aeronautical University, and has taught on-line courses for the State University of

New York. In the area of consulting, Dr. Hartley has worked primarily in management development and in strategic management consulting activities.

CARYN CALLAHAN, PH.D. PROFESSOR

Holding a Ph.D. in East Asian Languages in Civilizations with a specialization in Japan from Harvard University, and an MBA specializing in Finance-Accounting from the University of California Los Angeles (UCLA), Dr. Caryn Callahan is a former Vice President and International Equity Analyst for Merrill Lynch Japan as well as Financial Analyst for W.R. Grace & Co. A professor of Anaheim University's Akio Morita School of Business, Dr. Callahan has also taught courses in Corporate Finance, International Business, Organizational Behavior, and Management at Chaminade University in Hawaii. Dr. Callahan was chosen as number one analyst for the Japanese consumer electronics industry by Euromoney magazine and has been quoted in the New York Times, Wall Street Journal, Business Week, and Fortune magazine.

CARLOS AQUINO, PH.D. PROFESSOR

Holding a George Washington University MS in Structural Engineering and a University of Sao Paulo Ph.D. in Sciences and Technology, Dr. Carlos Tasso Eira De Aquino is an accomplished senior executive and educator combining over 25 years of experience in leadership and scholarship in Business, Education, IT, and Engineering. Dr. Aquino has accumulated achievements and recognition as Executive-Director, Senior Director, Project Manager, Provost, Dean of Business, Dean of Accreditation, among other capacities in organizations in the USA and abroad, with followers that encompassed a clear diversity of cultures. Before moving to the United States in 2008, Dr. Aquino was responsible for directing a country-wide program, sponsored by the Brazilian Ministry of Science and Technology, focused on improving energy usage. Dr. Aquino prepared the Brazilian version of many business books, published by Pearson Education, Cengage Learning and McGraw-Hill, authored a book on Adult Higher Education (How to Learn: Andragogy and Learning Skills) for Pearson Education in Brazil. Along his career, he has presented more than 45 articles in peer-reviewed conferences and published more than 40 papers in refereed journals and conference proceedings. Since 2014, he had 15 papers presented in venues such as Western Academy of Management, ACBSP, and GUIDE (Global Universities in Distance Education) Conferences and had 6 papers published in peer-reviewed journals.

MICHAEL AUBRY, DBA PROFESSOR

Holding a Doctor of Business Administration with a specialization in International Marketing from Alliant International University, an MBA from National University and a Bachelor of Science degree from San Diego State University, Dr. Michael Aubry has held a number of accounting positions and has taught accounting, entrepreneurship, economics, management and business-related courses. He has served on the Business Education Statewide Advisory Committee for the Academic Senate for California Community Colleges, and the State of California's Business Industry Collaborative.

BARI COURTS, PH.D. PROFESSOR

Dr. Courts holds a Ph.D. from Capella University in Organizational Management and an MBA in Management from the University of Cincinnati. He also holds a BS in Mathematics from Kenyon College. He has spent time in the insurance industry and has held the position of project manager for a major ERP software implementation. Dr. Courts has enjoyed teaching abroad, especially various courses in International Business, including e-Commerce, Economics, Management, Organizational Behavior, Research Methodology, and Statistics. Locally Dr. Courts is also a business owner of a small self-storage business in Cincinnati.

ROBERT DIOTALEVI, J.D. PROFESSOR

Dr. Robert Diotalevi, Esq., LL.M., is serving in his 17th year as Associate Professor of Legal Studies at Florida Gulf Coast University in Fort Myers, Florida. He was the founding Legal Studies Program coordinator. He has been a lawyer for 33 years as a member of the Massachusetts and Florida bars. He possesses 4 degrees and has been internationally published with over 80 manuscripts in print. In 2009 Dr. Diotalevi had a book published by Cengage. It is entitled "The Florida Paralegal." As an academician since 1985 he has instructed over 400 courses. Dr. Diotalevi was a professional broadcaster for 8 years and held managerial positions in radio news and production. Dr. Diotalevi's works have been published in SMU School of Law's Computer Law Review and Technology Journal, The Online Journal of Distance Learning Administration, The Paralegal Educator, The Journal of Paralegal Education and Practice and The National Paralegal Reporter.

HOWARD FREDERICK, PH.D. PROFESSOR

After earning his bachelors' degree at Stanford University, Dr. Howard Fredrick received his master's degree from San Francisco State University and his Ph.D. in International Economics and Relations from The American University. A recognized multilingual authority in the fields of business entrepreneurship and innovation, economic development, new technologies and sustainability, Prof. Frederick researches and teaches entrepreneurship, incubation, social development, climate change entrepreneurship, and strategy at Plymouth State University. He is the author of 197 journal articles and books with 20+ years-experience in teaching, executive education, research business development, entrepreneurship and multimedia communications and 15 years-experience as a company director. He has owned four businesses and received over \$1,000,000 in external grant funding. He is a motivated researcher and practitioner whose expertise encompasses the private and public sectors within Mexico, Australia, Samoa, Tonga, Malaysia, Indonesia, Thailand, China, Hungary, Germany, Austria, Brazil, Ecuador, and Colombia. Dr. Howard Frederick is a dynamic teacher with high student evaluations, whose keen insight of worldwide markets, economic trends and political climates, inspires students to successfully enter the global marketplace.

PERRY HAAN, DBA PROFESSOR

After earning his Bachelor of Business Administration (BBA) from The Ohio State University, Dr. Perry Haan earned his Master of Business Administration (MBA) from Xavier University and his Doctor of Business Administration (DBA) from the University of Sarasota. Professor Perry Haan has worked as a faculty member and administrator in higher education since 1986. He was won teaching awards at three different institutions of higher learning and taught in eight countries outside the U.S. In 2010, he was awarded a Fellowship by the International American Association of Financial Management for his teaching and academic work in international markets. He has authored or co-authored over 90 peer-reviewed articles that have appeared in conference proceedings and journals, including the Journal of Marketing in Higher Education and the International Journal of Sports Marketing & Sponsorship. He co-authored a textbook, Practical Statistics for Business. His research interests include entrepreneurship, international business, ethics, sales and sales management, education marketing, sports marketing, and leadership.

SCOTT A. HIPsher, PH.D. PROFESSOR

After earning his BS degree from the University of Maryland Asian Division in Japan, Dr. Scott Hipsher received his MBA from Bangkok University and conducted research in Cambodia to earn his Ph.D. from Capella University in the U.S. His professional experience is also global as the Northeast Thailand Regional Manager for a Dutch-owned export company and the General Affairs Manager for ZOA Thailand. He has taught at a number of universities in Thailand, but primarily at Bangkok University. Dr. Hipsher has written a number of journal articles and conference papers, and is the author of *Expatriates in Asia: Breaking Free from the Colonial Paradigm* and lead author of *The Nature of Asian Firms: An Evolutionary Perspective*, both from Chandos Publishing (Oxford).

MARIAH JEFFERY, PH.D. PROFESSOR

Dr. Mariah Jeffery holds a Ph.D. in Operations Research and a Master of Science in Industrial Engineering from the University of Central Florida, and is an APICS Certified Supply Chain Practitioner. She has extensive industry experience, consulting on supply chain management and data analytics for Fortune 500 clients, including IBM, Coca-Cola, General Motors, and the United States Postal Service.

CRAIG MAYBERRY, PH.D. PROFESSOR

Craig Mayberry holds a Ph.D. in Resource Management and Environmental Studies from the University of British Columbia, and an MBA and bachelor's degree in Economics from Brigham Young University. He spent 9 years working in the corporate finance departments of Chrysler Corporation and Intel Corporation. His dissertation research was on social entrepreneurship and the relationship between entrepreneurial orientation, leadership and performance of non-profit organizations. He has been teaching for the past 12 years in entrepreneurship, social entrepreneurship, management, and corporate social responsibility.

TAMARA MYATT, PH.D. PROFESSOR

Holding a Ph.D. and Masters in Human and Organizational Systems from Fielding Graduate University, Tamara Myatt has spent more than a decade transforming the professional and educational lives of young and disadvantaged people in some of the poorest and most dangerous regions of the world, championing the causes of women, and orchestrating locally and globally scaled initiatives in the business sphere. The specialized focus of her Ph.D. in Human and Organizational Development was in women's entrepreneurship in regions of war. She is currently pursuing advanced studies/research in entrepreneurship in emerging economies, family business, innovation, and enterprise digital transformation. The former Executive Director of Goldman Sachs 10,000 Women in Afghanistan and Chair of Entrepreneurship and Assistant Professor of Small and Medium Enterprises at the American University of Nigeria, Tamara is an internationally recognized pioneer in enterprise development. She has led enterprise development initiatives in nations such as Afghanistan, Nigeria, Pakistan, Bosnia, Kenya, Croatia, Uganda, India, Myanmar, Liberia, and Rwanda.

PATRICIA RAY, J.D. PROFESSOR

An international educator and business lawyer, Dr. Patricia Ray received two law degrees: a Juris Doctor from Duquesne University in Pittsburgh, Pennsylvania and the LLM from the National University of Singapore, as well as a Master of Arts degree in Economics from the University of Pittsburgh and a Bachelor of Science in Mechanical Engineering from Carnegie Mellon University. Dr. Ray has worked as a lawyer for the U.S. International Trade Commission litigating international trade claims and later worked as a private corporate lawyer in New York City and Dallas Texas. From 1991 to 1998, Dr. Ray was Asia General Counsel for Texas Instruments Inc., stationed in Singapore. There she managed the company's business and legal affairs in Asia. More recently, she has been teaching business law subjects worldwide in programs sponsored by the World Bank and United Nations. These courses include intellectual property, economic development, as well as commercial and business law topics. Mergers, acquisition and negotiations have been a part of Dr. Ray's international business experience with Texas Instruments. She has also served as an expert consultant for other companies undergoing merger activity, including Exxon Mobil, Parametric Technologies, Loral Cyberstar, and Rockwell International.

KWOK SHUM, PH.D. PROFESSOR

After earning a Stanford University Master of Science in Engineering degree, Dr. Kwok Shum received his Ph.D. in Management of Technology from the Tokyo Institute of Technology. Dr. Shum's research and teaching interests lie in new technologies, renewable energy industry and deployment, the business of renewable energy and clean technologies. Dr. Shum has taught at Hong Kong University of Science and Technology and conducted workshops for the Clinton Foundation's C40 Large Cities Climate Summit, Tokyo Institute of Technology and Hong Kong Baptist University. He has served as a Reviewer for the International Journal of Innovation Management and the International Journal of Hydrogen Energy and has served as the Academic Committee Chairperson for the Technology and Management Sustainability Business Plan Competition organized by the University of Illinois Urbana Champagne, Seoul National University, the University of Sao Paulo, Hong Kong University of Science and Technology and London South Bank University.

STAVROS SINDAKIS, PH.D. PROFESSOR

With both a Ph.D. and MBA in Strategy, Enterprise & Innovation from the University of Portsmouth, Dr. Stavros Sindakis has made significant contributions to these fields through his research and publications on entrepreneurship and business innovation including his books *Entrepreneurial Rise in Southeast Asia*, and *Analytics, Innovation and Excellence-Driven Enterprise Sustainability*, with his third in progress. Dr. Stavros Sindakis is an educator, advisor, mentor and innovator in the fields of business innovation, management, entrepreneurship, and service design and development. As an educator, he has taught in several different countries at both the undergraduate and postgraduate levels and held a variety of advisory and mentoring positions for students and faculty at numerous schools including the Institute of Enterprise and Entrepreneurs and Laureate Online Education.

BARBARA SON, PH.D. PROFESSOR

Holding a Ph.D. in Urban Business Economics from Portland State University, and a Masters in Urban Affairs with a concentration in Technology, Business, Economics, and Public Administration from Boston University, Dr. Barbara Son is well-experienced in the field of online education and has taught global management at Boeing in Long Beach, DBA at University of Sarasota/Argosy University, MBA at Pepperdine University, operations management at California State University, Northridge, and entrepreneurship and economics at California State University, Los Angeles, as well as served as a site reviewer for the California Bureau for Private Post-Secondary and Vocational Education. Professor Barbara Son has taught online courses in Data Analysis, IT Management, Global Economics, and Innovation & Entrepreneurship at Anaheim University. Her corporate experience includes positions at Pressure Profile Systems, Inc, Medical Tactile Imaging, Inc., and Go Smart, Inc. providing services to the U.S. Army, National Institute of Health (NIH), Johnson and Johnson Corporation, and university research labs., as well as serving as Vice-President/Co-Founder of the International Association Management Group. She has also been active in scholarly research and has published papers through highly regarded publishers including SAGE and SPRINGER. She is the recipient of the Professor of the Year Award in 2005. She likes to remind herself of the Ralph Waldo Emerson quote, "What lies behind us and what lies before us are small matters compared to what lies within us."

MICHAEL SUTTON, PH.D. PROFESSOR

Holding a Ph.D. from McGill University and a Bachelors in Management Sciences from the University of Waterloo, Dr. Michael Sutton has been recognized with numerous academic awards, including Westminster College's Faculty & Staff Peer Award, the Gore School of Business - Excellence in Scholarship, and Kent State University's Assoc. Provost, Faculty Affairs & Curriculum Teaching Excellence. He is widely published in both the academic and practitioner community and has been invited to judge numerous International Game Competitions because of his specialty in experiential and game-based learning.

JOHN WANG, PH.D. PROFESSOR

Dr. John Wang received a scholarship award to complete his Ph.D. in Business Administration at Temple University, after earning his M.S. in Systems Engineering from Harbin Institute of Technology. In addition to serving as a professor at Anaheim University, Dr. John Wang is a professor in the Department of Information and Decision Sciences at Montclair State University. Professor Wang has published over 100 refereed papers and six books. He has served as session chairman and track chair 17 times on the most prestigious international and national conferences. He has also developed several computer software programs based on his research findings. He is on the editorial board of the International Journal of Cases on Electronic Commerce and has been a guest editor and referee for Operations Research, IEEE Transactions on Control Systems Technology, and many other highly prestigious journals.

SARA WILLOX, PH.D. PROFESSOR

Dr. Sara Willox earned an MLA degree in Sustainability from Harvard University, an MBA from Upper Iowa University and a Ph.D. in Organization and Management from Capella University. She also completed two BS degrees from the University of Wisconsin-Madison. Dr. Willox has been teaching online courses and face to face courses in business, leadership, and psychology since 2010, and served as the department chair in business and technology for Edgewood High School. She publishes and presents at professional and academic conferences. Dr. Willox has professional experience in nonprofit management, human

resources, operations, and development. She has held the positions of director of operations and development, department chair, human resources director, and program director. In addition, Sara does independent consulting with individuals and companies including nonprofit and corporate organizations, Grammy Award-winning artists, state government officials, and educational institutions.

JIM CARLAND, PH.D.**CARLAND ENTREPRENEURSHIP INSTITUTE DIRECTOR EMERITUS**

Dr. Jim Carland holds a Ph.D. in Management Policy and Systems from the University of Georgia as well as an MBA from Western Carolina University. He has held Certified Management Accountant (CMA), Certified Public Accountant (CPA) and Certified Valuation Analyst (CVA) qualifications. He has published more than 70 articles in scholarly journals, 200 articles in conference proceedings, and a dozen books. He is among the best-known scholars in the entrepreneurship discipline in the world, with over 3,500 citations of his work in Google Scholar. Dr. Carland has taught for more than 30 years and has been the recipient of many teaching awards and recognitions. He was involved in the development and implementation of the first Master of Entrepreneurship degree program in the U.S. His work was recognized for being the best example of graduate entrepreneurship training by the USASBE in 2005. He is interested in innovation as it relates to entrepreneurship. He first proposed an inherent link in 1984 in a seminal journal article in the Academy of Management Review. That article became a major factor in the subsequent differentiation of entrepreneurs from small business owners in the literature. Subsequently, he has interviewed, surveyed, and worked with more than 2,000 entrepreneurs.

MESSAGE FROM THE PRESIDENT

As President, it is my pleasure to welcome you to the Anaheim University global online learning community.

At Anaheim University, we offer relevant, application-based programs designed to help you, the student, make an immediate difference in your current employment or future career. If you want an affordable, high quality experience in a globally connected setting, and a diverse faculty deeply engaged in their fields and with lifetime connections to invigorate your drive for success, you are at the right place.

With our experienced faculty and staff, interactive learning environment, and the integration of traditional and innovative learning methods, Anaheim University's mission is to provide exceptional learning opportunities to students who wish to benefit from a proven learning process. Upon completion of your academic program, you will join the worldwide Anaheim University Alumni Association with the many benefits it has to offer.

On behalf of the faculty and staff of Anaheim University, I wish you success in your chosen program of study.

Welcome to Anaheim University.

Andrew Honeycutt
DBA President

About Andrew Honeycutt

Dr. Andrew E. Honeycutt, President of Anaheim University and former Dean of the Anaheim University Akio Morita School of Business, received a Doctor of Business Administration degree in Marketing from Harvard University and a Master in Business Administration degree in Organizational Behavior from Boston University. Dr. Honeycutt has served as Dean of the College of Business and Technology of Argosy University Atlanta, Vice Chairman of Edgenics, Inc. and Senior Partner of the Center for Collaborative Learning and Coaching. As a business professor and school of business administrator, he has been instrumental in the development of cooperative relationships with major companies - Colgate Palmolive, Dupont, Gulfstream Corporation, Savannah Foods, Simmons First National Bank, SC Johnson Wax, and others. His much-utilized business expertise is evidenced by his service on business and governmental advisory boards and boards of directors. He has also served on the advisory boards of the Winthrop Rockefeller Foundation (Small Business Strategic Planning), the Ewing Marion Kauffman Foundation (Entrepreneurship Education) and the National Board of Directors of SCORE.

ANAHEIM UNIVERSITY ADMINISTRATORS AND ADVISORS

ANDREW E. HONEYCUTT, DBA PRESIDENT

Dr. Andrew E. Honeycutt, President of Anaheim University and former Dean of the Anaheim University Akio Morita School of Business, received a Doctor of Business Administration degree in Marketing from Harvard University and a Masters in Business Administration degree in Organizational Behavior from Boston University. Dr. Honeycutt has served as Dean of the College of Business and Technology of Argosy University Atlanta, Vice Chairman of Edgenics, Inc. and Senior Partner of the Center for

Collaborative Learning and Coaching. As a business professor and school of business administrator, he has been instrumental in the development of cooperative relationships with major companies - Colgate Palmolive, Dupont, Gulfstream Corporation, Savannah Foods, Simmons First National Bank, SC Johnson Wax, and others. His much-utilized business expertise is evidenced by his service on business and governmental advisory boards and boards of directors. He has also served on the advisory

boards of the Winthrop Rockefeller Foundation (Small Business Strategic Planning), the Ewing Marion Kauffman Foundation (Entrepreneurship Education) and the National Board of Directors of SCORE.

PETER LANGENBURG, J.D.

CHANCELLOR AND GOVERNMENT AFFAIRS LIAISON

Peter Langenberg, J.D. serves as the Chancellor and Government Affairs Liaison for Anaheim University. He graduated from Princeton University summa cum laude with an A.B., and the University of California, Hastings College of Law with a Juris Doctorate. Peter Langenberg lived in Japan for a number of years, speaks Japanese fluently, and is former Chair of the Los Angeles Nagoya Sister City Affiliation. Mr. Langenberg was admitted to the California Bar in 1977 and serves as Hughes, Hubbard & Reed Senior Counsel. His areas of concentration include General Commercial and Business Law; Corporate Law; Intellectual Property (Trademarks, Copyrights, Licensing); and Employment Law.

ROD ELLIS, PH.D.

VICE-PRESIDENT OF ACADEMIC AFFAIRS

DOCTOR OF EDUCATION IN TESOL PROGRAM DESIGNER

SENIOR PROFESSOR, GRADUATE SCHOOL OF EDUCATION

Dr. Rod Ellis is a world-renowned thought leader in the field of Second Language Acquisition. Prof. Ellis received his Doctorate from the University of London and his Master of Education from the University of Bristol. A former professor at Temple University both in Japan and the US, Prof. Ellis has served as the Director of the Institute of Language Teaching and Learning at the University of Auckland and has taught in numerous positions in England, Japan, the US, Zambia and New Zealand. Dr. Ellis, who is known as an expert in Second Language Acquisition, is author of the Oxford University Press Duke of Edinburgh Award-Winning Classic "The Study of Second Language Acquisition", as well as numerous student and teacher-training textbooks for Prentice Hall and Oxford University Press. Prof. Ellis's textbooks on Second Language Acquisition and Grammar are core textbooks in TESOL and Linguistics programs around the world.

KATE STRAUSS, MA

VICE PRESIDENT OF ADMINISTRATIVE AFFAIRS

Kate Strauss is the Administrative Director at Anaheim University. Ms. Strauss holds a BA in English from Princeton University, and an MA in English from the University of California, Irvine. Ms. Strauss brings over 10 years of experience in the human relations and marketing fields, and has won numerous civic awards in her role as Marketing Director for One Colorado in Old Pasadena, CA for her innovative contributions to cultural life and leadership. She has also enjoyed success using her communication skills as a teacher and training professional for the Orange County Human Relations Council.

ROBERT ROBERTSON, PH.D.

DEAN OF THE AKIO MORITA SCHOOL OF BUSINESS AND PROFESSOR

Dr. Robert Robertson has more than 15 years of experience in academia as a Vice President of Academic Affairs, Dean of Business and MBA program director. He holds a Ph.D. in Management and Organization (Stirling University, Scotland); Master of Studies in Law (Vermont Law School); Master of Public Administration (Dalhousie University, Canada); a Master of Arts (Eastern Kentucky University) and a Bachelor of Science (East Tennessee State University). Dr. Robertson was selected by the United States Department of State Bureau of Educational and Cultural Affairs to the Fulbright Specialist Program. He has served as the Chief Academic Officer and Research Fellow at the University of Phoenix's Center for Workforce Diversity, Central Florida campus in Orlando, Florida. He is an invited speaker on international business, strategy, online education and workforce training; and he regularly lectures in China, Taiwan, Vietnam, Kazakhstan, Europe, Brazil and the United States. In the public sector, he has more than 20 years of management experience including serving as the City Manager for the City of Hamilton, Ontario in Canada with more than 8,500 employees and a budget in excess of one billion dollars.

DAVID NUNAN, PH.D.

PRESIDENT EMERITUS

DESIGNER, MA IN TESOL PROGRAM DIRECTOR, DAVID NUNAN TESOL INSTITUTE

David Nunan, President Emeritus, has been with the California-based institution since its founding in 1996, when he played a central part in the development of the University's ground-breaking interactive online learning system. Dr. Nunan is a world-renowned linguist and best-selling author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning. His ELT textbook series "Go For It" is the largest selling textbook series in the world with sales exceeding 2.5 billion. In 2000, David Nunan served as President of TESOL, the world's largest language teaching association. David Nunan has served as Chair and Professor of Applied Linguistics at the University of Hong Kong since 1994 and has been involved in the teaching of graduate programs for such prestigious institutions as Columbia University, the University of Hawaii, Monterey Institute for International Studies, and many more. In 2002 Dr. Nunan received a congressional citation from the United States House of Representatives for his services to English language education through his pioneering work in online education at Anaheim University, and in 2003 he was ranked the 7th most influential Australian in Asia by Business Review Weekly

HAYO REINDERS, PH.D.

GRADUATE SCHOOL OF EDUCATION CHAIR OF RESEARCH

Holding a Ph.D. in Language Teaching and Learning from the University of Auckland, Dr. Hayo Reinders is also Professor of Education and Head of Department at Unitec in Auckland, New Zealand. His previous positions include Head of Learner Development at Middlesex University in London, Director of the English Language Self Access Centre at the University of Auckland in New Zealand and associate professor at RELC in Singapore. He has worked with teachers from a large number of countries worldwide and has been visiting professor in Japan, Thailand, Mexico and the Netherlands. Dr. Reinders edits the journal 'Innovation in Language Learning and Teaching' as well as a book series on 'New Language Learning and Teaching Environments' for Palgrave Macmillan. He is Editor of Innovation in Language Learning and Teaching, and Convenor of the AILA Research Network for CALL and the Learner. Dr. Reinders' interests are in technology in education, learner autonomy, and out-of-class learning, and he is a speaker on these subjects for the Royal Society of New Zealand. His most recent books are on teacher autonomy, teaching methodologies, and second language acquisition.

LUKE PLONSKY, PH.D.

GRADUATE TESOL PROGRAM DIRECTOR

Luke Plonsky (Ph.D., Michigan State University) specializes in three main areas of applied linguistics and TESOL: second language acquisition, language pedagogy, and research methods. Recent and forthcoming work in these and other areas can be found in virtually all major journals in the field including Annual Review of Applied Linguistics, Applied Linguistics, Language Learning, Modern Language Journal, Second Language Research, and Studies in Second Language Acquisition and in book chapters published by Cambridge, De Gruyter, Routledge, and Wiley-Blackwell. Luke has also co-authored or edited four books including the best-selling 4th edition of Second Language Acquisition: An Introductory Course. In addition to an accomplished scholarly record, Luke has taught courses in applied linguistics/TESOL as well as English and Spanish as a second language in Spain, The Netherlands (National Graduate School of Linguistics), Puerto Rico (Caribbean University), and in the US at Michigan State University, Arizona State University, and Northern Arizona University.

DAVID DESSER, PH.D.

DEAN, AKIRA KUROSAWA SCHOOL OF FILM

Dr. David Desser is Dean of the Anaheim University Akira Kurosawa School of Film. He is also Professor Emeritus of Cinema Studies, University of Illinois, where he was Professor of Cinema Studies, Comparative and World Literatures, East Asian Languages and Cultures and Research Professor of Communication. He has taught at the University of Michigan, Kansai University in Japan, Hong Kong Baptist University, the University of Pennsylvania, UCLA, Chapman University and the University of Southern California (USC). He received his Ph.D. from USC in the Cinema program with a minor in Japanese.

YUKUO TAKENAKA, CPA

EXECUTIVE STRATEGY ADVISOR

Yukuo Takenaka is Chairman, CEO and President of the Takenaka Partners Group. Prior to forming The Takenaka Partners Group in 1989, he was a partner and National Director of KPMG Peat Marwick's Japanese practice. He also served as Chairman of Project Japan for the parent company, KPMG. A graduate of the University of Utah, Mr. Takenaka is recognized for his expertise in cross-border M&A and joint venture transactions. On both sides of the Pacific, he serves as senior advisor to companies in a wide range of industries including high technology, electronics, manufacturing, financial services and real estate. He is the author of the Japanese best seller, *Merger and Acquisition Strategy*.

DAVID R. BRACEY

DISTANCE LEARNING / DEVELOPMENT

David Bracey works to develop and promote the University's programs worldwide and to ensure that students of Anaheim University receive quality care and attention. A major in International Communications and Psychology, Mr. Bracey has over 18 years of experience working in Japan.

ELIZABETH MAYS, MM

REGISTRAR

Holding a Master's degree from Azusa Pacific University and a Bachelor's degree from University of Redlands, Elizabeth Mays is the Registrar at Anaheim University. In this role, she oversees Anaheim University's various student services tasks from admissions through graduation. Prior to joining Anaheim University, Ms. Mays held management positions at technology firms and a faculty position at APU, where she founded the Master's of Music Handbell performance program. She has also volunteered for various nonprofit organizations including the Handbell Musicians of America and Habitat for Humanity.

POLICIES AND PROCEDURES

All administrative policies and procedures are contained in the Policies and Procedures Catalog. Click here to download the university's policies and procedures:

<http://www.anaheim.edu/downloadable-documents/AU-policiesandprocedures-1701.pdf>

DISCLOSURES

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

FACILITIES, EQUIPMENT AND TECHNOLOGICAL REQUIREMENTS

Anaheim University is an online institution, and all instructional equipment and materials must be provided by the student. Equipment includes:

- access to a computer and internet.

The course management system used by Anaheim University is Moodle. Moodle 3.5 is compatible with any standards-compliant web browser, including Google Chrome, Mozilla Firefox, Safari, Microsoft Edge, and Internet Explorer. Moodle is also available on mobile device browsers through Mobile, Safari and Google Chrome.

Please note that older "legacy" browsers have compatibility issues with Moodle 3.5. These older browsers include Internet Explorer 10 and below, and Safari 7 and below. For the best experience and optimum security, we recommend that you keep your browser up-to-date. <https://whatbrowser.org>

Graduate level students attend their live classes using the software GotoMeeting. To attend the GotoMeeting live sessions, students will need access to the following:

- Computer or mobile device. GotoMeeting requires the following:
 - 2GB of RAM (minimum), 4GB or more of RAM (recommended) for computers
 - iPad2 or later and iPhone 4s or later for mobile devices
 - A webcam (optional). Your computer's built-in camera will work, or you may use an external webcam.
 - A microphone or audio input device. Many times, you can use your computer's built-in microphone. A USB headset is recommended
 - Headphones or audio output device. Often, your computer's built-in speakers will work just fine. A USB headset is recommended
- Internet access. Ensure you have a stable connection for clear audio and video. Anaheim University recommends access to the following connections:
 - Computer: 1 Mbps or better (broadband recommended)
 - Mobile device & Chromebook: 3G or better (WiFi recommended for VoIP audio)

**** Note:** Most devices have built-in speakers, but you will get better audio quality while connected via VoIP if you use a headset. You can also use your phone to dial in and connect to audio.

GotoMeeting is compatible with the following operating systems:

- Google Chrome v57 or later
- Windows 7 - Windows 10
- Mac OS X 10.9 (Mavericks) - macOS Mojave (10.14)
- Linux/Ubuntu (Web App only)
- Google Chrome OS (Web App only)
- iOS 9 - iOS 12
- Android OS 4.4 (Kit Kat) - Android 9 (Pie)
- Windows Phone 8, Windows 8RT or later

ENGLISH PROFICIENCY REQUIREMENTS

English language services are not provided. Non-native English speakers must demonstrate college-level proficiency in one of the following ways.

- Degree from an accredited institution where English is the primary language of instruction.
- Transcript from an accredited institution indicating completion of at least 30 semester hours of credit where the language of instruction was English (“B” average for Ed.D, Masters, Graduate Programs & Graduate Certificates; “C” average for TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- Transcript from an accredited institution indicating a “B” or higher in an English composition class (Ed.D, Masters, Graduate Programs & Graduate Certificates); “C” or higher for TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum TOEFL score of 550 PBT / 213 CBT/ 80 iBT (Ed.D); 530 PTB / 197 CBT / 71 iBT (Masters, Graduate Programs & Graduate Certificates); 500 PBT / 173 CBT / 61 iBT (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum TOEIC score of 800 (Ed.D, Masters, Graduate Programs & Graduate Certificates); 625 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum IELTS score of 6.5 (Ed.D, Masters, Graduate Programs & Graduate Certificates); 6.0 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum PTE (Pearson Test of English Academic Score Report) of 58 (Ed.D); 50 (Masters, Graduate Programs & Graduate Certificates); 44 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum BULATS Level 3 (60), accepted only for Cultura Inglesia in Brazil.
- A minimum grade of Level 3 on the ACT COMPASS’s English as a Second Language Placement Test.
- A minimum grade of Pre-1 on the Eiken English Proficiency Exam.
- A minimum B1 English proficiency level identified within the Common European Framework of Reference (CEFR) Standards and assessed through various ESOL examinations, including the University of Cambridge.

The language of instruction at Anaheim University is exclusively English.

The transferability of credits you earn at Anaheim University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the Graduate Diploma in Sustainable Management program you earn in the Anaheim University Kisho Kurokawa Green Institute is also at the complete discretion of the institution to which you may seek to transfer. If the credits or diploma that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals.

This may include contacting an institution to which you may seek to transfer after attending Anaheim University to determine if your credits or diploma will transfer.

ACCEPTANCE OF CREDITS EARNED AT OTHER INSTITUTIONS

Anaheim University will accept up to two (or three, for a DBA) graduate semester classes or the equivalent in units (6 units for an MBA or ME, 8 units for MA TESOL, MFA or Ed.D, 9 units for a DBA) awarded by another institution toward a Masters or Doctoral degree at Anaheim University. The entering student will be required to clearly demonstrate the equivalency of a transfer course through relevant documents (syllabus, catalog, course outline) and justify its acceptance through petition. No course will be considered for transfer with a grade lower than a "B" or its equivalent. Petitions are directed to the specific Dean or Director for the affected program. There is a fee of \$75 per graduate course, and the overall program cost will be adjusted to reflect credit for the approved class(es). All petitions for transfer credit must be submitted as part of the student's initial application to the University. Credits awarded as part of another degree will not be accepted for transfer. Anaheim University has not entered into an articulation or transfer agreement with any other college or university.

EXPERIENTIAL CREDIT

Anaheim University will not extend credit for prior experiential learning to any student.

ATTENDANCE

Anaheim University students participate in a weekly discussion forum in which they must contribute regular substantive posts to the discussion questions. In addition, all degree students must participate in the scheduled Real-Time Online Classes for each course. Business courses include two online classes within the six-week term; students are expected to attend both sessions and must make arrangements with the professor for make-up work if they are unable to attend a session. TESOL and MFA degree courses include eight online classes within the nine-week term; students are expected to attend at least six of the sessions. Students are expected to utilize their webcams during their live classes regularly throughout their program. In addition to providing a more interactive learning environment, use of webcams will also allow Anaheim University to complete student identity verification in line with accreditation requirements. Periodically during the program, Anaheim University will request a student to turn on his/her webcam for this purpose. In addition to the assigned course assessments, students are graded on participation in the discussion forum and online classes. A student is considered to have dropped a course if s/he fails to attend classes for a three-week period or fails to submit three consecutive lessons.

SKIPPED TERMS

Students are expected to enroll in a course every time a course that is needed for their program completion is offered. Skipping a term can delay graduation, as the student must wait for the course to be offered again.

- A student who wishes to skip one term must complete the "Registration for Skipping a Term" form, which can be downloaded from the University website.
- A student who wishes to take two consecutive terms off must complete the "Registration for Skipping a Term" form, and they must also complete a "Dean/ Program Director Skipped Term Petition" and received signed permission from the Dean or Program Director. Two non-consecutive terms off requires only a second "Registration for Skipping a Term" form.
- A request for a third (non-consecutive) skipped term requires the student to complete a third "Registration for Skipping a Term" form; complete a "Dean/ Program Director Skipped Term Petition" and receive signed permission from the Dean or Program Director; and schedule a meeting with the Admissions Director to discuss any issues or areas of concern.
- A request for a fourth skipped term requires the student to receive permission from the Vice President of Academic Affairs.

The above policy does not apply to students who are on active military duty or who are an approved Medical Leave of Absence.

MEDICAL LEAVE OF ABSENCE

Students may also petition for a medical leave of absence during their program, which is handled differently than a voluntary leave of absence. The maximum period for a medical leave of absence is ninety (90) days per leave. Students may apply for a maximum of four (4) leaves of absence for medical reasons throughout their degree program. Each leave of absence must be ninety (90) days or less and requires a separate petition which must be approved by the University's administration. Only students in good academic and financial standing will be considered for approval of medical leave. The [Petition for Special Medical Leave of Absence Form](#) can be downloaded from the University website and requires a doctor's signature.

FINAL GRADES

Final Grades are submitted two weeks after the final day of the course. Students are notified of their final grades by email once the grades have been submitted. Students who have been approved for an extension will be notified of their final grades once all terms of the extension have been met.

VISA STATUS

Anaheim University does not provide visa services but can provide a letter verifying a student's active status upon request.

HOUSING

As Anaheim University programs are conducted online, regardless of where the student resides, the University does not have dormitory facilities under its control and does not provide housing or dormitory facilities.

STATE LICENSURE

The programs at Anaheim University are not designed to lead to positions requiring licensure in this state.

PLACEMENT SERVICES

Anaheim University does not offer placement services.

GRADUATE EMPLOYMENT DATA

Anaheim University Master's-level business graduates self-report that they are employed in the following fields: Marketing Director, Account Manager, Managing Director of the Americas, Project Development Director, International Logistics Manager, Chief Executive Officer, Chief Financial Officer, Chief Innovation Officer, Group Chief Sustainability Officer, Quality and Environment Coordinator, Associate Account Executive, Director of Content, Director of Business Optimization, Senior Staff Accounting, Senior Manager, Deputy Manager, Product Cost Management Group Manager, Operations and Maintenance Manager, Environmental Consultant, Director of Business Consulting Services, Associate Professor, Regional Commodity Manager, Director of Strategic Accounts, Environment Division Manager, IT Manager, Risk Consultant, Business Analytics Manager, Renewable Energy Specialist.

FINANCIAL AID

Anaheim University does not participate in federal or state financial aid programs.

STUDENT TUITION RECOVERY FUND

It is a state requirement that a student who pays his or her tuition is required to pay a state-imposed assessment for the Student Tuition Recovery Fund (STRF).

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589. To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans. To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF. A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.

STUDENT CANCELLATION, WITHDRAWAL, AND REFUND RIGHTS

The student has the right to cancel an enrollment agreement in any manner through the first day of the course, or the seventh day after signing the enrollment agreement, whichever is later (the “Cancellation Period”), and obtain a full refund of all monies paid. Students canceling after the seven-day Cancellation Period will receive a refund of all amounts paid, less the non-refundable registration fee of \$100 and the non-refundable application fee of \$75 (for graduate programs) or \$50 (for undergraduate programs).

The written notice of cancellation may be given by e-mail, fax, or postal service (in which case, the effective date begins when the letter is deposited in the mail properly addressed with postage prepaid). The “Official Notice of Withdrawal” form can be downloaded from the University website.

For the purposes of determining the student's obligation for the time attended, the student will be considered to have withdrawn from the program when any of the following occurs, unless the Dean or Program Director determines a different course of action:

- The student notifies the school of the withdrawal.
- The school terminates the student's enrollment.
- The student fails to attend classes for a three-week period. In this case, the date of withdrawal will be the last date of attendance.
- The student fails to submit three consecutive lessons or fails to submit a completed lesson required for home study or correspondence within 60 days of its due date.
- The student has not responded to communication in any form from the University for four months.

- Students who have been withdrawn from their program for any of the above reasons may be required to submit a new application (and all applicable fees) if they wish to continue. Tuition for all courses is refunded based on the number of weeks completed.

<i>For Courses Lasting 6 Weeks</i>	Percentage of Refundable Tuition	Sample Calculation
		Based on \$1,325 tuition for a 6-week course
<i>Week 1 (days 0 -7)</i>	100% of tuition refunded	Refund: \$1,325 (100% of \$1,325)
<i>Week 2 (days 8 – 14)</i>	70% of tuition refunded	Refund: \$ 927.50 (70% of \$1,325)
<i>Week 3 (days 15 – 21)</i>	40% of tuition refunded	Refund: \$ 530 (40% of \$1,325)
<i>Week 4 (days 22 – 28)</i>	20% of tuition refunded	Refund: \$ 265 (20% of \$1,325)

If a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund, and if the student receives federal student financial aid funds, the student is entitled to a refund of the moneys not paid from the federal financial aid funds. If the student paid for his/her entire program at the time of enrollment and received the 10% tuition discount for payment in full, the regular course tuition will be used in the calculation of the refund since the discount will no longer apply. All monies due the student will be refunded within 30 days of the notice of cancellation.

If the student has been approved for a monthly payment plan, Anaheim University will calculate the total amount of tuition and fees owed to the University based on the number of courses taken, and compare this amount with the total amount the student has paid up to the date of their withdrawal. Any amount paid over the total amount of tuition and fees will be refunded to the student. If there is a balance due, the student will be responsible for the remaining amount.

STUDENT PRIVACY

Anaheim University makes every effort to protect student privacy. Student records are stored in secure, locked, fire-proof facilities which have restricted access and a motion sensor alarm security system. The university's online course management system maintains strict data security protection in addition to user authentication and virus scanning. Cloud storage of back-up records is protected by a two-step verification process in addition to the highest standards in SSL browser encryption.

All transcripts are issued in compliance with the Family, Educational Rights and Privacy Act of 1974 (section 438 of Public Law 93-380), and information contained in the transcript is not released to a third party without the written consent of the student. If a student requests the release of any information from his/her file, the student must submit the request in writing to the Registrar.

RETENTION OF STUDENT RECORDS

Student records are stored in secure, locked, fire-proof facilities which have restricted access and a motion sensor alarm security system. The university's online course management system maintains strict data security protection in addition to user authentication and virus scanning.

Cloud storage of back-up records is protected by a two-step verification process in addition to the highest standards in SSL browser encryption. Anaheim University retains all student records and transcripts indefinitely. A student or graduate can request information by contacting the University at its offices.

STUDENT GRIEVANCE PROCEDURES

Anaheim University places great emphasis on putting the educational experience of its student body as the first priority of its administration, faculty, and staff. In line with this “Students First, Always” policy, the University seeks to continuously improve the educational experience of its students, including the quality of academics, learning resources, online learning system, and Student Services. Students may always provide feedback, seek assistance, and express grievances in person, in writing, by phone, by email, or by live chat/Skype sessions. Formal grievances/complaints must be submitted in writing, either by mail or email, to Student Services. Written complaints may be sent by email to support@anaheim.edu or mailed to Anaheim University Admissions Office, 1240 S. State College Blvd Rm 110, Anaheim, CA 92806, USA.

Anaheim University defines a complaint as a formal statement made in writing that outlines a specific grievance which is interfering with the student’s perceived ability to succeed in their chosen program of study. Once a complaint is received, it will be directed to the appropriate department and the individual responsible for overseeing that department. Grievances that cannot be resolved by the department will be referred to the Vice President of Administrative Affairs or the Office of the President. All formal grievances/complaints will receive a response within 10 days of the University receiving the complaint.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888-370-7589, or by completing a complaint form, which can be obtained on the Bureau's internet Web site: www.bppe.ca.gov.

Any questions or problems concerning this school which have not been satisfactorily answered or resolved by the school should be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA 95798-0818. Phone: (916) 431-6959. Fax: (916) 263-1897, or the Distance Education Accrediting Commission (DEAC) at <https://www.deac.org/Student-Center/Complaint-Process.aspx>

BANKRUPTCY CODE DISCLOSURE

Anaheim University does not have a pending petition in bankruptcy, nor has it filed a petition within the preceding five years. Anaheim University is also not operating as a debtor in possession, and it has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Co

HOW TO CONTACT ANAHEIM UNIVERSITY

President	president@anaheim.edu
Dr. Andrew Honeycutt	
Managing Director of Development	online@anaheim.edu
Vice President of Administrative Affairs	vpadmin@anaheim.edu
Director of Student Services	studios@anaheim.edu
Student Services	support@anaheim.edu
Registrar	registrar@anaheim.edu
Technical Support	techsupport@anaheim.edu

ANAHEIM UNIVERSITY OFFICE OF ADMISSIONS

Hours of operation: Monday - Friday 9 a.m. to 6 p.m. (Closed major U.S. holidays)

1240 S. State College Blvd., Room 110 Anaheim, CA 92806-5150 USA

Toll-Free: 1-800-955-6040

Tel: 714-772-3330

Fax: 714-772-3331

Email: admissions@anaheim.edu

OFFICERS: ANAHEIM UNIVERSITY, INC.

Andrew E. Honeycutt, DBA	CEO, Director
Elaine Parker-Gills, Ed.D.	Secretary, Director
David Bracey	CFO, Director

BUSINESS ADVISORY COUNCIL

Jim Kelly	Former VP Business Development. H.I.S. Int'l Tours
Shin Koyamada	"Last Samurai" Actor & Shinca Entertainment Founder
Dennis Lee, CPA	Dennis M. Lee & Associates
Masakatsu Mori	Former Chairman, Accenture Japan, Ltd.
Hideo Morita	CEO of RayKay Corporation
Yukuo Takenaka, CPA	CEO of Takenaka & Partners
David Bracey	Anaheim University Managing Director of Development/Chief Communications Officer

BOARD OF TRUSTEES

Elaine Parker-Gills, Ed.D.	Chair/Voting Member
Andrew E. Honeycutt, DBA	Voting Member
Robert E. Garrity, M.S.	Voting Member

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA 95798-0818. Phone: (916) 431-6959. Fax: (916) 263-1897, Website: www.bppe.ca.gov. Questions may also be directed to the Distance Education Accrediting Commission (DEAC) at www.deac.org.

Anaheim University Office of Admissions

1240 South State College Blvd. Room 110 Anaheim, CA 92806 USA

Tel: 714-772-3330

Fax: 714-772-3331

E-mail: admissions@anaheim.edu

www.anaheim.edu

Anaheim University is accredited by the Distance Education Accrediting Commission (DEAC)

1601 18th St. NW, Suite 2, Washington D.C. 20009 USA

(202) 234-5100 <http://www.deac.org>

AUGRENDIPCAT04/2021

Graduate Certificate in International Business

January 1 – December 31, 2021



Anaheim University

Akio Morita School of Business

ANAHEIM UNIVERSITY MISSION

Anaheim University was established as a unique, innovative and sustainable institution of higher learning to meet the educational needs of a diverse and global student body through academic programs of the highest quality. Dedicated to a student-centered philosophy, Anaheim University makes higher education accessible to qualified students worldwide through both online and on-campus study.

ANAHEIM UNIVERSITY OBJECTIVES

Taking advantage of the newest technological innovations, Anaheim University is designed to be a sustainable global institution with a multicultural perspective, with programs designed to meet the needs of its diverse student population. To accomplish this, Anaheim University has the following objectives:

- Meeting the educational needs of our students by offering instructional programs otherwise unavailable because of access, cost, or work schedule
- Excellence of academic instruction through the guidance and expertise of dedicated faculty
- Provision of an instructional environment where students can take an active role in their own learning
- Utilization of the newest technologies
- Deployment of technology-based learning resources
- Development of interactive learning environments in both synchronous and asynchronous settings
- Support of an academic environment where professors are able to deliver the highest quality educational programs and take advantage of the University's learning resources
- Regular course and program assessments and evaluation to improve our offerings
- Development and maintenance of a University alumni support system to advance alumni professional skills, knowledge, and expertise and help them realize their lifelong educational goals
- Development of University culture and programs promoting sustainability

ABOUT US

Anaheim University is a private institution that was founded in Orange County, California in 1996. The University is accredited by the Distance Education Accrediting Commission (DEAC). The DEAC is listed by the U.S. Department of Education as a recognized accrediting agency and recognized by the Council for Higher Education Accreditation (CHEA). Anaheim University is also approved to operate by the California Bureau for Private Post-Secondary Education. "Approval to operate" means that Anaheim University operates in compliance with state standards as set forth in the California Education Code and the California Code of Regulations.

AKIO MORITA SCHOOL OF BUSINESS

The Anaheim University Akio Morita School of Business was established in honor of Sony Founder Akio Morita's enterprising and innovative spirit, foresight and global perspective. The contributions of Akio Morita (1921-1999) to the fields of technology, business, and intercultural relations are a constant source of inspiration to society. As a pioneering institution in the field of higher education, Anaheim University strives to pass on the traits of Akio Morita to its students for the purpose of creating a better tomorrow.

WORLD-CLASS FACULTY

Dr. Andrew Honeycutt, University President and former Dean of the Akio Morita School of Business, holds a Doctorate in Business Administration with a concentration in Marketing from Harvard Business School, and an MBA in Organizational Behavior from Boston University. He was a Nissan Fellow at Northwestern University's prestigious Kellogg School of Management and has served as a consultant and speaker for many of the world's largest corporations. In addition to 100% of the AU Akio Morita School of Business professors holding doctoral degrees from some of the world's most esteemed universities, the entire business faculty has real-life experience in business management and administration. The business school's professors bring extensive experience teaching in accredited on-campus programs as well as exceptional real-life experience, and a number of the professors have served as Department Chairs and Deans at major universities throughout the United States.

MISSION OF THE SCHOOL OF BUSINESS

Founded upon the management principles of Akio Morita, Peter Drucker and other renowned business leaders, the mission of the Akio Morita School of Business is to integrate innovative online teaching, relevant scholarship, and business experience to develop global business leaders who will contribute to the development of sound economic and public policy in a globally competitive world.

INTERNATIONAL NETWORKING

Anaheim University Akio Morita School of Business students are working professionals residing around the world, and 98% of AU students work full time or own and operate their own business. A few of the corporations that have employed AU candidates and graduates include:

3M	Accenture	Agfa-Gevaert
Asahi Newspaper	Audi	Bank of Japan
Bayer Medical	Bearing Point	Beckman Coulter
Bosch Rexroth Corporation	British Airways	Cisco Systems
Citigroup	Dell	Deutsche Bank
Deutsche Securities	Dow Chemical	Dow Jones Intl.
EDS	Embassy of Australia	Embassy of Haiti
Embassy of the Philippines	Embassy of Zimbabwe	Exxon Mobil
Fidelity Investments	Fujitsu	GE Consumer Finance
Goldman Sachs	Hewlett-Packard	Hitachi
HMV	Honda Electron	Hyatt Hotels
IBM	Intel	KDDI
Kirin Brewery Company	Kubota Corporation	Kyocera-Maruzen
Macmillan Publishing	Marubeni	McDonald's
Mercedes Benz Finance	Merrill Lynch	Michelin
Mitsubishi Heavy Industries	Morgan Stanley	Nippon Ericsson
Nissan	Nomura Research Institute	Nomura Securities
Novartis Pharma	Pearson Publishing	Pioneer Corporation
Polaris Software Lab	Recruit	Sanofi Aventis
Stahl Thyssenkrupp	Sumitomo Corporation	Toyota
UBS	Unisys	Volkswagen Investment Co.

WHO IS THE GRADUATE CERTIFICATE IN INTERNATIONAL BUSINESS FOR?

Whether pursuing a career in management, marketing, human resources, accounting, finance, or IT, the Anaheim University Graduate Certificate in International Business program prepares students with the global business skills to be successful in a management position or to establish their own business as an entrepreneur. Although the Graduate Certificate in International Business does not lead to a specific job position, careers that Graduate Certificate in International Business graduates often pursue include:

Accounting	Administration / Office Support
Aerospace/Aviation/Defense	Agriculture
Airlines	Architectural Services
Automotive	Banking, Finance and Economics
Biotechnology and Pharmaceutical	Building and Grounds Maintenance
Community & Government	Construction & Architecture
Consulting Services	Customer Service
Education and Training	Energy/Utilities
Environmental Services	Engineering
Human Resources & Recruitment	Insurance
International Trade	IT & Telecommunications
Legal, Compliance & Paralegal	Logistics, Transport & Supply
Localization, Interpreting & Translation	Manufacturing
Marketing, PR, Advertising/Communications	Media, Arts & Entertainment
Medical, Health & Scientific	Mining and Trades
Publishing/Printing	Property & Real Estate
Retail & Fashion	Sales
Tourism, Travel & Hospitality	

FROM THE DEAN OF THE AKIO MORITA SCHOOL OF BUSINESS

Welcome to the Akio Morita School of Business at Anaheim University.

The Anaheim University Akio Morita School of Business offers career-relevant graduate business courses and programs that are designed for the busy professional. The courses link theory to real world examples and practice. Our faculty members are academically qualified and they have professional experience in public, private and not-for-profit organizations across the globe. Our goal is to provide you with information and skills that can add value to your career. As you consider pursuing a graduate program, please do not hesitate to contact me if I can be of any assistance. Good luck in achieving your career goals.

Robert W. Robertson, Ph.D.

Dean, Akio Morita School of Business Anaheim University

GRADUATE CERTIFICATE IN INTERNATIONAL BUSINESS

In the Online Graduate Certificate in International Business, you will study online in an intensive fast-track format.

- Earn your Graduate Certificate in as little as 18 weeks*
- Study 100% online from anywhere in the world

*Students with a 3.0 GPA or higher may take two courses in their last two terms.

PROGRAM OBJECTIVES

The objective of the Graduate Certificate in International Business is to provide individuals who have little or no formal education in the field the opportunity to gain academic exposure to business applications in the field of international business. Additionally, the participants will have the opportunity to study doing business in various parts of the world through practical application of basic business concepts.

GRADUATE CERTIFICATE IN INTERNATIONAL BUSINESS REQUIREMENTS AND SATISFACTORY ACADEMIC PROGRESS

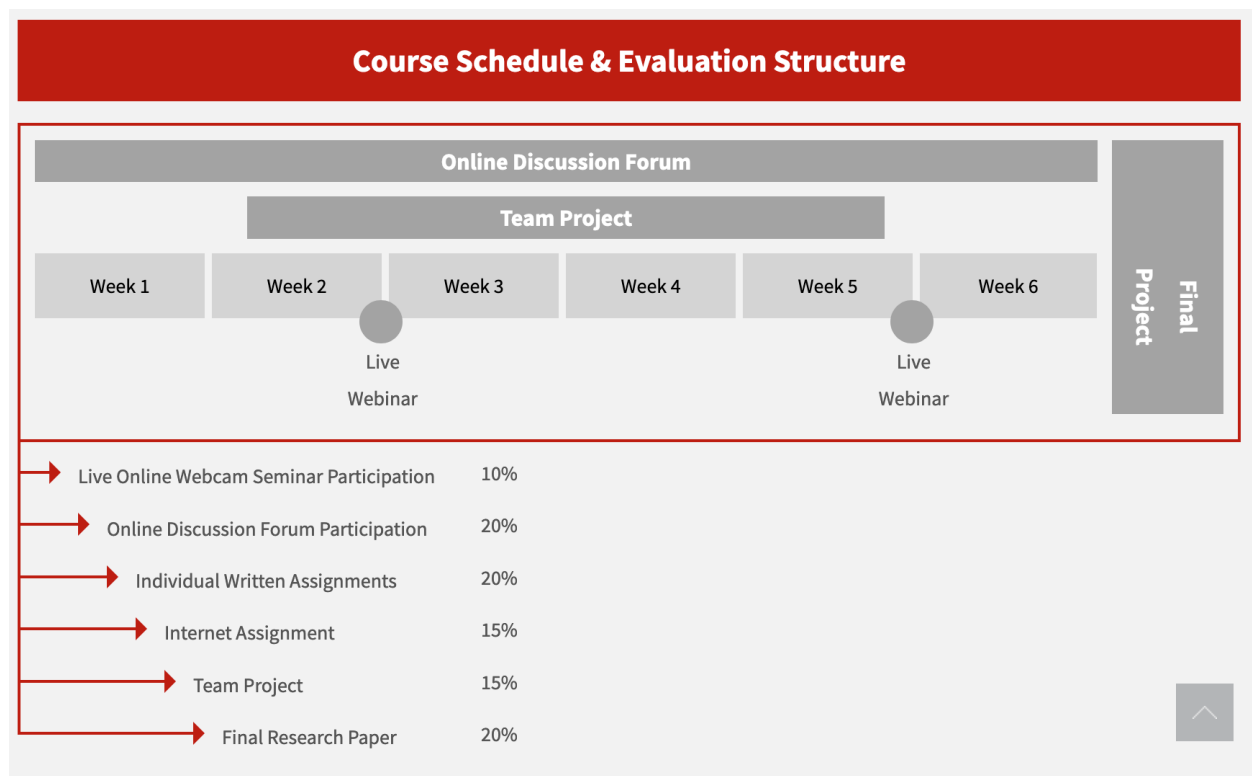
Students in the Graduate Certificate in International Business program select 3 out of 10 available International Business courses, for a total of 9 units (3 courses, 3 units each). Each course is 6 weeks long. Students must maintain a 3.0 grade point average (GPA) in order to graduate from the program. Any students whose GPA falls below a 3.0 will be put on Academic Probation and given two terms to bring his/her GPA back to a 3.0 level. Students who earn a grade lower than an 80% (a "C," "D," or "F") on any given course must repeat the course. The schedule is set each year and typically announced in the Fall. Failure to take an available course when one is offered may prevent a student from completing his/her program in the allotted time. The maximum time allotted for completion of the Graduate Diploma in International Business is 1 year. Students who have not completed their programs within the maximum allotted time are subject to academic dismissal. Students who need additional time must receive permission from the Dean or Program Director.

PROGRAM STUDY SUGGESTIONS

(total 22.5 hours a week for six weeks)

- Look briefly through the set readings, the weekly assignment questions, and any other assignments for the week. (.25 hours)
- Complete weekly reading assignments, making notes on the assignment questions as you do. (3 hours)
- Complete individual weekly written assignments. (3 hours)
- Review weekly Online Discussion Forum questions & research potential answers. (1 hour)
- Discuss the Discussion Forum questions with other students via the Online Discussion Forum. (4 hours)
- Video presentation and response to video questions (4 hours)
- Preparation for and participation in real-time online class and review transcripts and make notes. (2.5 hours)*
- Preparation for and participation in group projects. (2 hours)*
- Conduct library/internet research, further reading and note taking to complete course projects. (3.75 hours)

*In weeks when no real-time online class or team project is assigned, study time should be spent on library/ internet research, further reading and note taking. For courses including a proctored examination, study schedule will vary.



GRADUATE CERTIFICATE IN INTERNATIONAL BUSINESS PROGRAM OVERVIEW

The Online Graduate Certificate in International Business through Anaheim University's Akio Morita School of Business allows working professionals to obtain a Graduate Certificate while working full time no matter where they reside. Anaheim University's cutting-edge online infrastructure provides an interactive and intercultural learning environment matched by no other. During each of the three 6-week courses, students must participate in two 90 min. real-time online classes - at the end of the first and fifth weeks of each course.

Interactive

Students study in a highly interactive online program by attending two 90-minute real time online meetings per course with their professor and / or expert guest speaker and interacting daily with their fellow students by discussing weekly topics in their free time.

Networking Opportunities

Students from around the world interact with each other and their professors through the online Forum.

18-Week Graduate Certificate

A number of courses are held each term enabling students to complete the program in approximately nine months. Students with a 3.0 GPA or higher may take two courses in their last two terms.

Enroll in Only One Course

Students have the option of enrolling in individual business courses or the entire MBA degree program.

Experienced Faculty

Students have the opportunity to learn from highly-qualified professors all of whom hold doctoral degrees and have extensive experience in various fields of business.

Culturally Diverse Program

AU students have the opportunity to come into contact with individuals from around the world, providing a rich and culturally diverse environment in which to study. Students broaden their cultural perspective while at the same time remaining in touch with their own cultural identity.

Achieve Success

Anaheim University faculty and staff are committed to helping every student succeed. Students benefit from small class sizes and direct access to professors.

Online Resources

Students have access to digital resources including journals, articles, and video interviews, lectures and seminars.

For Working Professionals

The online system allows students the opportunity to complete an MBA while at the same time holding down a full- time job.

No Travel

Students have the opportunity to study at an American University without having to travel abroad.

CURRICULUM

For the Anaheim University's Online Graduate Certificate in International Business, students select 3 from a choice of 10 courses (six weeks each).

CORE COURSES

- BUS 510 International Economics
- BUS 520 International Human Resource Management
- BUS 530 International Accounting
- BUS 540 International Marketing
- BUS 550 International Management
- BUS 560 International Finance
- BUS 542 International Business Law
- BUS 570 Intercultural Communications
- BUS 572 Seminar in Int'l Business
- BUS 575 Supply Chain Management

Online International Graduate Certificate Program Fees		Note: Books & materials will be extra, and are expected to average U.S. \$200 per course. Pay for only one course at a time, or receive a 10% discount on tuition by paying 100% of program fees at the time of enrollment. US Military: Anaheim University's programs are approved for VA benefits. Please see refund policy in the Policies and Procedures catalog. Payments can be made by check, credit card (Visa, MasterCard, American Express or Discover), money order or bank transfer. Tuition may be paid on a course-by-course basis. The application fee must be paid at the time of application, and prior to beginning the first term, students must pay the registration, tuition, and records fee. For the remaining five terms, students must pay the tuition and records fee. * The Student Tuition Recovery Fund (STRF) is administered by the California BPPE and applies only to California residents. The STRF fee is currently fifty cents (\$.50) per one thousand dollars (\$1,000) of institutional charges. 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.
Application Fee (Non-Refundable after 7 days)	\$ 75	
Registration Fee (Non-Refundable after 7 days)	\$ 100	
Application Fee (Non-Refundable; CA Residents Only)	\$ 2	
Per Course Fees		
Tuition Fee (\$375 per credit x three credits):	\$ 1,125/course taken	
Records Fee:	\$ 200/term	
Per Course Fee Total	\$ 1,325	
Transfer Credit	\$ 75/course (optional)	
Replacement Certificate	\$ 100 (optional)	
Replacement Cover	\$ 50 (optional)	
Course Completion Letter	\$ 35 (optional)	
Program Total	\$ 4,150*	

COURSE DESCRIPTIONS

Students select three of the following 10 courses:

BUS 510 INTERNATIONAL ECONOMICS

Economics is an important subject that affects the way we live in not only the United States but internationally for countries who use the market system to determine the allocation of resources in their society. The aim of this course is to help students understand the operation of a market system in an international setting and to explore the nature and organization of various societies and the arguments underlying many of the great global public issues of the day in an international setting, and to understand the operation and behavior of international business firms and other decision-making entities through the study of the principles of international economics useful to students in the international MBA program.

BUS 520 INTERNATIONAL HUMAN RESOURCE MANAGEMENT

Human beings are the most crucial components of any organization as all other company assets are always subject to human decisions. Recruitment, management and training of the workforce are then crucial tasks that contribute to the company's success and can even be decisive for its survival. This is true whether we are considering domestic companies or international companies. This course focuses on the study of human management principles as they reflect on the basic assumption of treating employees as investments benefiting a company in the long run from the international perspective. The class is designed as an overview of traditional functions of international human resource (IHRM) management and an examination of its governing mechanisms contributing to the success of an organization. Compensation, staffing, training, labor relations and employee performance evaluation are studied from an international perspective among other aspects of international human resource management.

BUS 530 INTERNATIONAL ACCOUNTING

In our increasingly globalized world, accounting students need to understand the main features of financial reporting practices as they differ in different countries so that they will be able to distinguish accounting and reporting differences that would otherwise give rise to problems for report readers. It is also vitally necessary to understand the ongoing efforts to harmonize standards using International Financial Reporting Standards (IFRS). The course aims to give participants a thorough grounding in the key principles of accounting while enabling them to understand the major features of the international IFRS standards. The course shows the links between accounting statements, valuation methods and investment analysis. The course also reviews important technical areas of differences among accounting systems such as inventory valuation, the use of reserves, consolidations, and taxation of income. The student will be able learn to identify problems in international harmonization while appreciating the capital market efficiencies to be gained from harmonization of international accounting standards.

BUS 540 INTERNATIONAL MARKETING

International Marketing frequently requires major changes in how organizations conduct business in a global marketplace. It is a necessity for today's business leader to be aware of the implications of marketing strategies and how they are employed in different countries with different cultures. This course focuses on identifying and meeting the needs of specific international target markets through close interaction with managers from other functional areas, such as promotion, finance, accounting and human resources.

BUS 550 INTERNATIONAL MANAGEMENT

We are observing a fundamental shift in the nature of geopolitics. No longer will global business leaders focus on one or two stock markets, currencies, economics or political leaders. Today's business environment is far too complex and interrelated for that. Nation states and multinational corporations will remain both powerful and important. Global networks comprising technological, entrepreneurial, social and environmental interest groups will remain powerful. Future economic and business endeavors will increasingly be characterized by a search for common ground, productive partnerships, and mutual benefit. This course will focus on developing a deeper understanding of how and why management practices and processes can differ around the world, and the development of the skills necessary to function successfully in this international business environment.

BUS 560 INTERNATIONAL FINANCE

This course covers material essential to a comprehensive understanding of international financial management. Topics will include, but not be limited to, foreign exchange markets, the global cost of capital, corporate strategy and foreign investment and multinational capital budgeting.

BUS 542 INTERNATIONAL BUSINESS LAW & PRACTICE

This course provides a comprehensive coverage of the legal, cultural, political, economic and ethical issues faced by global business managers. An understanding of these issues is enhanced through the use of real-world examples, cutting edge cases, managerial problems, and ethical issues.

BUS 570 INTERCULTURAL COMMUNICATIONS

Intercultural communication is international communication across national boundaries involving many different cultures. There is a wide range of communication problems that naturally appear when one moves across national boundaries, and within organizations which are made up of individuals from different countries representing different religious, social, ethnic, and educational backgrounds. Intercultural communication seeks to understand how people from different countries and cultures behave, communicate and perceive the world around them quite differently. From a management perspective, it studies situations where people from different cultures interact in a business environment. The purpose of this course is to gain an understanding of the variations in language, customs, social attributes, thought patterns, and other aspects of cultures of different groups of people. An understanding of intercultural communication is essential for the conduct of international businesses. It is the purpose of this course to provide this understanding.

BUS 572 SEMINAR IN INTERNATIONAL BUSINESS

Successful managers in a world of global competition must have an array of skills, talents and abilities at their disposal. This course uses extensive examples to illustrate the vibrancy and challenge of international business. Coverage of relevant topics includes the degree of geographical literacy necessary to succeed in international markets, which is frequently overlooked in more traditional courses.

BUS 575 SUPPLY CHAIN MANAGEMENT

Supply Chain Management involves the flows of materials and information among all of the firms that contribute value to a product, from the source of raw materials to end customer. The goal of this course will be to help students understand the strategic importance of good supply chain design, planning, and operations for every firm, to provide students with the use of key drivers on a conceptual and practical level to improve supply chain performance, and to give students a solid understanding of analytic methodologies for supply chain analysis necessary to achieve significant increase in performance.

ONLINE LEARNING RESOURCES

AU ONLINE CLASSROOMS

Anaheim University students in the Graduate Certificate in International Business meet via webcam in real-time interactive online classes with their professors and fellow students for 120 minutes twice during a six-week course: at the end of the first and fourth weeks of the term. Chat transcripts and audio/video of all online classes are recorded and posted, allowing students to stay focused on the live discussion during the class, and the opportunity to review the class discussion afterwards. These classes are usually held on Friday evenings US time which is Saturday morning in Asia. Real-time class recordings may be accessed through the AU Online System for students who are unable to attend class or simply wish to review their class notes. Such transcripts may be viewed online at anytime or printed out in a neat, convenient format - the perfect alternative to distracting note-taking during class.

AU ONLINE DISCUSSION FORUM

The Online Discussion Forum is an electronic bulletin board and e-mail list facilitating lively communication and interaction among students and their professor. When a student posts a message to the Forum, the message is automatically redistributed to the professor and all other students in the course, allowing students to discuss the week's readings in their free time. A weekly Student Host directs students to perform certain tasks as outlined in the online Course Guide. The Online Discussion Forum plays an integral part in AU's online programs by facilitating the out-of- class interaction between students necessary for an effective exchange of ideas. The AU Online Discussion Forum ensures that learning and interaction does not end when the real-time class does.

ONLINE BOOKSTORE

The Online Bookstore is the one-stop source for textbook and course material needs. Designed for students to buy textbooks based on their course schedule, track their textbook orders, and sell their textbooks back from a previous semester, the Online Bookstore offers money-saving used books, multiple shipping options, and access to hundreds of academic items related to your studies. In an effort to provide additional savings, textbooks or course

materials may be available for purchase in an electronic format. Purchases will be subject to the refund policy of the bookstore.

LIBRARY

Anaheim University requires all of its students to make extensive use of library facilities and resources in the course of their program. The University's online resources provide a major boost in assisting and supporting a student's academic work. The login ID and password provided by the University to the student upon enrollment will provide the student access to the online resources.

AU ALUMNI ASSOCIATION

Upon completion of their chosen programs of study, AU graduates have the privilege of becoming part of the university's Alumni Association. The AU Alumni Association is a highly regarded online network established to ensure that an AU graduate's learning never ends. The Alumni Association is an excellent way to network with other professionals in your field and keep abreast of recent developments. Members have access to the most recent updates regarding the latest news from the field, important events, suggested readings, cutting edge information and professional career opportunities.

STUDENT SERVICES AND TECHSUPPORT

The policy of Anaheim University is "Students First, Always" and Anaheim University's Student Services staff is committed to providing students with the administrative services they need for course registration, textbook ordering, graduation, etc. Technical issues are addressed by the TechSupport Division of the University.

GRADUATION STORE

Alumni of Anaheim University have the opportunity to show Anaheim pride by ordering Anaheim University graduation rings and diploma frames online.

ANAHEIM UNIVERSITY AKIO MORITA SCHOOL OF BUSINESS FACULTY

ROBERT ROBERTSON, PH.D.

DEAN OF THE AKIO MORITA SCHOOL OF BUSINESS AND PROFESSOR

Dr. Robert Robertson holds a Massachusetts Institute of Technology (MIT) Sloan School of Management Executive Certificate in Innovation and Strategy, Ph.D. in Management and Organization (Stirling University, Scotland); Post-Doctoral Professional Certificate, International Business and Leadership (Argosy University); Post Graduate Diploma in International Management-China (University of London); Master of Studies in Law (Vermont Law School); Master of Public Administration (Dalhousie University, Canada); a Master of Arts (Eastern Kentucky University) and a Bachelor of Science (East Tennessee State University). He has more than 15 years of experience in academia as a Vice President of Academic Affairs, Dean of Business and MBA program director in the United States and in Kazakhstan. Dr. Robertson was selected by the United States Department of State Bureau of Educational and Cultural Affairs to the Fulbright Specialist Program. He has served as the Chief Academic Officer and Research Fellow at the University of Phoenix's Center for Workforce Diversity, Central Florida campus in Orlando, Florida. Dr. Robertson is a Visiting Full Professor at the University of Ljubljana in Slovenia, Faculty of Economics; and, he serves as a Scientific Adviser to the Global Universities in Distance Education (GUIDE) association headquartered at Marconi University, Rome, Italy. He is an invited speaker on international business, strategy, online education and workforce training; and he regularly lectures in China, Taiwan, Vietnam, Kazakhstan, Europe, Brazil and the United States. In the public sector, he has more than 20 years of management experience including serving as the City Manager for the City of Hamilton, Ontario in Canada with more than 8,500 employees and a budget in excess of one billion dollars.

ANDREW E. HONEYCUTT, DBA PRESIDENT AND PROFESSOR

Dr. Andrew E. Honeycutt, President of Anaheim University, is the recipient of a Harvard University Doctor of Business Administration (DBA) degree in Marketing and a Boston University Masters in Business Administration (MBA) degree in Organizational Behavior. Dr. Honeycutt has served as Dean of the College of Business and Technology of Argosy University Atlanta, Distinguished Fellow in Business Management at Shorter University, Vice Chairman of Edgenics, Inc. and Senior Partner of the Center for Collaborative Learning and Coaching. As a business professor and school of business administrator, he has been instrumental in the development of cooperative relationships with major companies - Colgate Palmolive, Dupont, Gulfstream Corporation, Savannah Foods, Simmons First National Bank, SC Johnson Wax, and others. He leveraged his experience with major corporations to assist students in achieving success by developing a success resource entitled CEO Success Letters: A Resource for Career and Life. The book was an outcome of a "Fortune 500 CEOs Success Advice Project" designed to provide business career success advice to students. His much-utilized business expertise is evidenced by his service on business and governmental advisory boards and boards of directors. He has also served on the advisory boards of the Winthrop Rockefeller Foundation (Small Business Strategic Planning), the Ewing Marion Kauffman Foundation (Entrepreneurship Education) and the National Board of Directors of SCORE.

WILLIAM HARTLEY, PH.D. PROFESSOR AND PRESIDENT EMERITUS

Holding a bachelor's degree, three master degrees, and a Ph.D. from the University of Colorado, University of California at Berkeley and University of Wisconsin respectively, Dr. Hartley's background is a combination of education, private sector work, teaching and consulting. Dr. Hartley has had a variety of jobs from administrative manager of the R&D division of a Fortune 500 company to the executive training program of Ford Motor Company in Detroit, Michigan, as well as owning and operating an art gallery for a period of 12 years. In addition to many years teaching at the undergraduate level, Dr. Hartley has taught in MBA programs for 18 years at both Niagara University and Embry-Riddle Aeronautical University, and has taught on-line courses for the State University of

New York. In the area of consulting, Dr. Hartley has worked primarily in management development and in strategic management consulting activities.

CARYN CALLAHAN, PH.D. PROFESSOR

Holding a Ph.D. in East Asian Languages in Civilizations with a specialization in Japan from Harvard University, and an MBA specializing in Finance-Accounting from the University of California Los Angeles (UCLA), Dr. Caryn Callahan is a former Vice President and International Equity Analyst for Merrill Lynch Japan as well as Financial Analyst for W.R. Grace & Co. A professor of Anaheim University's Akio Morita School of Business, Dr. Callahan has also taught courses in Corporate Finance, International Business, Organizational Behavior, and Management at Chaminade University in Hawaii. Dr. Callahan was chosen as number one analyst for the Japanese consumer electronics industry by Euromoney magazine and has been quoted in the New York Times, Wall Street Journal, Business Week, and Fortune magazine.

CARLOS AQUINO, PH.D. PROFESSOR

Holding a George Washington University MS in Structural Engineering and a University of Sao Paulo Ph.D. in Sciences and Technology, Dr. Carlos Tasso Eira De Aquino is an accomplished senior executive and educator combining over 25 years of experience in leadership and scholarship in Business, Education, IT, and Engineering. Dr. Aquino has accumulated achievements and recognition as Executive-Director, Senior Director, Project Manager, Provost, Dean of Business, Dean of Accreditation, among other capacities in organizations in the USA and abroad, with followers that encompassed a clear diversity of cultures. Before moving to the United States in 2008, Dr. Aquino was responsible for directing a country-wide program, sponsored by the Brazilian Ministry of Science and Technology, focused on improving energy usage. Dr. Aquino prepared the Brazilian version of many business books, published by Pearson Education, Cengage Learning and McGraw-Hill, authored a book on Adult Higher Education (How to Learn: Andragogy and Learning Skills) for Pearson Education in Brazil. Along his career, he has presented more than 45 articles in peer-reviewed conferences and published more than 40 papers in refereed journals and conference proceedings. Since 2014, he had 15 papers presented in venues such as Western Academy of Management, ACBSP, and GUIDE (Global Universities in Distance Education) Conferences and had 6 papers published in peer-reviewed journals.

MICHAEL AUBRY, DBA PROFESSOR

Holding a Doctor of Business Administration with a specialization in International Marketing from Alliant International University, an MBA from National University and a Bachelor of Science degree from San Diego State University, Dr. Michael Aubry has held a number of accounting positions and has taught accounting, entrepreneurship, economics, management and business-related courses. He has served on the Business Education Statewide Advisory Committee for the Academic Senate for California Community Colleges, and the State of California's Business Industry Collaborative.

BARI COURTS, PH.D. PROFESSOR

Dr. Courts holds a Ph.D. from Capella University in Organizational Management and an MBA in Management from the University of Cincinnati. He also holds a BS in Mathematics from Kenyon College. He has spent time in the insurance industry and has held the position of project manager for a major ERP software implementation. Dr. Courts has enjoyed teaching abroad, especially various courses in International Business, including e-Commerce, Economics, Management, Organizational Behavior, Research Methodology, and Statistics. Locally Dr. Courts is also a business owner of a small self-storage business in Cincinnati.

ROBERT DIOTALEVI, J.D. PROFESSOR

Dr. Robert Diotalevi, Esq., LL.M., is serving in his 17th year as Associate Professor of Legal Studies at Florida Gulf Coast University in Fort Myers, Florida. He was the founding Legal Studies Program coordinator. He has been a lawyer for 33 years as a member of the Massachusetts and Florida bars. He possesses 4 degrees and has been internationally published with over 80 manuscripts in print. In 2009 Dr. Diotalevi had a book published by Cengage. It is entitled "The Florida Paralegal." As an academician since 1985 he has instructed over 400 courses. Dr. Diotalevi was a professional broadcaster for 8 years and held managerial positions in radio news and production. Dr. Diotalevi's works have been published in SMU School of Law's Computer Law Review and Technology Journal, The Online Journal of Distance Learning Administration, The Paralegal Educator, The Journal of Paralegal Education and Practice and The National Paralegal Reporter.

HOWARD FREDERICK, PH.D. PROFESSOR

After earning his bachelors' degree at Stanford University, Dr. Howard Fredrick received his master's degree from San Francisco State University and his Ph.D. in International Economics and Relations from The American University. A recognized multilingual authority in the fields of business entrepreneurship and innovation, economic development, new technologies and sustainability, Prof. Frederick researches and teaches entrepreneurship, incubation, social development, climate change entrepreneurship, and strategy at Plymouth State University. He is the author of 197 journal articles and books with 20+ years-experience in teaching, executive education, research business development, entrepreneurship and multimedia communications and 15 years-experience as a company director. He has owned four businesses and received over

\$1,000,000 in external grant funding. He is a motivated researcher and practitioner whose expertise encompasses the private and public sectors within Mexico, Australia, Samoa, Tonga, Malaysia, Indonesia, Thailand, China, Hungary, Germany, Austria, Brazil, Ecuador, and Colombia. Dr. Howard Frederick is a dynamic teacher with high student evaluations, whose keen insight of worldwide markets, economic trends and political climates, inspires students to successfully enter the global marketplace.

PERRY HAAN, DBA PROFESSOR

After earning his Bachelor of Business Administration (BBA) from The Ohio State University, Dr. Perry Haan earned his Master of Business Administration (MBA) from Xavier University and his Doctor of Business Administration (DBA) from the University of Sarasota. Professor Perry Haan has worked as a faculty member and administrator in higher education since 1986. He has won teaching awards at three different institutions of higher learning and taught in eight countries outside the U.S. In 2010, he was awarded a Fellowship by the International American Association of Financial Management for his teaching and academic work in international markets. He has authored or co-authored over 90 peer-reviewed articles that have appeared in conference proceedings and journals, including the Journal of Marketing in Higher Education and the International Journal of Sports Marketing & Sponsorship. He co-authored a textbook, Practical Statistics for Business. His research interests include entrepreneurship, international business, ethics, sales and sales management, education marketing, sports marketing, and leadership.

SCOTT A. HIPSHER, PH.D. PROFESSOR

After earning his BS degree from the University of Maryland Asian Division in Japan, Dr. Scott Hipsher received his MBA from Bangkok University and conducted research in Cambodia to earn his Ph.D. from Capella University in the U.S. His professional experience is also global as the Northeast Thailand Regional Manager for a Dutch-owned export company and the General Affairs Manager for ZOA Thailand. He has taught at a number of universities in Thailand, but primarily at Bangkok University. Dr. Hipsher has written a number of journal articles and conference

papers, and is the author of *Expatriates in Asia: Breaking Free from the Colonial Paradigm* and lead author of *The Nature of Asian Firms: An Evolutionary Perspective*, both from Chandos Publishing (Oxford).

MARIAH JEFFERY, PH.D. PROFESSOR

Dr. Mariah Jeffery holds a Ph.D. in Operations Research and a Master of Science in Industrial Engineering from the University of Central Florida, and is an APICS Certified Supply Chain Practitioner. She has extensive industry experience, consulting on supply chain management and data analytics for Fortune 500 clients, including IBM, Coca-Cola, General Motors, and the United States Postal Service.

CRAIG MAYBERRY, PH.D. PROFESSOR

Craig Mayberry holds a Ph.D. in Resource Management and Environmental Studies from the University of British Columbia, and an MBA and bachelor's degree in Economics from Brigham Young University. He spent 9 years working in the corporate finance departments of Chrysler Corporation and Intel Corporation. His dissertation research was on social entrepreneurship and the relationship between entrepreneurial orientation, leadership and performance of non-profit organizations. He has been teaching for the past 12 years in entrepreneurship, social entrepreneurship, management, and corporate social responsibility.

TAMARA MYATT, PH.D. PROFESSOR

Holding a Ph.D. and Masters in Human and Organizational Systems from Fielding Graduate University, Tamara Myatt has spent more than a decade transforming the professional and educational lives of young and disadvantaged people in some of the poorest and most dangerous regions of the world, championing the causes of women, and orchestrating locally and globally scaled initiatives in the business sphere. The specialized focus of her Ph.D. in Human and Organizational Development was in women's entrepreneurship in regions of war. She is currently pursuing advanced studies/research in entrepreneurship in emerging economies, family business, innovation, and enterprise digital transformation. The former Executive Director of Goldman Sachs 10,000 Women in Afghanistan and Chair of Entrepreneurship and Assistant Professor of Small and Medium Enterprises at the American University of Nigeria, Tamara is an internationally recognized pioneer in enterprise development. She has led enterprise development initiatives in nations such as Afghanistan, Nigeria, Pakistan, Bosnia, Kenya, Croatia, Uganda, India, Myanmar, Liberia, and Rwanda.

PATRICIA RAY, J.D. PROFESSOR

An international educator and business lawyer, Dr. Patricia Ray received two law degrees: a Juris Doctor from Duquesne University in Pittsburgh, Pennsylvania and the LLM from the National University of Singapore, as well as a Master of Arts degree in Economics from the University of Pittsburgh and a Bachelor of Science in Mechanical Engineering from Carnegie Mellon University. Dr. Ray has worked as a lawyer for the U.S. International Trade Commission litigating international trade claims and later worked as a private corporate lawyer in New York City and Dallas Texas. From 1991 to 1998, Dr. Ray was Asia General Counsel for Texas Instruments Inc., stationed in Singapore. There she managed the company's business and legal affairs in Asia. More recently, she has been teaching business law subjects worldwide in programs sponsored by the World Bank and United Nations. These courses include intellectual property, economic development, as well as commercial and business law topics. Mergers, acquisition and negotiations have been a part of Dr. Ray's international business experience with Texas Instruments. She has also served as an expert consultant for other companies undergoing merger activity, including Exxon Mobil, Parametric Technologies, Loral Cyberstar, and Rockwell International.

KWOK SHUM, PH.D. PROFESSOR

After earning a Stanford University Master of Science in Engineering degree, Dr. Kwok Shum received his Ph.D. in Management of Technology from the Tokyo Institute of Technology. Dr. Shum's research and teaching interests lie in new technologies, renewable energy industry and deployment, the business of renewable energy and clean technologies. Dr. Shum has taught at Hong Kong University of Science and Technology and conducted workshops for the Clinton Foundation's C40 Large Cities Climate Summit, Tokyo Institute of Technology and Hong Kong Baptist University. He has served as a Reviewer for the International Journal of Innovation Management and the International Journal of Hydrogen Energy and has served as the Academic Committee Chairperson for the Technology and Management Sustainability Business Plan Competition organized by the University of Illinois Urbana Champagne, Seoul National University, the University of Sao Paulo, Hong Kong University of Science and Technology and London South Bank University.

STAVROS SINDAKIS, PH.D. PROFESSOR

With both a Ph.D. and MBA in Strategy, Enterprise & Innovation from the University of Portsmouth, Dr. Stavros Sindakis has made significant contributions to these fields through his research and publications on entrepreneurship and business innovation including his books *Entrepreneurial Rise in Southeast Asia*, and *Analytics, Innovation and Excellence-Driven Enterprise Sustainability*, with his third in progress. Dr. Stavros Sindakis is an educator, advisor, mentor and innovator in the fields of business innovation, management, entrepreneurship, and service design and development. As an educator, he has taught in several different countries at both the undergraduate and postgraduate levels and held a variety of advisory and mentoring positions for students and faculty at numerous schools including the Institute of Enterprise and Entrepreneurs and Laureate Online Education.

BARBARA SON, PH.D. PROFESSOR

Holding a Ph.D. in Urban Business Economics from Portland State University, and a Masters in Urban Affairs with a concentration in Technology, Business, Economics, and Public Administration from Boston University, Dr. Barbara Son is well-experienced in the field of online education and has taught global management at Boeing in Long Beach, DBA at University of Sarasota/Argosy University, MBA at Pepperdine University, operations management at California State University, Northridge, and entrepreneurship and economics at California State University, Los Angeles, as well as served as a site reviewer for the California Bureau for Private Post-Secondary and Vocational Education. Professor Barbara Son has taught online courses in Data Analysis, IT Management, Global Economics, and Innovation & Entrepreneurship at Anaheim University. Her corporate experience includes positions at Pressure Profile Systems, Inc, Medical Tactile Imaging, Inc., and Go Smart, Inc. providing services to the U.S. Army, National Institute of Health (NIH), Johnson and Johnson Corporation, and university research labs., as well as serving as Vice-President/Co-Founder of the International Association Management Group. She has also been active in scholarly research and has published papers through highly regarded publishers including SAGE and SPRINGER. She is the recipient of the Professor of the Year Award in 2005. She likes to remind herself of the Ralph Waldo Emerson quote, "What lies behind us and what lies before us are small matters compared to what lies within us."

MICHAEL SUTTON, PH.D. PROFESSOR

Holding a Ph.D. from McGill University and a Bachelors in Management Sciences from the University of Waterloo, Dr. Michael Sutton has been recognized with numerous academic awards, including Westminster College's Faculty & Staff Peer Award, the Gore School of Business - Excellence in Scholarship, and Kent State University's Assoc. Provost, Faculty Affairs & Curriculum Teaching Excellence. He is widely published in both the academic and practitioner community and has been invited to judge numerous International Game Competitions because of his specialty in experiential and game-based learning.

JOHN WANG, PH.D. PROFESSOR

Dr. John Wang received a scholarship award to complete his Ph.D. in Business Administration at Temple University, after earning his M.S. in Systems Engineering from Harbin Institute of Technology. In addition to serving as a professor at Anaheim University, Dr. John Wang is a professor in the Department of Information and Decision Sciences at Montclair State University. Professor Wang has published over 100 refereed papers and six books. He has served as session chairman and track chair 17 times on the most prestigious international and national conferences. He has also developed several computer software programs based on his research findings. He is on the editorial board of the International Journal of Cases on Electronic Commerce and has been a guest editor and referee for Operations Research, IEEE Transactions on Control Systems Technology, and many other highly prestigious journals.

SARA WILLOX, PH.D. PROFESSOR

Dr. Sara Willox earned an MLA degree in Sustainability from Harvard University, an MBA from Upper Iowa University and a Ph.D. in Organization and Management from Capella University. She also completed two BS degrees from the University of Wisconsin-Madison. Dr. Willox has been teaching online courses and face to face courses in business, leadership, and psychology since 2010, and served as the department chair in business and technology for Edgewood High School. She publishes and presents at professional and academic conferences. Dr. Willox has professional experience in nonprofit management, human

resources, operations, and development. She has held the positions of director of operations and development, department chair, human resources director, and program director. In addition, Sara does independent consulting with individuals and companies including nonprofit and corporate organizations, Grammy Award-winning artists, state government officials, and educational institutions.

JIM CARLAND, PH.D.**CARLAND ENTREPRENEURSHIP INSTITUTE DIRECTOR EMERITUS**

Dr. Jim Carland holds a Ph.D. in Management Policy and Systems from the University of Georgia as well as an MBA from Western Carolina University. He has held Certified Management Accountant (CMA), Certified Public Accountant (CPA) and Certified Valuation Analyst (CVA) qualifications. He has published more than 70 articles in scholarly journals, 200 articles in conference proceedings, and a dozen books. He is among the best-known scholars in the entrepreneurship discipline in the world, with over 3,500 citations of his work in Google Scholar. Dr. Carland has taught for more than 30 years and has been the recipient of many teaching awards and recognitions. He was involved in the development and implementation of the first Master of Entrepreneurship degree program in the U.S. His work was recognized for being the best example of graduate entrepreneurship training by the USASBE in 2005. He is interested in innovation as it relates to entrepreneurship. He first proposed an inherent link in 1984 in a seminal journal article in the Academy of Management Review. That article became a major factor in the subsequent differentiation of entrepreneurs from small business owners in the literature. Subsequently, he has interviewed, surveyed, and worked with more than 2,000 entrepreneurs

MESSAGE FROM THE PRESIDENT

As President, it is my pleasure to welcome you to the Anaheim University global online learning community.

At Anaheim University, we offer relevant, application-based programs designed to help you, the student, make an immediate difference in your current employment or future career. If you want an affordable, high quality experience in a globally connected setting, and a diverse faculty deeply engaged in their fields and with lifetime connections to invigorate your drive for success, you are at the right place.

With our experienced faculty and staff, interactive learning environment, and the integration of traditional and innovative learning methods, Anaheim University's mission is to provide exceptional learning opportunities to students who wish to benefit from a proven learning process. Upon completion of your academic program, you will join the worldwide Anaheim University Alumni Association with the many benefits it has to offer.

On behalf of the faculty and staff of Anaheim University, I wish you success in your chosen program of study.

Welcome to Anaheim University.

Andrew Honeycutt
DBA President

About Andrew Honeycutt

Dr. Andrew E. Honeycutt, President of Anaheim University and former Dean of the Anaheim University Akio Morita School of Business, received a Doctor of Business Administration degree in Marketing from Harvard University and a Master in Business Administration degree in Organizational Behavior from Boston University. Dr. Honeycutt has served as Dean of the College of Business and Technology of Argosy University Atlanta, Vice Chairman of Edgenics, Inc. and Senior Partner of the Center for Collaborative Learning and Coaching. As a business professor and school of business administrator, he has been instrumental in the development of cooperative relationships with major companies - Colgate Palmolive, Dupont, Gulfstream Corporation, Savannah Foods, Simmons First National Bank, SC Johnson Wax, and others. His much-utilized business expertise is evidenced by his service on business and governmental advisory boards and boards of directors. He has also served on the advisory boards of the Winthrop Rockefeller Foundation (Small Business Strategic Planning), the Ewing Marion Kauffman Foundation (Entrepreneurship Education) and the National Board of Directors of SCORE.

ANAHEIM UNIVERSITY ADMINISTRATORS AND ADVISORS

ANDREW E. HONEYCUTT, DBA PRESIDENT

Dr. Andrew E. Honeycutt, President of Anaheim University and former Dean of the Anaheim University Akio Morita School of Business, received a Doctor of Business Administration degree in Marketing from Harvard University and a Masters in Business Administration degree in Organizational Behavior from Boston University. Dr. Honeycutt has served as Dean of the College of Business and Technology of Argosy University Atlanta, Vice Chairman of Edgenics, Inc. and Senior Partner of the Center for

Collaborative Learning and Coaching. As a business professor and school of business administrator, he has been instrumental in the development of cooperative relationships with major companies - Colgate Palmolive, Dupont, Gulfstream Corporation, Savannah Foods, Simmons First National Bank, SC Johnson Wax, and others. His much-utilized business expertise is evidenced by his service on business and governmental advisory boards and boards of directors. He has also served on the advisory

boards of the Winthrop Rockefeller Foundation (Small Business Strategic Planning), the Ewing Marion Kauffman Foundation (Entrepreneurship Education) and the National Board of Directors of SCORE.

PETER LANGENBURG, J.D.

CHANCELLOR AND GOVERNMENT AFFAIRS LIAISON

Peter Langenberg, J.D. serves as the Chancellor and Government Affairs Liaison for Anaheim University. He graduated from Princeton University summa cum laude with an A.B., and the University of California, Hastings College of Law with a Juris Doctorate. Peter Langenberg lived in Japan for a number of years, speaks Japanese fluently, and is former Chair of the Los Angeles Nagoya Sister City Affiliation. Mr. Langenberg was admitted to the California Bar in 1977 and serves as Hughes, Hubbard & Reed Senior Counsel. His areas of concentration include General Commercial and Business Law; Corporate Law; Intellectual Property (Trademarks, Copyrights, Licensing); and Employment Law.

ROD ELLIS, PH.D.

VICE-PRESIDENT OF ACADEMIC AFFAIRS

DOCTOR OF EDUCATION IN TESOL PROGRAM DESIGNER

SENIOR PROFESSOR, GRADUATE SCHOOL OF EDUCATION

Dr. Rod Ellis is a world-renowned thought leader in the field of Second Language Acquisition. Prof. Ellis received his Doctorate from the University of London and his Master of Education from the University of Bristol. A former professor at Temple University both in Japan and the US, Prof. Ellis has served as the Director of the Institute of Language Teaching and Learning at the University of Auckland and has taught in numerous positions in England, Japan, the US, Zambia and New Zealand. Dr. Ellis, who is known as an expert in Second Language Acquisition, is author of the Oxford University Press Duke of Edinburgh Award-Winning Classic "The Study of Second Language Acquisition", as well as numerous student and teacher-training textbooks for Prentice Hall and Oxford University Press. Prof. Ellis's textbooks on Second Language Acquisition and Grammar are core textbooks in TESOL and Linguistics programs around the world.

KATE STRAUSS, MA

VICE PRESIDENT OF ADMINISTRATIVE AFFAIRS

Kate Strauss is the Administrative Director at Anaheim University. Ms. Strauss holds a BA in English from Princeton University, and an MA in English from the University of California, Irvine. Ms. Strauss brings over 10 years of experience in the human relations and marketing fields, and has won numerous civic awards in her role as Marketing Director for One Colorado in Old Pasadena, CA for her innovative contributions to cultural life and leadership. She has also enjoyed success using her communication skills as a teacher and training professional for the Orange County Human Relations Council.

ROBERT ROBERTSON, PH.D.

DEAN OF THE AKIO MORITA SCHOOL OF BUSINESS AND PROFESSOR

Dr. Robert Robertson has more than 15 years of experience in academia as a Vice President of Academic Affairs, Dean of Business and MBA program director. He holds a Ph.D. in Management and Organization (Stirling University, Scotland); Master of Studies in Law (Vermont Law School); Master of Public Administration (Dalhousie University, Canada); a Master of Arts (Eastern Kentucky University) and a Bachelor of Science (East Tennessee State University). Dr. Robertson was selected by the United States Department of State Bureau of Educational and Cultural Affairs to the Fulbright Specialist Program. He has served as the Chief Academic Officer and Research Fellow at the University of Phoenix's Center for Workforce Diversity, Central Florida campus in Orlando, Florida. He is an invited speaker on international business, strategy, online education and workforce training; and he regularly lectures in China, Taiwan, Vietnam, Kazakhstan, Europe, Brazil and the United States. In the public sector, he has more than 20 years of management experience including serving as the City Manager for the City of Hamilton, Ontario in Canada with more than 8,500 employees and a budget in excess of one billion dollars.

DAVID NUNAN, PH.D.

PRESIDENT EMERITUS

DESIGNER, MA IN TESOL PROGRAM DIRECTOR, DAVID NUNAN TESOL INSTITUTE

David Nunan, President Emeritus, has been with the California-based institution since its founding in 1996, when he played a central part in the development of the University's ground-breaking interactive online learning system. Dr. Nunan is a world-renowned linguist and best-selling author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning. His ELT textbook series "Go For It" is the largest selling textbook series in the world with sales exceeding 2.5 billion. In 2000, David Nunan served as President of TESOL, the world's largest language teaching association. David Nunan has served as Chair and Professor of Applied Linguistics at the University of Hong Kong since 1994 and has been involved in the teaching of graduate programs for such prestigious institutions as Columbia University, the University of Hawaii, Monterey Institute for International Studies, and many more. In 2002 Dr. Nunan received a congressional citation from the United States House of Representatives for his services to English language education through his pioneering work in online education at Anaheim University, and in 2003 he was ranked the 7th most influential Australian in Asia by Business Review Weekly

HAYO REINDERS, PH.D.

GRADUATE SCHOOL OF EDUCATION CHAIR OF RESEARCH

Holding a Ph.D. in Language Teaching and Learning from the University of Auckland, Dr. Hayo Reinders is also Professor of Education and Head of Department at Unitec in Auckland, New Zealand. His previous positions include Head of Learner Development at Middlesex University in London, Director of the English Language Self Access Centre at the University of Auckland in New Zealand and associate professor at RELC in Singapore. He has worked with teachers from a large number of countries worldwide and has been visiting professor in Japan, Thailand, Mexico and the Netherlands. Dr. Reinders edits the journal 'Innovation in Language Learning and Teaching' as well as a book series on 'New Language Learning and Teaching Environments' for Palgrave Macmillan. He is Editor of

Innovation in Language Learning and Teaching, and Convenor of the AILA Research Network for CALL and the Learner. Dr. Reinders' interests are in technology in education, learner autonomy, and out-of- class learning, and he is a speaker on these subjects for the Royal Society of New Zealand. His most recent books are on teacher autonomy, teaching methodologies, and second language acquisition.

LUKE PLONSKY, PH.D.

GRADUATE TESOL PROGRAM DIRECTOR

Luke Plonsky (Ph.D., Michigan State University) specializes in three main areas of applied linguistics and TESOL: second language acquisition, language pedagogy, and research methods. Recent and forthcoming work in these and other areas can be found in virtually all major journals in the field including Annual Review of Applied Linguistics, Applied Linguistics, Language Learning, Modern Language Journal, Second Language Research, and Studies in Second Language Acquisition and in book chapters published by Cambridge, De Gruyter, Routledge, and Wiley-Blackwell. Luke has also co-authored or edited four books including the best-selling 4th edition of Second Language Acquisition: An Introductory Course. In addition to an accomplished scholarly record, Luke has taught courses in applied linguistics/TESOL as well as English and Spanish as a second language in Spain, The Netherlands (National Graduate School of Linguistics), Puerto Rico (Caribbean University), and in the US at Michigan State University, Arizona State University, and Northern Arizona University.

DAVID DESSER, PH.D.

DEAN, AKIRA KUROSAWA SCHOOL OF FILM

Dr. David Desser is Dean of the Anaheim University Akira Kurosawa School of Film. He is also Professor Emeritus of Cinema Studies, University of Illinois, where he was Professor of Cinema Studies, Comparative and World Literatures, East Asian Languages and Cultures and Research Professor of Communication. He has taught at the University of Michigan, Kansai University in Japan, Hong Kong Baptist University, the University of Pennsylvania, UCLA, Chapman University and the University of Southern California (USC). He received his Ph.D. from USC in the Cinema program with a minor in Japanese.

YUKUO TAKENAKA, CPA

EXECUTIVE STRATEGY ADVISOR

Yukuo Takenaka is Chairman, CEO and President of the Takenaka Partners Group. Prior to forming The Takenaka Partners Group in 1989, he was a partner and National Director of KPMG Peat Marwick's Japanese practice. He also served as Chairman of Project Japan for the parent company, KPMG. A graduate of the University of Utah, Mr. Takenaka is recognized for his expertise in cross- border M&A and joint venture transactions. On both sides of the Pacific, he serves as senior advisor to companies in a wide range of industries including high technology, electronics, manufacturing, financial services and real estate. He is the author of the Japanese best seller, *Merger and Acquisition Strategy*.

DAVID R. BRACEY

DISTANCE LEARNING / DEVELOPMENT

David Bracey works to develop and promote the University's programs worldwide and to ensure that students of Anaheim University receive quality care and attention. A major in International Communications and Psychology, Mr. Bracey has over 18 years of experience working in Japan.

ELIZABETH MAYS, MM

REGISTRAR

Holding a Master's degree from Azusa Pacific University and a Bachelor's degree from University of Redlands, Elizabeth Mays is the Registrar at Anaheim University. In this role, she oversees Anaheim University's various student services tasks from admissions through graduation. Prior to joining Anaheim University, Ms. Mays held management positions at technology firms and a faculty position at APU, where she founded the Master's of Music Handbell performance program. She has also volunteered for various nonprofit organizations including the Handbell Musicians of America and Habitat for Humanity.

POLICIES AND PROCEDURES

All administrative policies and procedures are contained in the Policies and Procedures Catalog. Click here to download the university's policies and procedures:

<http://www.anaheim.edu/downloadable-documents/AU-policiesandprocedures-1701.pdf>

DISCLOSURES

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

FACILITIES, EQUIPMENT AND TECHNOLOGICAL REQUIREMENTS

Anaheim University is an online institution, and all instructional equipment and materials must be provided by the student. Equipment includes:

- access to a computer and internet.

The course management system used by Anaheim University is Moodle. Moodle 3.5 is compatible with any standards-compliant web browser, including Google Chrome, Mozilla Firefox, Safari, Microsoft Edge, and Internet Explorer. Moodle is also available on mobile device browsers through Mobile, Safari and Google Chrome.

Please note that older "legacy" browsers have compatibility issues with Moodle 3.5. These older browsers include Internet Explorer 10 and below, and Safari 7 and below. For the best experience and optimum security, we recommend that you keep your browser up-to-date. <https://whatbrowser.org>

Graduate level students attend their live classes using the software GotoMeeting. To attend the GotoMeeting live sessions, students will need access to the following:

- Computer or mobile device. GotoMeeting requires the following:
- 2GB of RAM (minimum), 4GB or more of RAM (recommended) for computers
- iPad2 or later and iPhone 4s or later for mobile devices
- A webcam (optional). Your computer's built-in camera will work, or you may use an external webcam.
- A microphone or audio input device. Many times, you can use your computer's built-in microphone. A USB headset is recommended
- Headphones or audio output device. Often, your computer's built-in speakers will work just fine. A USB headset is recommended
- Internet access. Ensure you have a stable connection for clear audio and video. Anaheim University recommends access to the following connections:
- Computer: 1 Mbps or better (broadband recommended)
- Mobile device & Chromebook: 3G or better (WiFi recommended for VoIP audio)

**** Note:** Most devices have built-in speakers, but you will get better audio quality while connected via VoIP if you use a headset. You can also use your phone to dial in and connect to audio.

GotoMeeting is compatible with the following operating systems:

- Google Chrome v57 or later
- Windows 7 - Windows 10
- Mac OS X 10.9 (Mavericks) - macOS Mojave (10.14)
- Linux/Ubuntu (Web App only)
- Google Chrome OS (Web App only)
- iOS 9 - iOS 12
- Android OS 4.4 (Kit Kat) - Android 9 (Pie)
- Windows Phone 8, Windows 8RT or later

ENGLISH PROFICIENCY REQUIREMENTS

English language services are not provided. Non-native English speakers must demonstrate college-level proficiency in one of the following ways.

- Degree from an accredited institution where English is the primary language of instruction.
- Transcript from an accredited institution indicating completion of at least 30 semester hours of credit where the language of instruction was English (“B” average for Ed.D, Masters, Graduate Programs & Graduate Certificates; “C” average for TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- Transcript from an accredited institution indicating a “B” or higher in an English composition class (Ed.D, Masters, Graduate Programs & Graduate Certificates); “C” or higher for TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum TOEFL score of 550 PBT / 213 CBT/ 80 iBT (Ed.D); 530 PTB / 197 CBT / 71 iBT (Masters, Graduate Programs & Graduate Certificates); 500 PBT / 173 CBT / 61 iBT (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum TOEIC score of 800 (Ed.D, Masters, Graduate Programs & Graduate Certificates); 625 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum IELTS score of 6.5 (Ed.D, Masters, Graduate Programs & Graduate Certificates); 6.0 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum PTE (Pearson Test of English Academic Score Report) of 58 (Ed.D); 50 (Masters, Graduate Programs & Graduate Certificates); 44 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum BULATS Level 3 (60), accepted only for Cultura Inglesia in Brazil.
- A minimum grade of Level 3 on the ACT COMPASS’s English as a Second Language Placement Test.
- A minimum grade of Pre-1 on the Eiken English Proficiency Exam.
- A minimum B1 English proficiency level identified within the Common European Framework of Reference (CEFR) Standards and assessed through various ESOL examinations, including the University of Cambridge.

The language of instruction at Anaheim University is exclusively English.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Anaheim University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the Graduate Certificate in International Business you earn in the Anaheim University Akio Morita School of Business is also at the complete discretion of the institution to which you may seek to transfer. If the credits or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals.

This may include contacting an institution to which you may seek to transfer after attending Anaheim University to determine if your credits or certificate will transfer.

ACCEPTANCE OF CREDITS EARNED AT OTHER INSTITUTIONS

Anaheim University will accept up to two (or three, for a DBA) graduate semester classes or the equivalent in units (6 units for an MBA or ME, 8 units for MA TESOL, MFA or Ed.D, 9 units for a DBA) awarded by another institution toward a Masters or Doctoral degree at Anaheim University. The entering student will be required to clearly demonstrate the equivalency of a transfer course through relevant documents (syllabus, catalog, course outline) and justify its acceptance through petition. No course will be considered for transfer with a grade lower than a "B" or its equivalent. Petitions are directed to the specific Dean or Director for the affected program. There is a fee of \$75 per graduate course, and the overall program cost will be adjusted to reflect credit for the approved class(es). All petitions for transfer credit must be submitted as part of the student's initial application to the University. Credits awarded as part of another degree will not be accepted for transfer. Anaheim University has not entered into an articulation or transfer agreement with any other college or university.

EXPERIENTIAL CREDIT

Anaheim University will not extend credit for prior experiential learning to any student.

ATTENDANCE

Anaheim University students participate in a weekly discussion forum in which they must contribute regular substantive posts to the discussion questions. In addition, all degree students must participate in the scheduled Real-Time Online Classes for each course. Business courses include two online classes within the six-week term; students are expected to attend both sessions and must make arrangements with the professor for make-up work if they are unable to attend a session. TESOL and MFA degree courses include eight online classes within the nine-week term; students are expected to attend at least six of the sessions. Students are expected to utilize their webcams during their live classes regularly throughout their program. In addition to providing a more interactive learning environment, use of webcams will also allow Anaheim University to complete student identity verification in line with accreditation requirements. Periodically during the program, Anaheim University will request a student to turn on his/her webcam for this purpose. In addition to the assigned course assessments, students are graded on participation in the discussion forum and online classes. A student is considered to have dropped a course if s/he fails to attend classes for a three-week period or fails to submit three consecutive lessons.

SKIPPED TERMS

Students are expected to enroll in a course every time a course that is needed for their program completion is offered. Skipping a term can delay graduation, as the student must wait for the course to be offered again.

- A student who wishes to skip one term must complete the "Registration for Skipping a Term" form, which can be downloaded from the University website.
- A student who wishes to take two consecutive terms off must complete the "Registration for Skipping a Term" form, and they must also complete a "Dean/ Program Director Skipped Term Petition" and received signed permission from the Dean or Program Director. Two non-consecutive terms off requires only a second "Registration for Skipping a Term" form.
- A request for a third (non-consecutive) skipped term requires the student to complete a third "Registration for Skipping a Term" form; complete a "Dean/ Program Director Skipped Term Petition" and receive signed permission from the Dean or Program Director; and schedule a meeting with the Admissions Director to discuss any issues or areas of concern.
- A request for a fourth skipped term requires the student to receive permission from the Vice President of Academic Affairs.

The above policy does not apply to students who are on active military duty or who are an approved Medical Leave of Absence.

MEDICAL LEAVE OF ABSENCE

Students may also petition for a medical leave of absence during their program, which is handled differently than a voluntary leave of absence. The maximum period for a medical leave of absence is ninety (90) days per leave. Students may apply for a maximum of four (4) leaves of absence for medical reasons throughout their degree program. Each leave of absence must be ninety (90) days or less and requires a separate petition which must be approved by the University's administration. Only students in good academic and financial standing will be considered for approval of medical leave. The [Petition for Special Medical Leave of Absence Form](#) can be downloaded from the University website and requires a doctor's signature.

FINAL GRADES

Final Grades are submitted two weeks after the final day of the course. Students are notified of their final grades by email once the grades have been submitted. Students who have been approved for an extension will be notified of their final grades once all terms of the extension have been met.

VISA STATUS

Anaheim University does not provide visa services but can provide a letter verifying a student's active status upon request.

HOUSING

As Anaheim University programs are conducted online, regardless of where the student resides, the University does not have dormitory facilities under its control and does not provide housing or dormitory facilities.

STATE LICENSURE

The programs at Anaheim University are not designed to lead to positions requiring licensure in this state.

PLACEMENT SERVICES

Anaheim University does not offer placement services.

GRADUATE EMPLOYMENT DATA

Anaheim University Master's-level business graduates self-report that they are employed in the following fields: Marketing Director, Account Manager, Managing Director of the Americas, Project Development Director, International Logistics Manager, Chief Executive Officer, Chief Financial Officer, Chief Innovation Officer, Group Chief Sustainability Officer, Quality and Environment Coordinator, Associate Account Executive, Director of Content, Director of Business Optimization, Senior Staff Accounting, Senior Manager, Deputy Manager, Product Cost Management Group Manager, Operations and Maintenance Manager, Environmental Consultant, Director of Business Consulting Services, Associate Professor, Regional Commodity Manager, Director of Strategic Accounts, Environment Division Manager, IT Manager, Risk Consultant, Business Analytics Manager, Renewable Energy Specialist.

FINANCIAL AID

Anaheim University does not participate in federal or state financial aid programs.

STUDENT TUITION RECOVERY FUND

It is a state requirement that a student who pays his or her tuition is required to pay a state-imposed assessment for the Student Tuition Recovery Fund (STRF).

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589. To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans. To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF. A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.

STUDENT CANCELLATION, WITHDRAWAL, AND REFUND RIGHTS

The student has the right to cancel an enrollment agreement in any manner through the first day of the course, or the seventh day after signing the enrollment agreement, whichever is later (the “Cancellation Period”), and obtain a full refund of all monies paid. Students canceling after the seven-day Cancellation Period will receive a refund of all amounts paid, less the non-refundable registration fee of \$100 and the non-refundable application fee of \$75 (for graduate programs) or \$50 (for undergraduate programs).

The written notice of cancellation may be given by e-mail, fax, or postal service (in which case, the effective date begins when the letter is deposited in the mail properly addressed with postage prepaid). The “Official Notice of Withdrawal” form can be downloaded from the University website.

For the purposes of determining the student's obligation for the time attended, the student will be considered to have withdrawn from the program when any of the following occurs, unless the Dean or Program Director determines a different course of action:

- The student notifies the school of the withdrawal.
- The school terminates the student's enrollment.
- The student fails to attend classes for a three-week period. In this case, the date of withdrawal will be the last date of attendance.
- The student fails to submit three consecutive lessons or fails to submit a completed lesson required for home study or correspondence within 60 days of its due date.
- The student has not responded to communication in any form from the University for four months.

- Students who have been withdrawn from their program for any of the above reasons may be required to submit a new application (and all applicable fees) if they wish to continue. Tuition for all courses is refunded based on the number of weeks completed.

<i>For Courses Lasting 6 Weeks</i>	Percentage of Refundable Tuition	Sample Calculation Based on \$1,325 tuition for a 6-week course
<i>Week 1 (days 0 -7)</i>	100% of tuition refunded	Refund: \$1,325 (100% of \$1,325)
<i>Week 2 (days 8 – 14)</i>	70% of tuition refunded	Refund: \$ 927.50 (70% of \$1,325)
<i>Week 3 (days 15 – 21)</i>	40% of tuition refunded	Refund: \$ 530 (40% of \$1,325)
<i>Week 4 (days 22 – 28)</i>	20% of tuition refunded	Refund: \$ 265 (20% of \$1,325)

If a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund, and if the student receives federal student financial aid funds, the student is entitled to a refund of the moneys not paid from the federal financial aid funds. If the student paid for his/her entire program at the time of enrollment and received the 10% tuition discount for payment in full, the regular course tuition will be used in the calculation of the refund since the discount will no longer apply. All monies due the student will be refunded within 30 days of the notice of cancellation.

If the student has been approved for a monthly payment plan, Anaheim University will calculate the total amount of tuition and fees owed to the University based on the number of courses taken, and compare this amount with the total amount the student has paid up to the date of their withdrawal. Any amount paid over the total amount of tuition and fees will be refunded to the student. If there is a balance due, the student will be responsible for the remaining amount.

STUDENT PRIVACY

Anaheim University makes every effort to protect student privacy. Student records are stored in secure, locked, fire-proof facilities which have restricted access and a motion sensor alarm security system. The university's online course management system maintains strict data security protection in addition to user authentication and virus scanning. Cloud storage of back-up records is protected by a two-step verification process in addition to the highest standards in SSL browser encryption.

All transcripts are issued in compliance with the Family, Educational Rights and Privacy Act of 1974 (section 438 of Public Law 93-380), and information contained in the transcript is not released to a third party without the written consent of the student. If a student requests the release of any information from his/her file, the student must submit the request in writing to the Registrar.

RETENTION OF STUDENT RECORDS

Student records are stored in secure, locked, fire-proof facilities which have restricted access and a motion sensor alarm security system. The university's online course management system maintains strict data security protection in addition to user authentication and virus scanning.

Cloud storage of back-up records is protected by a two-step verification process in addition to the highest standards in SSL browser encryption. Anaheim University retains all student records and transcripts indefinitely. A student or graduate can request information by contacting the University at its offices.

STUDENT GRIEVANCE PROCEDURES

Anaheim University places great emphasis on putting the educational experience of its student body as the first priority of its administration, faculty, and staff. In line with this “Students First, Always” policy, the University seeks to continuously improve the educational experience of its students, including the quality of academics, learning resources, online learning system, and Student Services. Students may always provide feedback, seek assistance, and express grievances in person, in writing, by phone, by email, or by live chat/Skype sessions. Formal grievances/complaints must be submitted in writing, either by mail or email, to Student Services. Written complaints may be sent by email to support@anaheim.edu or mailed to Anaheim University Admissions Office, 1240 S. State College Blvd Rm 110, Anaheim, CA 92806, USA.

Anaheim University defines a complaint as a formal statement made in writing that outlines a specific grievance which is interfering with the student’s perceived ability to succeed in their chosen program of study. Once a complaint is received, it will be directed to the appropriate department and the individual responsible for overseeing that department. Grievances that cannot be resolved by the department will be referred to the Vice President of Administrative Affairs or the Office of the President. All formal grievances/complaints will receive a response within 10 days of the University receiving the complaint.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888-370-7589, or by completing a complaint form, which can be obtained on the Bureau's internet Web site: www.bppe.ca.gov.

Any questions or problems concerning this school which have not been satisfactorily answered or resolved by the school should be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA 95798-0818. Phone: (916) 431-6959. Fax: (916) 263-1897, or the Distance Education Accrediting Commission (DEAC) at <https://www.deac.org/Student-Center/Complaint-Process.aspx>

BANKRUPTCY CODE DISCLOSURE

Anaheim University does not have a pending petition in bankruptcy, nor has it filed a petition within the preceding five years. Anaheim University is also not operating as a debtor in possession, and it has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

TO CONTACT ANAHEIM UNIVERSITY

President Dr. Andrew Honeycutt	president@anaheim.edu
Managing Director of Development	online@anaheim.edu
Vice President of Administrative Affairs	vpadmin@anaheim.edu
Director of Student Services	studios@anaheim.edu
Student Services	support@anaheim.edu
Registrar	registrar@anaheim.edu
Technical Support	techsupport@anaheim.edu

ANAHEIM UNIVERSITY OFFICE OF ADMISSIONS

Hours of operation: Monday - Friday 9 a.m. to 6 p.m. (Closed major U.S. holidays)

1240 S. State College Blvd., Room 110 Anaheim, CA 92806-5150 USA

Toll-Free: 1-800-955-6040

Tel: 714-772-3330

Fax: 714-772-3331

Email: admissions@anaheim.edu

OFFICERS: ANAHEIM UNIVERSITY, INC.

Andrew E. Honeycutt, DBA	CEO, Director
Elaine Parker-Gills, Ed.D.	Secretary, Director
David Bracey	CFO, Director

BUSINESS ADVISORY COUNCIL

Jim Kelly	Former VP Business Development. H.I.S. Int'l Tours
Shin Koyamada	"Last Samurai" Actor & Shinca Entertainment Founder
Dennis Lee, CPA	Dennis M. Lee & Associates
Masakatsu Mori	Former Chairman, Accenture Japan, Ltd.
Hideo Morita	CEO of RayKay Corporation
Yukuo Takenaka, CPA	CEO of Takenaka & Partners
David Bracey	Anaheim University Managing Director of Development/Chief Communications Officer

BOARD OF TRUSTEES

Elaine Parker-Gills, Ed.D.	Chair/Voting Member
Andrew E. Honeycutt, DBA	Voting Member
Robert E. Garrity, M.S.	Voting Member

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA 95798-0818. Phone: (916) 431-6959. Fax: (916) 263-1897, Website: www.bppe.ca.gov. Questions may also be directed to the Distance Education Accrediting Commission (DEAC) at www.deac.org.

Anaheim University Office of Admissions

1240 South State College Blvd. Room 110 Anaheim, CA 92806 USA

Tel: 714-772-3330

Fax: 714-772-3331

E-mail: admissions@anaheim.edu

www.anaheim.edu

Anaheim University is accredited by the Distance Education Accrediting Commission (DEAC)

1601 18th St. NW, Suite 2, Washington D.C. 20009 USA

(202) 234-5100 <http://www.deac.org>

Graduate Certificate in Sustainable Management

January 1 – December 31, 2021



Anaheim University
Kisho Kurokawa Green Institute

ANAHEIM UNIVERSITY MISSION

Anaheim University was established as a unique, innovative and sustainable institution of higher learning to meet the educational needs of a diverse and global student body through academic programs of the highest quality. Dedicated to a student-centered philosophy, Anaheim University makes higher education accessible to qualified students worldwide through both online and on-campus study.

ANAHEIM UNIVERSITY OBJECTIVES

Taking advantage of the newest technological innovations, Anaheim University is designed to be a sustainable global institution with a multicultural perspective, with programs designed to meet the needs of its diverse student population. To accomplish this, Anaheim University has the following objectives:

- Meeting the educational needs of our students by offering instructional programs otherwise unavailable because of access, cost, or work schedule
- Excellence of academic instruction through the guidance and expertise of dedicated faculty
- Provision of an instructional environment where students can take an active role in their own learning
- Utilization of the newest technologies
- Deployment of technology-based learning resources
- Development of interactive learning environments in both synchronous and asynchronous settings
- Support of an academic environment where professors are able to deliver the highest quality educational programs and take advantage of the University's learning resources
- Regular course and program assessments and evaluation to improve our offerings
- Development and maintenance of a University alumni support system to advance alumni professional skills, knowledge, and expertise and help them realize their lifelong educational goals
- Development of University culture and programs promoting sustainability

ABOUT US

Anaheim University is a private institution that was founded in Orange County, California in 1996. The University is accredited by the Distance Education Accrediting Commission (DEAC). The DEAC is listed by the U.S. Department of Education as a recognized accrediting agency and recognized by the Council for Higher Education Accreditation (CHEA). Anaheim University is also approved to operate by the California Bureau for Private Post-Secondary Education. "Approval to operate" means that Anaheim University operates in compliance with state standards as set forth in the California Education Code and the California Code of Regulations.

ONLINE GRADUATE CERTIFICATE IN SUSTAINABLE MANAGEMENT PROGRAM OVERVIEW



Anaheim University

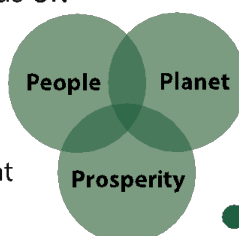
Kisho Kurokawa Green Institute

Lead in a fiscally, socially & environmentally responsible way

Work with global professionals
to find global solutions
to global problems

Acquire expertise in areas of:

- leadership
- social responsibility
- sustainable practices
- sustainable management



- 18-week program
- 3 x 6-week courses
- 100% online from anywhere
- Real-time online classes
- Daily free-time discussion forums
- Use what you learn today at work tomorrow

SOCIALLY RESPONSIBLE

The Online Graduate Certificate in Sustainable Management looks beyond short-term quarterly profits, focusing on long-term gain by incorporating the environmental and social costs of doing business into management decisions. The program empowers graduates to succeed in a fiscally, socially and environmentally responsible way.

INTERACTIVE

Students study in a highly interactive online program by attending two 90 min. real time online meetings per course with their professor and interacting daily with their fellow students by discussing weekly topics in their free time.

18-WEEK GRADUATE CERTIFICATE

Students who complete one course per term can earn their graduate certificate in 18 weeks.

EXPERIENCED FACULTY

Students have the opportunity to learn from highly qualified professors all of whom hold doctoral degrees and have extensive business experience.

NO TRAVEL

Students have the opportunity to study at an American University without having to travel abroad.

ONLINE RESOURCES

Students have access to digital resources including journals, articles, and video interviews, lectures and seminars.

CULTURALLY DIVERSE PROGRAM

AU students have the opportunity to come into contact with individuals from around the world, providing a rich and culturally diverse environment in which to study. Students broaden their cultural perspective while at the same time remaining in touch with their own cultural identity.

ACHIEVE SUCCESS

Anaheim University faculty and staff are committed to helping every student succeed. Students benefit from small class sizes and direct access to professors.

FOR WORKING PROFESSIONALS

The online system allows students the opportunity to complete their program while at the same time holding down a full-time job.

NETWORKING OPPORTUNITIES

Students from around the world interact with each other and their professors through the online Forum



Anaheim University
Kisho Kurokawa Green Institute

Graduate Certificate in Sustainable Management Program Fees	
Application Fee (Non-Refundable after 7 days)	\$ 75
Registration Fee (Non-Refundable after 7 days)	\$ 100
STRF Fee* (Non-Refundable, CA Residents Only)	\$ 2
Per Course Fees	
Tuition Fee (\$375 per credit x four credits)	\$ 1,125/course taken
Records Fee	\$ 200/term
Per Course Fee Total:	\$ 1,325
Transfer Credit Fee	\$ 75/course (optional)
One Time Fees	
Diploma	No cost
Replacement Certificate	\$ 100 (optional)
Replacement Cover	\$ 50 (optional)
Course Completion Letter	\$ 35 (optional)
Program Total	\$4,150**

* The Student Tuition Recovery Fund (STRF) is administered by the California BPPE and applies only to California residents. The STRF fee is currently fifty cents (\$.50) per one thousand dollars (\$1,000) of institutional charges. 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.

NOTE: Books & materials will be extra, and are expected to average U.S. \$200 per course.

Pay for only one course at a time, or receive a 10% discount on tuition by paying 100% of program fees at the time of enrollment.

US Military: Anaheim University's programs are approved for VA benefits.

Please see refund policy at back of catalog.

Payments can be made by check, credit card (Visa, MasterCard, American Express or Discover), money order or bank transfer. Tuition may be paid on a course-by-course basis. The application fee must be paid at the time of application, and prior to beginning the first term, students must pay the registration, tuition, and records fee. For the remaining two terms, students must pay the tuition and records fees.

EDUCATIONAL OBJECTIVES

Upon completion of the Graduate Certificate in Sustainable Management program, students will be able to:

- Discuss significant research findings in selected fields of sustainability;
- Use analytical tools for decision making in a complex business world of issues and problems pertaining to targeted areas of sustainability;
- Identify skills and practices necessary to help move organizations into a decision-making framework necessary to deal with organizations' impact on a variety of ecosystems;
- Demonstrate effective oral and written communication, presentation, and critical thinking skills necessary to help convey the importance of sustainability to various stakeholders;
- Use applied quantitative and/or behavioral tools of business analysis and decision-making to help to understand part or all of an organization's impact on a variety of ecosystems;
- Describe various considerations in decision-making within the business world as they pertain to the necessity of developing sustainable operations.

GRADUATE CERTIFICATE IN SUSTAINABLE MANAGEMENT CURRICULUM

Anaheim University's Online Graduate Certificate in Sustainable Management is comprised of:

- 3 courses (6 weeks each)

Students select three of the following four courses:

1. Triple Bottom Line Accounting & Management
2. Green Marketing & Environmental Product Design/Recycling
3. Corporate Social Responsibility (CSR) & Ethics
4. Sustainable Enterprise Development & Leadership

Students have the option of enrolling in one course or the entire Graduate Certificate program. Students completing the three courses will be conferred the Graduate Certificate in Sustainable Management by Anaheim University.

GRADUATE CERTIFICATE IN SUSTAINABLE MANAGEMENT REQUIREMENTS AND SATISFACTORY ACADEMIC PROGRESS

Students in the Graduate Certificate in Sustainable Management program select 3 out of 4 available sustainability courses, for a total of 9 units (3 courses, 3 units each). Each course is 6 weeks long. Students must maintain a 3.0 grade point average (GPA) in order to graduate from the program. Any students whose GPA falls below a 3.0 will be put on Academic Probation and given two terms to bring his/her GPA back to a 3.0 level. Students who earn a grade lower than an 80% (a "C," "D," or "F") on any given course must repeat the course. The schedule is set each year and typically announced in the Fall. Failure to take an available course when one is offered may prevent a student from completing his/her program in the allotted time. The maximum time allotted for completion of the Graduate Certificate in Sustainable Management is 1 year. Students who have not completed their programs within the maximum allotted time are subject to academic dismissal. Students who need additional time must receive permission from the Dean or Program Director.

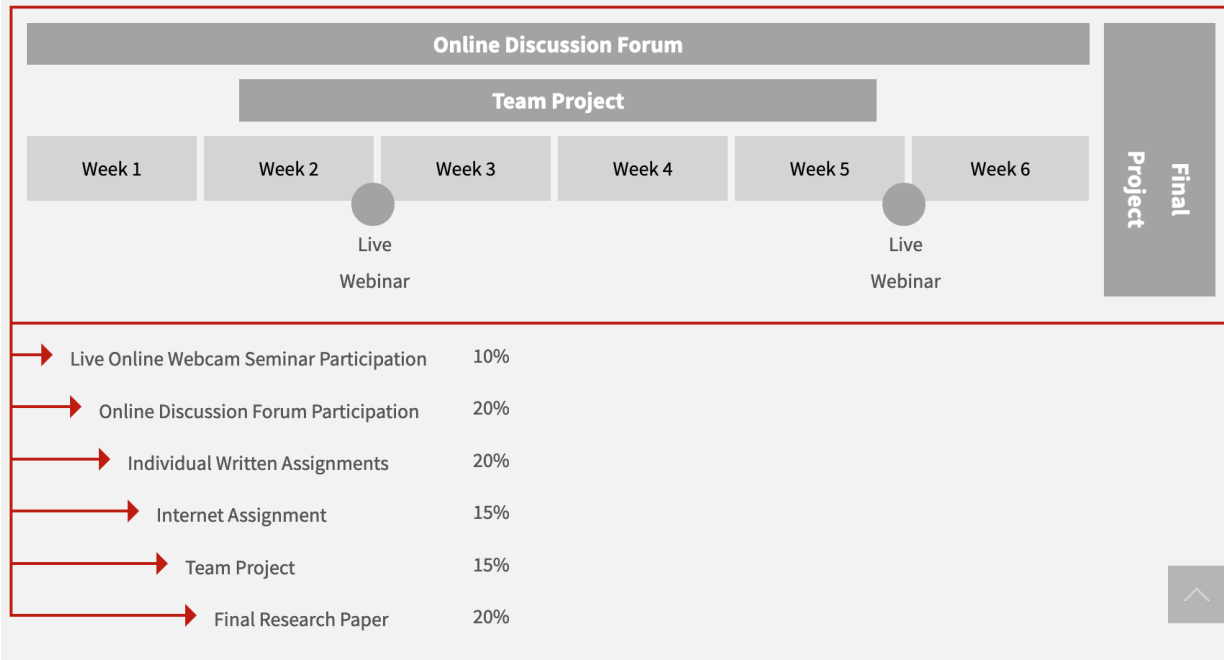
PROGRAM STUDY SUGGESTIONS

(total 22.5 hours a week for six weeks)

- Look briefly through set readings, weekly assignment questions, and any other assignments for the week. (.25 hours)
- Complete weekly reading assignments, making notes on the assignment questions as you do. (4 hours)
- Complete individual weekly written assignments. (3 hours)
- Review weekly Online Discussion Forum questions and research potential answers. (2.75 hours)
- Discuss Online Discussion Forum questions with other students via the Online Discussion Forum. (3 hrs)
- Preparation for & participation in real-time online class and review transcripts & make notes. (1.5 hours)*
- Preparation for and participation in team projects. (2 hours)*
- Conduct library/internet research, further reading and note taking to complete course projects. (6 hours)

*Note: In weeks when no real-time online class or team project is assigned, study time should be spent on library/internet research, further reading and note taking. For courses including a proctored examination, study schedule will vary.

Course Schedule & Evaluation Structure



COURSE DESCRIPTIONS

KISHO KUROKAWA GREEN INSTITUTE COURSES

BUS 535 TRIPLE BOTTOM LINE ACCOUNTABILITY & MANAGEMENT

The Triple Bottom Line Accounting and Management course is an expanded version of accounting for corporate activity. Contemporary society has moved away from the mere financial bottom line to a higher level of social responsibility where we account for the true social impact of our business activity. Through this expanded version of accounting and accountability, social and environmental impact is added to the equations. Thereby the report of corporate activity and management comprehensively reflects a true bottom line. The three prongs of the true bottom line become clear: economic prosperity, environmental quality and social justice. This course provides the basis for business students to go forward and determine the true social effects of the businesses they are working for and to manage for the future.

BUS 545 GREEN MARKETING & ENVIRONMENTAL PRODUCT DESIGN/ RECYCLING

Green Marketing & Environmental Product Design/Recycling is a course structured around the traditional “4Ps” of marketing and explains how marketing mix decisions can and do influence environmental outcomes. Throughout the course, the emphasis will be on the conversion of consumption systems to a sustainable paradigm that represents a circular use of resources, not the linear approach (materials >products >consumption >disposal) that leads to the pollution of ecosystems. The major theme of the course is that marketers can reinvent strategy and craft “win- win-win” solutions, where customers win (obtaining genuine benefits), organizations win (achieving financial objectives), and ecosystems win (ecosystem functioning is preserved or enhanced).

BUS 555 CORPORATE SOCIAL RESPONSIBILITY (CSR) & ETHICS

Corporate Social Responsibility and Ethics is a comprehensive study of the core issues for business in the questions of sustainability, social responsibility and ethics. The course introduces the student, not only to relevant issues, but the views of corporate stakeholders. Approaches for presenting and carrying out a program of sustainability are presented, including strategic planning, targets, goals and alternative approaches. A principal part of the course is devoted to the ethics of business and issues of transparency, including discussion of the social impact of non-ethical and non-transparent business practices. Case studies, a team project and practice assignments assist in presenting these themes on a practical level. The course concludes with information and discussion on trends in sustainability and business ethics. A principal goal of the course is to show that community engagement and the maximization of profit/ shareholder value are not mutually exclusive, but mutually reinforcing.

BUS 565 SUSTAINABLE ENTERPRISE DEVELOPMENT & LEADERSHIP

Sustainable Enterprise Development and Leadership is a course which provides a comprehensive and practical analysis of what sustainable business development is and how companies can use it to make a significant difference. Sustainable development involves articulating, integrating and achieving social, economic, and environmental objectives, and initiatives to protect humankind and the natural world from destructive behaviors. Sustainable business development is a holistic management approach which includes the entire value-added system from the origins of raw materials, to production processes, to customer use, to product end of useful life. Sustainable outcomes are those that balance the performance objectives of the present with the needs and expectations of the future. To achieve these outcomes, there must be a profound change in strategic thinking, leadership and the management of businesses.

ONLINE LEARNING RESOURCES

AU ONLINE CLASSROOMS

Anaheim University students meet via webcam in real-time interactive online classes with their professors and fellow students for 90 minutes twice during a six-week course: at the end of the first and fifth weeks of the term. Chat transcripts and audio/video of all online classes are recorded and posted allowing students to stay focused on the live discussion during the class, and the opportunity to review the class discussion afterwards. These classes are usually held on Friday evenings US time which is Saturday morning in Asia. Real-time class recordings may be accessed through the AU Online System for students who are unable to attend class or simply wish to review their class notes. Such transcripts may be viewed online at any time or printed out in a neat, convenient format - the perfect alternative to distracting note taking during class.

AU ONLINE DISCUSSION FORUM

The Online Discussion Forum is an electronic bulletin board and e-mail list facilitating lively communication and interaction among students and their professor. When a student posts a message to the Forum, the message is automatically redistributed to the professor and all other students in the course, allowing students to discuss the week's readings in their free time. A weekly Student Host directs students to perform certain tasks as outlined in the online Course Guide. The Online Discussion Forum plays an integral part in AU's online programs by facilitating the out-of- class interaction between students necessary for an effective exchange of ideas. The AU Online Discussion Forum ensures that learning and interaction does not end when the real-time class does.

ONLINE BOOKSTORE

The Online Bookstore is the one-stop source for textbook and course material needs. Designed for students to buy textbooks based on their course schedule, track their textbook orders, and sell their textbooks back from a previous semester, the Online Bookstore offers money-saving used books, multiple shipping options, and access to hundreds of academic items related to your studies. In an effort to provide additional savings, textbooks or course materials may be available for purchase in an electronic format. Purchases will be subject to the refund policy of the bookstore.

LIBRARY

Anaheim University requires all of its students to make extensive use of library facilities and resources in the course of their program. The University's online resources provide a major boost in assisting and supporting a student's academic work. The login ID and password provided by the University to the student upon enrollment will provide the student access to the online resources. Anaheim University makes certain provisions in order to provide access to library resources and library services for all students enrolled directly through Anaheim University. However, students enrolled in Anaheim University's online graduate degree programs are required to have an additional reserve fund to be used for the purchase of journals and research - materials that will aid them in their studies by providing information specific to their unique areas of interest and research - and to provide access to software and other resources that may help them in the completion of their studies. The research reserve fund is \$1,500 for master degree students and \$2,000 for doctoral students to be used over the duration of

their program. Note: Students are not required to spend the entire research fund - only that amount necessary in order to carry out their research.

AU ALUMNI ASSOCIATION

Upon completion of their chosen programs of study, AU graduates have the privilege of becoming part of the university's Alumni Association. The AU Alumni Association is a highly regarded online network established to ensure that an AU graduate's learning never ends. The Alumni Association is an excellent way to network with other professionals in your field and keep abreast of recent developments. Members have access to the most recent updates regarding the latest news from the field, important events, suggested readings, cutting edge information and professional career opportunities

STUDENT SERVICES AND TECHSUPPORT

The policy of Anaheim University is "Students First, Always" and Anaheim University's Student Services staff is committed to providing students with the administrative services they need for course registration, textbook ordering, graduation, etc. Technical issues are addressed by the TechSupport Division of the University.

GRADUATION STORE

Alumni of Anaheim University have the opportunity to show Anaheim pride by ordering Anaheim University graduation rings and diploma frames online.

ANAHEIM UNIVERSITY AKIO MORITA SCHOOL OF BUSINESS FACULTY

ROBERT ROBERTSON, PH.D.

DEAN OF THE AKIO MORITA SCHOOL OF BUSINESS AND PROFESSOR

Dr. Robert Robertson holds a Massachusetts Institute of Technology (MIT) Sloan School of Management Executive Certificate in Innovation and Strategy, Ph.D. in Management and Organization (Stirling University, Scotland); Post-Doctoral Professional Certificate, International Business and Leadership (Argosy University); Post Graduate Diploma in International Management-China (University of London); Master of Studies in Law (Vermont Law School); Master of Public Administration (Dalhousie University, Canada); a Master of Arts (Eastern Kentucky University) and a Bachelor of Science (East Tennessee State University). He has more than 15 years of experience in academia as a Vice President of Academic Affairs, Dean of Business and MBA program director in the United States and in Kazakhstan. Dr. Robertson was selected by the United States Department of State Bureau of Educational and Cultural Affairs to the Fulbright Specialist Program. He has served as the Chief Academic Officer and Research Fellow at the University of Phoenix's Center for Workforce Diversity, Central Florida campus in Orlando, Florida. Dr. Robertson is a Visiting Full Professor at the University of Ljubljana in Slovenia, Faculty of Economics; and, he serves as a Scientific Adviser to the Global Universities in Distance Education (GUIDE) association headquartered at Marconi University, Rome, Italy. He is an invited speaker on international business, strategy, online education and workforce training; and he regularly lectures in China, Taiwan, Vietnam, Kazakhstan, Europe, Brazil and the United States. In the public sector, he has more than 20 years of management experience including serving as the City Manager for the City of Hamilton, Ontario in Canada with more than 8,500 employees and a budget in excess of one billion dollars.

ANDREW E. HONEYCUTT, DBA PRESIDENT AND PROFESSOR

Dr. Andrew E. Honeycutt, President of Anaheim University, is the recipient of a Harvard University Doctor of Business Administration (DBA) degree in Marketing and a Boston University Masters in Business Administration (MBA) degree in Organizational Behavior. Dr. Honeycutt has served as Dean of the College of Business and Technology of Argosy University Atlanta, Distinguished Fellow in Business Management at Shorter University, Vice Chairman of Edgenics, Inc. and Senior Partner of the Center for Collaborative Learning and Coaching. As a business professor and school of business administrator, he has been instrumental in the development of cooperative relationships with major companies - Colgate Palmolive, Dupont, Gulfstream Corporation, Savannah Foods, Simmons First National Bank, SC Johnson Wax, and others. He leveraged his experience with major corporations to assist students in achieving success by developing a success resource entitled CEO Success Letters: A Resource for Career and Life. The book was an outcome of a "Fortune 500 CEOs Success Advice Project" designed to provide business career success advice to students. His much-utilized business expertise is evidenced by his service on business and governmental advisory boards and boards of directors. He has also served on the advisory boards of the Winthrop Rockefeller Foundation (Small Business Strategic Planning), the Ewing Marion Kauffman Foundation (Entrepreneurship Education) and the National Board of Directors of SCORE.

WILLIAM HARTLEY, PH.D. PROFESSOR AND PRESIDENT EMERITUS

Holding a bachelor's degree, three master degrees, and a Ph.D. from the University of Colorado, University of California at Berkeley and University of Wisconsin respectively, Dr. Hartley's background is a combination of education, private sector work, teaching and consulting. Dr. Hartley has had a variety of jobs from administrative manager of the R&D division of a Fortune 500 company to the executive training program of Ford Motor Company in Detroit, Michigan, as well as owning and operating an art gallery for a period of 12 years. In addition to many years teaching at the undergraduate level, Dr. Hartley has taught in MBA programs for 18 years at both Niagara University and Embry-Riddle Aeronautical University, and has taught on-line courses for the State University of

New York. In the area of consulting, Dr. Hartley has worked primarily in management development and in strategic management consulting activities.

CARYN CALLAHAN, PH.D. PROFESSOR

Holding a Ph.D. in East Asian Languages in Civilizations with a specialization in Japan from Harvard University, and an MBA specializing in Finance-Accounting from the University of California Los Angeles (UCLA), Dr. Caryn Callahan is a former Vice President and International Equity Analyst for Merrill Lynch Japan as well as Financial Analyst for W.R. Grace & Co. A professor of Anaheim University's Akio Morita School of Business, Dr. Callahan has also taught courses in Corporate Finance, International Business, Organizational Behavior, and Management at Chaminade University in Hawaii. Dr. Callahan was chosen as number one analyst for the Japanese consumer electronics industry by Euromoney magazine and has been quoted in the New York Times, Wall Street Journal, Business Week, and Fortune magazine.

CARLOS AQUINO, PH.D. PROFESSOR

Holding a George Washington University MS in Structural Engineering and a University of Sao Paulo Ph.D. in Sciences and Technology, Dr. Carlos Tasso Eira De Aquino is an accomplished senior executive and educator combining over 25 years of experience in leadership and scholarship in Business, Education, IT, and Engineering. Dr. Aquino has accumulated achievements and recognition as Executive-Director, Senior Director, Project Manager, Provost, Dean of Business, Dean of Accreditation, among other capacities in organizations in the USA and abroad, with followers that encompassed a clear diversity of cultures. Before moving to the United States in 2008, Dr. Aquino was responsible for directing a country-wide program, sponsored by the Brazilian Ministry of Science and Technology, focused on improving energy usage. Dr. Aquino prepared the Brazilian version of many business books, published by Pearson Education, Cengage Learning and McGraw-Hill, authored a book on Adult Higher Education (How to Learn: Andragogy and Learning Skills) for Pearson Education in Brazil. Along his career, he has presented more than 45 articles in peer-reviewed conferences and published more than 40 papers in refereed journals and conference proceedings. Since 2014, he had 15 papers presented in venues such as Western Academy of Management, ACBSP, and GUIDE (Global Universities in Distance Education) Conferences and had 6 papers published in peer-reviewed journals.

MICHAEL AUBRY, DBA PROFESSOR

Holding a Doctor of Business Administration with a specialization in International Marketing from Alliant International University, an MBA from National University and a Bachelor of Science degree from San Diego State University, Dr. Michael Aubry has held a number of accounting positions and has taught accounting, entrepreneurship, economics, management and business-related courses. He has served on the Business Education Statewide Advisory Committee for the Academic Senate for California Community Colleges, and the State of California's Business Industry Collaborative.

BARI COURTS, PH.D. PROFESSOR

Dr. Courts holds a Ph.D. from Capella University in Organizational Management and an MBA in Management from the University of Cincinnati. He also holds a BS in Mathematics from Kenyon College. He has spent time in the insurance industry and has held the position of project manager for a major ERP software implementation. Dr. Courts has enjoyed teaching abroad, especially various courses in International Business, including e-Commerce, Economics, Management, Organizational Behavior, Research Methodology, and Statistics. Locally Dr. Courts is also a business owner of a small self-storage business in Cincinnati.

ROBERT DIOTALEVI, J.D. PROFESSOR

Dr. Robert Diotalevi, Esq., LL.M., is serving in his 17th year as Associate Professor of Legal Studies at Florida Gulf Coast University in Fort Myers, Florida. He was the founding Legal Studies Program coordinator. He has been a lawyer for 33 years as a member of the Massachusetts and Florida bars. He possesses 4 degrees and has been internationally published with over 80 manuscripts in print. In 2009 Dr. Diotalevi had a book published by Cengage. It is entitled "The Florida Paralegal." As an academician since 1985 he has instructed over 400 courses. Dr. Diotalevi was a professional broadcaster for 8 years and held managerial positions in radio news and production. Dr. Diotalevi's works have been published in SMU School of Law's Computer Law Review and Technology Journal, The Online Journal of Distance Learning Administration, The Paralegal Educator, The Journal of Paralegal Education and Practice and The National Paralegal Reporter.

HOWARD FREDERICK, PH.D. PROFESSOR

After earning his bachelors' degree at Stanford University, Dr. Howard Fredrick received his master's degree from San Francisco State University and his Ph.D. in International Economics and Relations from The American University. A recognized multilingual authority in the fields of business entrepreneurship and innovation, economic development, new technologies and sustainability, Prof. Frederick researches and teaches entrepreneurship, incubation, social development, climate change entrepreneurship, and strategy at Plymouth State University. He is the author of 197 journal articles and books with 20+ years-experience in teaching, executive education, research business development, entrepreneurship and multimedia communications and 15 years-experience as a company director. He has owned four businesses and received over \$1,000,000 in external grant funding. He is a motivated researcher and practitioner whose expertise encompasses the private and public sectors within Mexico, Australia, Samoa, Tonga, Malaysia, Indonesia, Thailand, China, Hungary, Germany, Austria, Brazil, Ecuador, and Colombia. Dr. Howard Frederick is a dynamic teacher with high student evaluations, whose keen insight of worldwide markets, economic trends and political climates, inspires students to successfully enter the global marketplace.

PERRY HAAN, DBA PROFESSOR

After earning his Bachelor of Business Administration (BBA) from The Ohio State University, Dr. Perry Haan earned his Master of Business Administration (MBA) from Xavier University and his Doctor of Business Administration (DBA) from the University of Sarasota. Professor Perry Haan has worked as a faculty member and administrator in higher education since 1986. He has won teaching awards at three different institutions of higher learning and taught in eight countries outside the U.S. In 2010, he was awarded a Fellowship by the International American Association of Financial Management for his teaching and academic work in international markets. He has authored or co-authored over 90 peer-reviewed articles that have appeared in conference proceedings and journals, including the Journal of Marketing in Higher Education and the International Journal of Sports Marketing & Sponsorship. He co-authored a textbook, Practical Statistics for Business. His research interests include entrepreneurship, international business, ethics, sales and sales management, education marketing, sports marketing, and leadership.

SCOTT A. HIPSHER, PH.D. PROFESSOR

After earning his BS degree from the University of Maryland Asian Division in Japan, Dr. Scott Hipsher received his MBA from Bangkok University and conducted research in Cambodia to earn his Ph.D. from Capella University in the U.S. His professional experience is also global as the Northeast Thailand Regional Manager for a Dutch-owned export company and the General Affairs Manager for ZOA Thailand. He has taught at a number of universities in Thailand, but primarily at Bangkok University. Dr. Hipsher has written a number of journal articles and conference papers, and is the author of *Expatriates in Asia: Breaking Free from the Colonial Paradigm* and lead author of *The Nature of Asian Firms: An Evolutionary Perspective*, both from Chandos Publishing (Oxford).

MARIAH JEFFERY, PH.D. PROFESSOR

Dr. Mariah Jeffery holds a Ph.D. in Operations Research and a Master of Science in Industrial Engineering from the University of Central Florida, and is an APICS Certified Supply Chain Practitioner. She has extensive industry experience, consulting on supply chain management and data analytics for Fortune 500 clients, including IBM, Coca-Cola, General Motors, and the United States Postal Service.

CRAIG MAYBERRY, PH.D. PROFESSOR

Craig Mayberry holds a Ph.D. in Resource Management and Environmental Studies from the University of British Columbia, and an MBA and bachelor's degree in Economics from Brigham Young University. He spent 9 years working in the corporate finance departments of Chrysler Corporation and Intel Corporation. His dissertation research was on social entrepreneurship and the relationship between entrepreneurial orientation, leadership and performance of non-profit organizations. He has been teaching for the past 12 years in entrepreneurship, social entrepreneurship, management, and corporate social responsibility.

TAMARA MYATT, PH.D. PROFESSOR

Holding a Ph.D. and Masters in Human and Organizational Systems from Fielding Graduate University, Tamara Myatt has spent more than a decade transforming the professional and educational lives of young and disadvantaged people in some of the poorest and most dangerous regions of the world, championing the causes of women, and orchestrating locally and globally scaled initiatives in the business sphere. The specialized focus of her Ph.D. in Human and Organizational Development was in women's entrepreneurship in regions of war. She is currently pursuing advanced studies/research in entrepreneurship in emerging economies, family business, innovation, and enterprise digital transformation. The former Executive Director of Goldman Sachs 10,000 Women in Afghanistan and Chair of Entrepreneurship and Assistant Professor of Small and Medium Enterprises at the American University of Nigeria, Tamara is an internationally recognized pioneer in enterprise development. She has led enterprise development initiatives in nations such as Afghanistan, Nigeria, Pakistan, Bosnia, Kenya, Croatia, Uganda, India, Myanmar, Liberia, and Rwanda.

PATRICIA RAY, J.D. PROFESSOR

An international educator and business lawyer, Dr. Patricia Ray received two law degrees: a Juris Doctor from Duquesne University in Pittsburgh, Pennsylvania and the LLM from the National University of Singapore, as well as a Master of Arts degree in Economics from the University of Pittsburgh and a Bachelor of Science in Mechanical Engineering from Carnegie Mellon University. Dr. Ray has worked as a lawyer for the U.S. International Trade Commission litigating international trade claims and later worked as a private corporate lawyer in New York City and Dallas Texas. From 1991 to 1998, Dr. Ray was Asia General Counsel for Texas Instruments Inc., stationed in Singapore. There she managed the company's business and legal affairs in Asia. More recently, she has been teaching business law subjects worldwide in programs sponsored by the World Bank and United Nations. These courses include intellectual property, economic development, as well as commercial and business law topics. Mergers, acquisition and negotiations have been a part of Dr. Ray's international business experience with Texas Instruments. She has also served as an expert consultant for other companies undergoing merger activity, including Exxon Mobil, Parametric Technologies, Loral Cyberstar, and Rockwell International.

KWOK SHUM, PH.D. PROFESSOR

After earning a Stanford University Master of Science in Engineering degree, Dr. Kwok Shum received his Ph.D. in Management of Technology from the Tokyo Institute of Technology. Dr. Shum's research and teaching interests lie in new technologies, renewable energy industry and deployment, the business of renewable energy and clean technologies. Dr. Shum has taught at Hong Kong University of Science and Technology and conducted workshops for the Clinton Foundation's C40 Large Cities Climate Summit, Tokyo Institute of Technology and Hong Kong Baptist University. He has served as a Reviewer for the International Journal of Innovation Management and the International Journal of Hydrogen Energy and has served as the Academic Committee Chairperson for the Technology and Management Sustainability Business Plan Competition organized by the University of Illinois Urbana Champagne, Seoul National University, the University of Sao Paulo, Hong Kong University of Science and Technology and London South Bank University.

STAVROS SINDAKIS, PH.D. PROFESSOR

With both a Ph.D. and MBA in Strategy, Enterprise & Innovation from the University of Portsmouth, Dr. Stavros Sindakis has made significant contributions to these fields through his research and publications on entrepreneurship and business innovation including his books *Entrepreneurial Rise in Southeast Asia*, and *Analytics, Innovation and Excellence-Driven Enterprise Sustainability*, with his third in progress. Dr. Stavros Sindakis is an educator, advisor, mentor and innovator in the fields of business innovation, management, entrepreneurship, and service design and development. As an educator, he has taught in several different countries at both the undergraduate and postgraduate levels and held a variety of advisory and mentoring positions for students and faculty at numerous schools including the Institute of Enterprise and Entrepreneurs and Laureate Online Education.

BARBARA SON, PH.D. PROFESSOR

Holding a Ph.D. in Urban Business Economics from Portland State University, and a Masters in Urban Affairs with a concentration in Technology, Business, Economics, and Public Administration from Boston University, Dr. Barbara Son is well-experienced in the field of online education and has taught global management at Boeing in Long Beach, DBA at University of Sarasota/Argosy University, MBA at Pepperdine University, operations management at California State University, Northridge, and entrepreneurship and economics at California State University, Los Angeles, as well as served as a site reviewer for the California Bureau for Private Post-Secondary and Vocational Education. Professor Barbara Son has taught online courses in Data Analysis, IT Management, Global Economics, and Innovation & Entrepreneurship at Anaheim University. Her corporate experience includes positions at Pressure Profile Systems, Inc, Medical Tactile Imaging, Inc., and Go Smart, Inc. providing services to the U.S. Army, National Institute of Health (NIH), Johnson and Johnson Corporation, and university research labs., as well as serving as Vice-President/Co-Founder of the International Association Management Group. She has also been active in scholarly research and has published papers through highly regarded publishers including SAGE and SPRINGER. She is the recipient of the Professor of the Year Award in 2005. She likes to remind herself of the Ralph Waldo Emerson quote, "What lies behind us and what lies before us are small matters compared to what lies within us."

MICHAEL SUTTON, PH.D. PROFESSOR

Holding a Ph.D. from McGill University and a Bachelors in Management Sciences from the University of Waterloo, Dr. Michael Sutton has been recognized with numerous academic awards, including Westminster College's Faculty & Staff Peer Award, the Gore School of Business - Excellence in Scholarship, and Kent State University's Assoc. Provost, Faculty Affairs & Curriculum Teaching Excellence. He is widely published in both the academic and practitioner community and has been invited to judge numerous International Game Competitions because of his specialty in experiential and game-based learning.

JOHN WANG, PH.D. PROFESSOR

Dr. John Wang received a scholarship award to complete his Ph.D. in Business Administration at Temple University, after earning his M.S. in Systems Engineering from Harbin Institute of Technology. In addition to serving as a professor at Anaheim University, Dr. John Wang is a professor in the Department of Information and Decision Sciences at Montclair State University. Professor Wang has published over 100 refereed papers and six books. He has served as session chairman and track chair 17 times on the most prestigious international and national conferences. He has also developed several computer software programs based on his research findings. He is on the editorial board of the International Journal of Cases on Electronic Commerce and has been a guest editor and referee for Operations Research, IEEE Transactions on Control Systems Technology, and many other highly prestigious journals.

SARA WILLOX, PH.D. PROFESSOR

Dr. Sara Willox earned an MLA degree in Sustainability from Harvard University, an MBA from Upper Iowa University and a Ph.D. in Organization and Management from Capella University. She also completed two BS degrees from the University of Wisconsin-Madison. Dr. Willox has been teaching online courses and face to face courses in business, leadership, and psychology since 2010, and served as the department chair in business and technology for Edgewood High School. She publishes and presents at professional and academic conferences. Dr. Willox has professional experience in nonprofit management, human

resources, operations, and development. She has held the positions of director of operations and development, department chair, human resources director, and program director. In addition, Sara does independent consulting with individuals and companies including nonprofit and corporate organizations, Grammy Award-winning artists, state government officials, and educational institutions.

JIM CARLAND, PH.D.**CARLAND ENTREPRENEURSHIP INSTITUTE DIRECTOR EMERITUS**

Dr. Jim Carland holds a Ph.D. in Management Policy and Systems from the University of Georgia as well as an MBA from Western Carolina University. He has held Certified Management Accountant (CMA), Certified Public Accountant (CPA) and Certified Valuation Analyst (CVA) qualifications. He has published more than 70 articles in scholarly journals, 200 articles in conference proceedings, and a dozen books. He is among the best-known scholars in the entrepreneurship discipline in the world, with over 3,500 citations of his work in Google Scholar. Dr. Carland has taught for more than 30 years and has been the recipient of many teaching awards and recognitions. He was involved in the development and implementation of the first Master of Entrepreneurship degree program in the U.S. His work was recognized for being the best example of graduate entrepreneurship training by the USASBE in 2005. He is interested in innovation as it relates to entrepreneurship. He first proposed an inherent link in 1984 in a seminal journal article in the Academy of Management Review. That article became a major factor in the subsequent differentiation of entrepreneurs from small business owners in the literature. Subsequently, he has interviewed, surveyed, and worked with more than 2,000 entrepreneurs.

MESSAGE FROM THE PRESIDENT

As President, it is my pleasure to welcome you to the Anaheim University global online learning community.

At Anaheim University, we offer relevant, application-based programs designed to help you, the student, make an immediate difference in your current employment or future career. If you want an affordable, high quality experience in a globally connected setting, and a diverse faculty deeply engaged in their fields and with lifetime connections to invigorate your drive for success, you are at the right place.

With our experienced faculty and staff, interactive learning environment, and the integration of traditional and innovative learning methods, Anaheim University's mission is to provide exceptional learning opportunities to students who wish to benefit from a proven learning process. Upon completion of your academic program, you will join the worldwide Anaheim University Alumni Association with the many benefits it has to offer.

On behalf of the faculty and staff of Anaheim University, I wish you success in your chosen program of study.

Welcome to Anaheim University.

Andrew Honeycutt
DBA President

About Andrew Honeycutt

Dr. Andrew E. Honeycutt, President of Anaheim University and former Dean of the Anaheim University Akio Morita School of Business, received a Doctor of Business Administration degree in Marketing from Harvard University and a Master in Business Administration degree in Organizational Behavior from Boston University. Dr. Honeycutt has served as Dean of the College of Business and Technology of Argosy University Atlanta, Vice Chairman of Edgenics, Inc. and Senior Partner of the Center for Collaborative Learning and Coaching. As a business professor and school of business administrator, he has been instrumental in the development of cooperative relationships with major companies - Colgate Palmolive, Dupont, Gulfstream Corporation, Savannah Foods, Simmons First National Bank, SC Johnson Wax, and others. His much-utilized business expertise is evidenced by his service on business and governmental advisory boards and boards of directors. He has also served on the advisory boards of the Winthrop Rockefeller Foundation (Small Business Strategic Planning), the Ewing Marion Kauffman Foundation (Entrepreneurship Education) and the National Board of Directors of SCORE.

ANAHEIM UNIVERSITY ADMINISTRATORS AND ADVISORS

ANDREW E. HONEYCUTT, DBA PRESIDENT

Dr. Andrew E. Honeycutt, President of Anaheim University and former Dean of the Anaheim University Akio Morita School of Business, received a Doctor of Business Administration degree in Marketing from Harvard University and a Masters in Business Administration degree in Organizational Behavior from Boston University. Dr. Honeycutt has served as Dean of the College of Business and Technology of Argosy University Atlanta, Vice Chairman of Edgenics, Inc. and Senior Partner of the Center for

Collaborative Learning and Coaching. As a business professor and school of business administrator, he has been instrumental in the development of cooperative relationships with major companies - Colgate Palmolive, Dupont, Gulfstream Corporation, Savannah Foods, Simmons First National Bank, SC Johnson Wax, and others. His much-utilized business expertise is evidenced by his service on business and governmental advisory boards and boards of directors. He has also served on the advisory

boards of the Winthrop Rockefeller Foundation (Small Business Strategic Planning), the Ewing Marion Kauffman Foundation (Entrepreneurship Education) and the National Board of Directors of SCORE.

PETER LANGENBURG, J.D.

CHANCELLOR AND GOVERNMENT AFFAIRS LIAISON

Peter Langenberg, J.D. serves as the Chancellor and Government Affairs Liaison for Anaheim University. He graduated from Princeton University summa cum laude with an A.B., and the University of California, Hastings College of Law with a Juris Doctorate. Peter Langenberg lived in Japan for a number of years, speaks Japanese fluently, and is former Chair of the Los Angeles Nagoya Sister City Affiliation. Mr. Langenberg was admitted to the California Bar in 1977 and serves as Hughes, Hubbard & Reed Senior Counsel. His areas of concentration include General Commercial and Business Law; Corporate Law; Intellectual Property (Trademarks, Copyrights, Licensing); and Employment Law.

ROD ELLIS, PH.D.

VICE-PRESIDENT OF ACADEMIC AFFAIRS

DOCTOR OF EDUCATION IN TESOL PROGRAM DESIGNER

SENIOR PROFESSOR, GRADUATE SCHOOL OF EDUCATION

Dr. Rod Ellis is a world-renowned thought leader in the field of Second Language Acquisition. Prof. Ellis received his Doctorate from the University of London and his Master of Education from the University of Bristol. A former professor at Temple University both in Japan and the US, Prof. Ellis has served as the Director of the Institute of Language Teaching and Learning at the University of Auckland and has taught in numerous positions in England, Japan, the US, Zambia and New Zealand. Dr. Ellis, who is known as an expert in Second Language Acquisition, is author of the Oxford University Press Duke of Edinburgh Award-Winning Classic "The Study of Second Language Acquisition", as well as numerous student and teacher-training textbooks for Prentice Hall and Oxford University Press. Prof. Ellis's textbooks on Second Language Acquisition and Grammar are core textbooks in TESOL and Linguistics programs around the world.

KATE STRAUSS, MA

VICE PRESIDENT OF ADMINISTRATIVE AFFAIRS

Kate Strauss is the Administrative Director at Anaheim University. Ms. Strauss holds a BA in English from Princeton University, and an MA in English from the University of California, Irvine. Ms. Strauss brings over 10 years of experience in the human relations and marketing fields, and has won numerous civic awards in her role as Marketing Director for One Colorado in Old Pasadena, CA for her innovative contributions to cultural life and leadership. She has also enjoyed success using her communication skills as a teacher and training professional for the Orange County Human Relations Council.

ROBERT ROBERTSON, PH.D.

DEAN OF THE AKIO MORITA SCHOOL OF BUSINESS AND PROFESSOR

Dr. Robert Robertson has more than 15 years of experience in academia as a Vice President of Academic Affairs, Dean of Business and MBA program director. He holds a Ph.D. in Management and Organization (Stirling University, Scotland); Master of Studies in Law (Vermont Law School); Master of Public Administration (Dalhousie University, Canada); a Master of Arts (Eastern Kentucky University) and a Bachelor of Science (East Tennessee State University). Dr. Robertson was selected by the United States Department of State Bureau of Educational and Cultural Affairs to the Fulbright Specialist Program. He has served as the Chief Academic Officer and Research Fellow at the University of Phoenix's Center for Workforce Diversity, Central Florida campus in Orlando, Florida. He is an invited speaker on international business, strategy, online education and workforce training; and he regularly lectures in China, Taiwan, Vietnam, Kazakhstan, Europe, Brazil and the United States. In the public sector, he has more than 20 years of management experience including serving as the City Manager for the City of Hamilton, Ontario in Canada with more than 8,500 employees and a budget in excess of one billion dollars.

DAVID NUNAN, PH.D.

PRESIDENT EMERITUS

DESIGNER, MA IN TESOL PROGRAM DIRECTOR, DAVID NUNAN TESOL INSTITUTE

David Nunan, President Emeritus, has been with the California-based institution since its founding in 1996, when he played a central part in the development of the University's ground-breaking interactive online learning system. Dr. Nunan is a world-renowned linguist and best-selling author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning. His ELT textbook series "Go For It" is the largest selling textbook series in the world with sales exceeding 2.5 billion. In 2000, David Nunan served as President of TESOL, the world's largest language teaching association. David Nunan has served as Chair and Professor of Applied Linguistics at the University of Hong Kong since 1994 and has been involved in the teaching of graduate programs for such prestigious institutions as Columbia University, the University of Hawaii, Monterey Institute for International Studies, and many more. In 2002 Dr. Nunan received a congressional citation from the United States House of Representatives for his services to English language education through his pioneering work in online education at Anaheim University, and in 2003 he was ranked the 7th most influential Australian in Asia by Business Review Weekly

HAYO REINDERS, PH.D.

GRADUATE SCHOOL OF EDUCATION CHAIR OF RESEARCH

Holding a Ph.D. in Language Teaching and Learning from the University of Auckland, Dr. Hayo Reinders is also Professor of Education and Head of Department at Unitec in Auckland, New Zealand. His previous positions include Head of Learner Development at Middlesex University in London, Director of the English Language Self Access Centre at the University of Auckland in New Zealand and associate professor at RELC in Singapore. He has worked with teachers from a large number of countries worldwide and has been visiting professor in Japan, Thailand, Mexico and the Netherlands. Dr. Reinders edits the journal 'Innovation in Language Learning and Teaching' as well as a book series on 'New Language Learning and Teaching Environments' for Palgrave Macmillan. He is Editor of Innovation in Language Learning and Teaching, and Convenor of the AILA Research Network for CALL and the Learner. Dr. Reinders' interests are in technology in education, learner autonomy, and out-of-class learning, and he is a speaker on these subjects for the Royal Society of New Zealand. His most recent books are on teacher autonomy, teaching methodologies, and second language acquisition.

LUKE PLONSKY, PH.D.

GRADUATE TESOL PROGRAM DIRECTOR

Luke Plonsky (Ph.D., Michigan State University) specializes in three main areas of applied linguistics and TESOL: second language acquisition, language pedagogy, and research methods. Recent and forthcoming work in these and other areas can be found in virtually all major journals in the field including Annual Review of Applied Linguistics, Applied Linguistics, Language Learning, Modern Language Journal, Second Language Research, and Studies in Second Language Acquisition and in book chapters published by Cambridge, De Gruyter, Routledge, and Wiley-Blackwell. Luke has also co-authored or edited four books including the best-selling 4th edition of Second Language Acquisition: An Introductory Course. In addition to an accomplished scholarly record, Luke has taught courses in applied linguistics/TESOL as well as English and Spanish as a second language in Spain, The Netherlands (National Graduate School of Linguistics), Puerto Rico (Caribbean University), and in the US at Michigan State University, Arizona State University, and Northern Arizona University.

DAVID DESSER, PH.D.

DEAN, AKIRA KUROSAWA SCHOOL OF FILM

Dr. David Desser is Dean of the Anaheim University Akira Kurosawa School of Film. He is also Professor Emeritus of Cinema Studies, University of Illinois, where he was Professor of Cinema Studies, Comparative and World Literatures, East Asian Languages and Cultures and Research Professor of Communication. He has taught at the University of Michigan, Kansai University in Japan, Hong Kong Baptist University, the University of Pennsylvania, UCLA, Chapman University and the University of Southern California (USC). He received his Ph.D. from USC in the Cinema program with a minor in Japanese.

YUKUO TAKENAKA, CPA

EXECUTIVE STRATEGY ADVISOR

Yukuo Takenaka is Chairman, CEO and President of the Takenaka Partners Group. Prior to forming The Takenaka Partners Group in 1989, he was a partner and National Director of KPMG Peat Marwick's Japanese practice. He also served as Chairman of Project Japan for the parent company, KPMG. A graduate of the University of Utah, Mr. Takenaka is recognized for his expertise in cross-border M&A and joint venture transactions. On both sides of the Pacific, he serves as senior advisor to companies in a wide range of industries including high technology, electronics, manufacturing, financial services and real estate. He is the author of the Japanese best seller, *Merger and Acquisition Strategy*.

DAVID R. BRACEY

DISTANCE LEARNING / DEVELOPMENT

David Bracey works to develop and promote the University's programs worldwide and to ensure that students of Anaheim University receive quality care and attention. A major in International Communications and Psychology, Mr. Bracey has over 18 years of experience working in Japan.

ELIZABETH MAYS, MM

REGISTRAR

Holding a Master's degree from Azusa Pacific University and a Bachelor's degree from University of Redlands, Elizabeth Mays is the Registrar at Anaheim University. In this role, she oversees Anaheim University's various student services tasks from admissions through graduation. Prior to joining Anaheim University, Ms. Mays held management positions at technology firms and a faculty position at APU, where she founded the Master's of Music Handbell performance program. She has also volunteered for various nonprofit organizations including the Handbell Musicians of America and Habitat for Humanity.

POLICIES AND PROCEDURES

All administrative policies and procedures are contained in the Policies and Procedures Catalog. Click here to download the university's policies and procedures:

<http://www.anaheim.edu/downloadable-documents/AU-policiesandprocedures-1701.pdf>

DISCLOSURES

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

FACILITIES, EQUIPMENT AND TECHNOLOGICAL REQUIREMENTS

Anaheim University is an online institution, and all instructional equipment and materials must be provided by the student. Equipment includes:

- access to a computer and internet.

The course management system used by Anaheim University is Moodle. Moodle 3.5 is compatible with any standards-compliant web browser, including Google Chrome, Mozilla Firefox, Safari, Microsoft Edge, and Internet Explorer. Moodle is also available on mobile device browsers through Mobile, Safari and Google Chrome.

Please note that older “legacy” browsers have compatibility issues with Moodle 3.5. These older browsers include Internet Explorer 10 and below, and Safari 7 and below. For the best experience and optimum security, we recommend that you keep your browser up-to-date. <https://whatbrowser.org>

Graduate level students attend their live classes using the software GotoMeeting. To attend the GotoMeeting live sessions, students will need access to the following:

- Computer or mobile device. GotoMeeting requires the following:
- 2GB of RAM (minimum), 4GB or more of RAM (recommended) for computers
- iPad2 or later and iPhone 4s or later for mobile devices
- A webcam (optional). Your computer's built-in camera will work, or you may use an external webcam.
- A microphone or audio input device. Many times, you can use your computer's built-in microphone. A USB headset is recommended
- Headphones or audio output device. Often, your computer's built-in speakers will work just fine. A USB headset is recommended
- Internet access. Ensure you have a stable connection for clear audio and video. Anaheim University recommends access to the following connections:
- Computer: 1 Mbps or better (broadband recommended)
- Mobile device & Chromebook: 3G or better (WiFi recommended for VoIP audio)

**** Note:** Most devices have built-in speakers, but you will get better audio quality while connected via VoIP if you use a headset. You can also use your phone to dial in and connect to audio.

GotoMeeting is compatible with the following operating systems:

- Google Chrome v57 or later
- Windows 7 - Windows 10
- Mac OS X 10.9 (Mavericks) - macOS Mojave (10.14)
- Linux/Ubuntu (Web App only)
- Google Chrome OS (Web App only)
- iOS 9 - iOS 12
- Android OS 4.4 (Kit Kat) - Android 9 (Pie)
- Windows Phone 8, Windows 8RT or later

ENGLISH PROFICIENCY REQUIREMENTS

English language services are not provided. Non-native English speakers must demonstrate college-level proficiency in one of the following ways.

- Degree from an accredited institution where English is the primary language of instruction.
- Transcript from an accredited institution indicating completion of at least 30 semester hours of credit where the language of instruction was English (“B” average for Ed.D, Masters, Graduate Programs & Graduate Certificates; “C” average for TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- Transcript from an accredited institution indicating a “B” or higher in an English composition class (Ed.D, Masters, Graduate Programs & Graduate Certificates); “C” or higher for TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad.
- A minimum TOEFL score of 550 PBT / 213 CBT/ 80 iBT (Ed.D); 530 PTB / 197 CBT / 71 iBT (Masters, Graduate Programs & Graduate Certificates); 500 PBT / 173 CBT / 61 iBT (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum TOEIC score of 800 (Ed.D, Masters, Graduate Programs & Graduate Certificates); 625 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum IELTS score of 6.5 (Ed.D, Masters, Graduate Programs & Graduate Certificates); 6.0 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum PTE (Pearson Test of English Academic Score Report) of 58 (Ed.D); 50 (Masters, Graduate Programs & Graduate Certificates); 44 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum BULATS Level 3 (60), accepted only for Cultura Inglesia in Brazil.
- A minimum grade of Level 3 on the ACT COMPASS’s English as a Second Language Placement Test.
- A minimum grade of Pre-1 on the Eiken English Proficiency Exam.
- A minimum B1 English proficiency level identified within the Common European Framework of Reference (CEFR) Standards and assessed through various ESOL examinations, including the University of Cambridge.

The language of instruction at Anaheim University is exclusively English.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Anaheim University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the Graduate Certificate in Sustainable Management program you earn in the Anaheim University Kisho Kurokawa Green Institute is also at the complete discretion of the institution to which you may seek to transfer. If the credits or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals.

This may include contacting an institution to which you may seek to transfer after attending Anaheim University to determine if your credits or certificate will transfer.

ACCEPTANCE OF CREDITS EARNED AT OTHER INSTITUTIONS

Anaheim University will accept up to two (or three, for a DBA) graduate semester classes or the equivalent in units (6 units for an MBA or ME, 8 units for MA TESOL, MFA or Ed.D, 9 units for a DBA) awarded by another institution toward a Masters or Doctoral degree at Anaheim University. The entering student will be required to clearly demonstrate the equivalency of a transfer course through relevant documents (syllabus, catalog, course outline) and justify its acceptance through petition. No course will be considered for transfer with a grade lower than a "B" or its equivalent. Petitions are directed to the specific Dean or Director for the affected program. There is a fee of \$75 per graduate course, and the overall program cost will be adjusted to reflect credit for the approved class(es). All petitions for transfer credit must be submitted as part of the student's initial application to the University. Credits awarded as part of another degree will not be accepted for transfer. Anaheim University has not entered into an articulation or transfer agreement with any other college or university.

EXPERIENTIAL CREDIT

Anaheim University will not extend credit for prior experiential learning to any student.

ATTENDANCE

Anaheim University students participate in a weekly discussion forum in which they must contribute regular substantive posts to the discussion questions. In addition, all degree students must participate in the scheduled Real-Time Online Classes for each course. Business courses include two online classes within the six-week term; students are expected to attend both sessions and must make arrangements with the professor for make-up work if they are unable to attend a session. TESOL and MFA degree courses include eight online classes within the nine-week term; students are expected to attend at least six of the sessions. Students are expected to utilize their webcams during their live classes regularly throughout their program. In addition to providing a more interactive learning environment, use of webcams will also allow Anaheim University to complete student identity verification in line with accreditation requirements. Periodically during the program, Anaheim University will request a student to turn on his/her webcam for this purpose. In addition to the assigned course assessments, students are graded on participation in the discussion forum and online classes. A student is considered to have dropped a course if s/he fails to attend classes for a three-week period or fails to submit three consecutive lessons.

SKIPPED TERMS

Students are expected to enroll in a course every time a course that is needed for their program completion is offered. Skipping a term can delay graduation, as the student must wait for the course to be offered again.

- A student who wishes to skip one term must complete the "Registration for Skipping a Term" form, which can be downloaded from the University website.
- A student who wishes to take two consecutive terms off must complete the "Registration for Skipping a Term" form, and they must also complete a "Dean/ Program Director Skipped Term Petition" and received signed permission from the Dean or Program Director. Two non-consecutive terms off requires only a second "Registration for Skipping a Term" form.
- A request for a third (non-consecutive) skipped term requires the student to complete a third "Registration for Skipping a Term" form; complete a "Dean/ Program Director Skipped Term Petition" and receive signed permission from the Dean or Program Director; and schedule a meeting with the Admissions Director to discuss any issues or areas of concern.
- A request for a fourth skipped term requires the student to receive permission from the Vice President of Academic Affairs.

The above policy does not apply to students who are on active military duty or who are an approved Medical Leave of Absence.

MEDICAL LEAVE OF ABSENCE

Students may also petition for a medical leave of absence during their program, which is handled differently than a voluntary leave of absence. The maximum period for a medical leave of absence is ninety (90) days per leave. Students may apply for a maximum of four (4) leaves of absence for medical reasons throughout their degree program. Each leave of absence must be ninety (90) days or less and requires a separate petition which must be approved by the University's administration. Only students in good academic and financial standing will be considered for approval of medical leave. The [Petition for Special Medical Leave of Absence Form](#) can be downloaded from the University website and requires a doctor's signature.

FINAL GRADES

Final Grades are submitted two weeks after the final day of the course. Students are notified of their final grades by email once the grades have been submitted. Students who have been approved for an extension will be notified of their final grades once all terms of the extension have been met.

VISA STATUS

Anaheim University does not provide visa services but can provide a letter verifying a student's active status upon request.

HOUSING

As Anaheim University programs are conducted online, regardless of where the student resides, the University does not have dormitory facilities under its control and does not provide housing or dormitory facilities.

STATE LICENSURE

The programs at Anaheim University are not designed to lead to positions requiring licensure in this state.

PLACEMENT SERVICES

Anaheim University does not offer placement services.

GRADUATE EMPLOYMENT DATA

Anaheim University Master's-level business graduates self-report that they are employed in the following fields: Marketing Director, Account Manager, Managing Director of the Americas, Project Development Director, International Logistics Manager, Chief Executive Officer, Chief Financial Officer, Chief Innovation Officer, Group Chief Sustainability Officer, Quality and Environment Coordinator, Associate Account Executive, Director of Content, Director of Business Optimization, Senior Staff Accounting, Senior Manager, Deputy Manager, Product Cost Management Group Manager, Operations and Maintenance Manager, Environmental Consultant, Director of Business Consulting Services, Associate Professor, Regional Commodity Manager, Director of Strategic Accounts, Environment Division Manager, IT Manager, Risk Consultant, Business Analytics Manager, Renewable Energy Specialist.

FINANCIAL AID

Anaheim University does not participate in federal or state financial aid programs.

STUDENT TUITION RECOVERY FUND

It is a state requirement that a student who pays his or her tuition is required to pay a state-imposed assessment for the Student Tuition Recovery Fund (STRF).

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589. To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans. To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF. A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.

STUDENT CANCELLATION, WITHDRAWAL, AND REFUND RIGHTS

The student has the right to cancel an enrollment agreement in any manner through the first day of the course, or the seventh day after signing the enrollment agreement, whichever is later (the “Cancellation Period”), and obtain a full refund of all monies paid. Students canceling after the seven-day Cancellation Period will receive a refund of all amounts paid, less the non-refundable registration fee of \$100 and the non-refundable application fee of \$75 (for graduate programs) or \$50 (for undergraduate programs).

The written notice of cancellation may be given by e-mail, fax, or postal service (in which case, the effective date begins when the letter is deposited in the mail properly addressed with postage prepaid). The “Official Notice of Withdrawal” form can be downloaded from the University website.

For the purposes of determining the student's obligation for the time attended, the student will be considered to have withdrawn from the program when any of the following occurs, unless the Dean or Program Director determines a different course of action:

- The student notifies the school of the withdrawal.
- The school terminates the student's enrollment.

- The student fails to attend classes for a three-week period. In this case, the date of withdrawal will be the last date of attendance.
- The student fails to submit three consecutive lessons or fails to submit a completed lesson required for home study or correspondence within 60 days of its due date.
- The student has not responded to communication in any form from the University for four months.
- Students who have been withdrawn from their program for any of the above reasons must submit a new application (and all applicable fees) if they wish to continue. Refunds will be refunded based on the number of weeks completed.

For Courses Lasting 6 Weeks **Percentage of Refundable Tuition** **Sample Calculation**

		Based on \$1,325 tuition for a 6-week course
<i>Week 1 (days 0 - 7)</i>	100% of tuition refunded	Refund: \$1,325 (100% of \$1,325)
<i>Week 2 (days 8 - 14)</i>	70% of tuition refunded	Refund: \$ 927.50 (70% of \$1,325)
<i>Week 3 (days 15 - 21)</i>	40% of tuition refunded	Refund: \$ 530 (40% of \$1,325)
<i>Week 4 (days 22 - 28)</i>	20% of tuition refunded	Refund: \$ 265 (20% of \$1,325)

If a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund, and if the student receives federal student financial aid funds, the student is entitled to a refund of the moneys not paid from the federal financial aid funds. If the student paid for his/her entire program at the time of enrollment and received the 10% tuition discount for payment in full, the regular course tuition will be used in the calculation of the refund since the discount will no longer apply. All monies due the student will be refunded within 30 days of the notice of cancellation.

If the student has been approved for a monthly payment plan, Anaheim University will calculate the total amount of tuition and fees owed to the University based on the number of courses taken, and compare this amount with the total amount the student has paid up to the date of their withdrawal. Any amount paid over the total amount of tuition and fees will be refunded to the student. If there is a balance due, the student will be responsible for the remaining amount.

STUDENT PRIVACY

Anaheim University makes every effort to protect student privacy. Student records are stored in secure, locked, fire-proof facilities which have restricted access and a motion sensor alarm security system. The university's online course management system maintains strict data security protection in addition to user authentication and virus scanning. Cloud storage of back-up records is protected by a two-step verification process in addition to the highest standards in SSL browser encryption.

All transcripts are issued in compliance with the Family, Educational Rights and Privacy Act of 1974 (section 438 of Public Law 93-380), and information contained in the transcript is not released to a third party without the written consent of the student. If a student requests the release of any information from his/her file, the student must submit the request in writing to the Registrar.

RETENTION OF STUDENT RECORDS

Student records are stored in secure, locked, fire-proof facilities which have restricted access and a motion sensor alarm security system. The university's online course management system maintains strict data security protection in addition to user authentication and virus scanning.

Cloud storage of back-up records is protected by a two-step verification process in addition to the highest standards in SSL browser encryption. Anaheim University retains all student records and transcripts indefinitely. A student or graduate can request information by contacting the University at its offices.

STUDENT GRIEVANCE PROCEDURES

Anaheim University places great emphasis on putting the educational experience of its student body as the first priority of its administration, faculty, and staff. In line with this "Students First, Always" policy, the University seeks to continuously improve the educational experience of its students, including the quality of academics, learning resources, online learning system, and Student Services. Students may always provide feedback, seek assistance, and express grievances in person, in writing, by phone, by email, or by live chat/Skype sessions. Formal grievances/complaints must be submitted in writing, either by mail or email, to Student Services. Written complaints may be sent by email to support@anaheim.edu or mailed to Anaheim University Admissions Office, 1240 S. State College Blvd Rm 110, Anaheim, CA 92806, USA.

Anaheim University defines a complaint as a formal statement made in writing that outlines a specific grievance which is interfering with the student's perceived ability to succeed in their chosen program of study. Once a complaint is received, it will be directed to the appropriate department and the individual responsible for overseeing that department. Grievances that cannot be resolved by the department will be referred to the Vice President of Administrative Affairs or the Office of the President. All formal grievances/complaints will receive a response within 10 days of the University receiving the complaint.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888-370-7589, or by completing a complaint form, which can be obtained on the Bureau's internet Web site: www.bppe.ca.gov.

Any questions or problems concerning this school which have not been satisfactorily answered or resolved by the school should be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA 95798-0818. Phone: (916) 431-6959. Fax: (916) 263-1897, or the Distance Education Accrediting Commission (DEAC) at <https://www.deac.org/Student-Center/Complaint-Process.aspx>

BANKRUPTCY CODE DISCLOSURE

Anaheim University does not have a pending petition in bankruptcy, nor has it filed a petition within the preceding five years. Anaheim University is also not operating as a debtor in possession, and it has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

HOW TO CONTACT ANAHEIM UNIVERSITY

President Dr. Andrew Honeycutt	president@anaheim.edu
Managing Director of Development	online@anaheim.edu
Vice President of Administrative Affairs	vpadmin@anaheim.edu
Director of Student Services	studios@anaheim.edu
Student Services	support@anaheim.edu
Registrar	registrar@anaheim.edu
Technical Support	techsupport@anaheim.edu

ANAHEIM UNIVERSITY OFFICE OF ADMISSIONS

Hours of operation: Monday - Friday 9 a.m. to 6 p.m. (Closed major U.S. holidays)

1240 S. State College Blvd., Room 110 Anaheim, CA 92806-5150 USA

Toll-Free: 1-800-955-6040

Tel: 714-772-3330

Fax: 714-772-3331

Email: admissions@anaheim.edu

OFFICERS: ANAHEIM UNIVERSITY, INC.

Andrew E. Honeycutt, DBA	CEO, Director
Elaine Parker-Gills, Ed.D.	Secretary, Director
David Bracey	CFO, Director

BUSINESS ADVISORY COUNCIL

Jim Kelly	Former VP Business Development. H.I.S. Int'l Tours
Shin Koyamada	"Last Samurai" Actor & Shinca Entertainment Founder
Dennis Lee, CPA	Dennis M. Lee & Associates
Masakatsu Mori	Former Chairman, Accenture Japan, Ltd.
Hideo Morita	CEO of RayKay Corporation
Yukuo Takenaka, CPA	CEO of Takenaka & Partners
David Bracey	Anaheim University Managing Director of Development/Chief Communications Officer

BOARD OF TRUSTEES

Elaine Parker-Gills, Ed.D.	Chair/Voting Member
Andrew E. Honeycutt, DBA	Voting Member
Robert E. Garrity, M.S.	Voting Member

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA 95798-0818. Phone: (916) 431-6959. Fax: (916) 263-1897, Website: www.bppe.ca.gov. Questions may also be directed to the Distance Education Accrediting Commission (DEAC) at www.deac.org.

Anaheim University Office of Admissions

1240 South State College Blvd. Room 110 Anaheim, CA 92806 USA

Tel: 714-772-3330 Fax: 714-772-3331 E-mail: admissions@anaheim.edu

www.anaheim.edu

Anaheim University is accredited by the Distance Education Accrediting Commission (DEAC)

1601 18th St. NW, Suite 2, Washington D.C. 20009 USA (202) 234-5100 <http://www.deac.org>

AUGRENCERTCAT04/21



Policies and Procedures Catalog

January 1 - December 31, 2021



In order to get the most from your educational experience at Anaheim University, please review Anaheim University's admissions policies and procedures below.

Concurrent Enrollment

Anaheim University does permit students to be concurrently enrolled in another degree program at another institution while meeting the University's degree requirements.

Admission Requirements

Doctor of Business Administration in International Business, Sustainable Management, Entrepreneurship, or Management

An application for the Doctor of Business Administration Program in International Business; Doctor of Business Administration Program in Sustainable Management; Doctor of Business Administration Program in Entrepreneurship; or Doctor of Business Administration Program in Management must include the following:

- Application form
- Application fee (\$75)
- One recent color photograph (digital is okay)
- A scan of a current, government-issued photo ID
- Official transcripts*, licenses or certificates in a sealed envelope from the awarding institution. The DBA program requires a Masters degree in business administration, in a functional area of business, non-profit management, public administration, a JD degree, or other degree relating to managerial functions from an accredited institution recognized by the US Department of Education and/or CHEA, or by the government of the country in which the degree was awarded, and with an overall GPA of no less than 3.0 on a 4.0 scale, or equivalent from non-USA Institutions.
- At least one course in each of the following: accounting, finance and economics. This requirement must be met before admission to the DBA program.
- A resume documenting a minimum of 5 years of work or teaching experience in a relevant area of business
- Non-native English speakers must demonstrate college-level proficiency (see below).

International MBA, Diploma or Certificate; Sustainable Management MBA, Diploma or Certificate; or Master of Entrepreneurship

An application for an International MBA, Diploma or Certificate; Sustainable Management MBA, Diploma or Certificate; or Master of Entrepreneurship must include the following:

- Application form
- Application fee (\$75)
- One recent color photograph (digital is okay)
- A scan of a current, government-issued photo ID
- Current resume
- Official undergraduate transcripts* from an accredited institution recognized by the US Department of Education and/or CHEA, or by the government of the country in which the degree was awarded, in a sealed envelope from the awarding institution.
- Non-native English speakers must demonstrate college-level proficiency (see below).

*IELTS is jointly owned by the British Council, IDP: IELTS Australia, and the University of Cambridge ESOL Examinations. Visit www.ielts.org for more information.

Master of Fine Arts in Digital Filmmaking

An application to the MFA in Digital Filmmaking program must include the following:

- Application form
- Application fee (\$75)
- One recent color photograph (digital is okay)
- A scan of a current, government-issued photo ID
- Official undergraduate transcripts from an accredited institution recognized by the US Department of Education and/or CHEA, or by the government of the country in which the degree was awarded, in a sealed envelope from the awarding institution.
- A resume.
- A brief statement (300-400 words) indicating why you have selected the Anaheim University program, what you hope to get out of it, and how this degree will help to support your future career goals.
- Non-native English speakers must demonstrate college-level proficiency (see below).

TESOL Doctor of Education (Ed.D)

An application for the TESOL Doctor of Education (Ed.D) Program must include the following:

- Application form
- Application fee (\$75)
- One recent color photograph (digital is okay)
- A scan of a current, government-issued photo ID
- Official transcripts*, licenses or certificates in a sealed envelope from the awarding institution. The Ed.D in TESOL Program requires a Masters degree in TESOL or Applied Linguistics or in a relevant area of Education required from an accredited institution recognized by the US Department of Education and/or gCHEA, or by the government of the country in which the degree was awarded, and with an overall GPA of no less than 3.0 on a 4.0 scale, or equivalent from non-USA Institutions.
- A resume documenting a minimum of 4 years experience in some aspect of TESOL (teaching, teacher education or publishing).
- An outline (1,000 words) of the research that the applicant envisions undertaking for the dissertation.
- Three references attesting to personal and professional qualifications. One reference must be from each of the following:
 - A recent employer.
 - A TESOL professional who can attest to the applicant's potential as a doctoral student.
 - A member of the academic faculty where the applicant completed his/her MA.
 - Non-native English speakers must demonstrate college-level proficiency (see below).

TESOL: Master of Arts (MA), Graduate Diploma, and Graduate TESOL Certificate

An application for a TESOL Master of Arts (MA), TESOL Graduate Diploma, and Graduate TESOL Certificate must include the following:

- Application form
- Application fee (\$75)
- One recent color photograph (digital is okay)
- A scan of a current, government-issued photo ID
- Official undergraduate transcripts* from an accredited institution recognized by the US Department of Education and/or CHEA, or by the government of the country in which the degree was awarded, in a sealed envelope from the awarding institution.
- A resume.
- A brief statement (300-400 words) indicating why you have selected the Anaheim University program, what you hope to get out of it, and how it will help you in your present and future career.
- Non-native English speakers must demonstrate college-level proficiency (see below).

TESOL Undergraduate Diploma

An application for a TESOL Undergraduate Diploma must include the following:

- Application form
- Application fee (\$75)
- One recent color photograph (digital is okay)
- A scan of a current, government-issued photo ID
- Official high school transcripts or equivalent (GED, certificate of high school equivalency, documentation of completion of state-approved home school program, DD214 military form indicating high school completion) from an accredited institution in a sealed envelope from the awarding institution.
- Non-native English speakers must demonstrate college-level proficiency (see below).

TESOL Certificate and Teaching English to Young Learners (TEYL) Certificate

An application for a TESOL Certificate or a Teaching English to Young Learners (TEYL) Certificate must include the following:

- Application form
- Application fee (\$50)
- One recent color photograph (digital is okay)
- A scan of a current, government-issued photo ID
- Non-native English speakers must demonstrate college-level proficiency (see below).

* Note: If the university does not routinely issue transcripts in English, original language records must be submitted with official English translations. We will accept translations issued by the university or by the following professional translation services: Accredited Language Services; Berlitz; Liaison Linguistics; Josef Silny & Associates; American Evaluation & Translation Services (AETS); and Education Evaluators International. Translations must be exact and complete versions of the original records.

Non-native English speakers must demonstrate college-level proficiency in one of the following ways:

- Degree from an accredited institution where English is the primary language of instruction.
- Transcript from an accredited institution indicating completion of at least 30 semester hours of credit where the language of instruction was English ("B" average for Ed.D, Masters, Graduate Programs & Graduate Certificates; "C" average for TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- Transcript from an accredited institution indicating a "B" or higher in an English composition class (Ed.D, Masters, Graduate Programs & Graduate Certificates); "C" or higher for TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad.
- A minimum TOEFL score of 550 PBT / 213 CBT / 80 iBT (Ed.D); 530 PTB / 197 CBT / 71 iBT (Masters, Graduate Programs & Graduate Certificates); 500 PBT / 173 CBT / 61 iBT (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum TOEIC score of 800 (Ed.D, Masters, Graduate Programs & Graduate Certificates); 625 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum IELTS score of 6.5 (Ed.D, Masters, Graduate Programs & Graduate Certificates); 6.0 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum PTE (Pearson Test of English Academic Score Report) of 58 (Ed.D); 50 (Masters, Graduate Programs & Graduate Certificates); 44 (TESOL Certificate, Teaching English to Young Learners Program or TESOL Undergrad).
- A minimum BULATS Level 3 (60), accepted only for Cultura Inglesia in Brazil.
- A minimum grade of Level 3 on the ACT COMPASS's English as a Second Language Placement Test.
- A minimum grade of Pre-1 on the Eiken English Proficiency Exam.

- A minimum B1 English proficiency level identified within the Common European Framework of Reference (CEFR) Standards and assessed through various ESOL examinations, including the University of Cambridge.

The language of instruction at Anaheim University is exclusively English.

Once your application materials have been approved, you will need to submit an Enrollment Agreement and tuition payment to complete the enrollment process. As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

Non-Discrimination Admission Practices

Anaheim University observes fully the rights of all applicants and commits no action that would be detrimental to any applicant's opportunity to enroll because of age, religion, disability, ethnic background, national origin, gender, race, sex, sexual orientation, veteran status, color, creed, or any other characteristic protected by applicable law.

Student Acceptance

Students will be notified of their acceptance, provisional acceptance, or denial via email from Student Services after all application evaluations have been completed.

Enrollment and Program Commencement

Applicants who wish to become an enrolled student must commence their academic program within 2 terms from the time of enrollment in order to keep their status as an enrolled student. Students who do not begin their program within 2 terms, may lose their status as an enrolled student. Students who do not keep their status as an enrolled student but wish to begin their studies at a later date, are subject to going through the application process from the beginning, and will be subject to the policies, procedures and tuition fees in effect at that time.

Satisfactory Academic Progress and Graduation Requirements

Anaheim University has prescribed Satisfactory Academic Progress and Graduation Requirements for each of its degree programs. Please check each individual catalog for clarity on the requirements.

Graduate students must maintain a 3.0 grade point average (GPA) throughout their studies at Anaheim University in order to graduate from the program. Any student whose GPA falls below a 3.0 will be put on Academic Probation and given two terms to bring his/her GPA back to a 3.0 level. A student is subject to academic disqualification if his/her cumulative GPA remains below a 3.0 for two consecutive semesters. A student may appeal this situation to the appropriate Dean or Program Director for reinstatement. Should the Dean or Program Director place a student on academic probation, the student must abide by all deadlines set forth at that time.

Graduate students who earn a grade lower than an 80% (a "C," "D," or "F") on any given course must repeat the course. Graduates must complete an end-of-program survey and fulfill all financial obligations to the school before their diploma and transcripts can be released to them. Students in the undergraduate certificate programs must receive a minimum of 70% in order to earn a certificate. Students who earn less than 70% must retake the certificate course.

Students must complete their programs within the maximum allotted time. Ed.D. and DBA students have a maximum allotted time of 5 years to complete their programs; MFA students have a maximum allotted time of 4 years to complete their programs; MA, MBA and ME students have a maximum allotted time of 3 years; Graduate Diploma and Graduate Certificate in TESOL students have a maximum allotted time of 2.5 years; Graduate Diploma in International Business and Sustainable Management students have a maximum allotted time of 2 years; Graduate Certificate in International Business and Sustainable Management students have a maximum allotted time of 1 year. Students who have not completed their programs within the maximum allotted time are subject to academic dismissal. Students may petition the Dean or Program Director for an extension, which will be evaluated on a case-by-case basis.

Skipped Terms

Students are expected to enroll in a course every time a course that is needed for their program completion is offered. Skipping a term can delay graduation, as the student must wait for the course to be offered again.

- A student who wishes to skip one term must complete the "Registration for Skipping a Term" form, which can be downloaded from the University website.
- A student who wishes to take two consecutive terms off must complete the "Registration for Skipping a Term" form, and they must also complete a "Dean/ Program Director Skipped Term Petition" and received signed permission from the Dean or Program Director. Two non-consecutive terms off requires only a second "Registration for Skipping a Term" form.
- A request for a third (non-consecutive) skipped term requires the student to complete a third "Registration for Skipping a Term" form; complete a "Dean/ Program Director Skipped Term Petition" and receive signed permission from the Dean or Program Director; and schedule a meeting with the Admissions Director to discuss any issues or areas of concern.
- A request for a fourth skipped term requires the student to receive permission from the Vice President of Academic Affairs.

The above policy does not apply to students who are on active military duty or who are an approved Medical Leave of Absence. Students on active military duty who have to temporarily suspend their studies due to service requirements will not incur any financial penalties during their leave or upon their return. Students who are deployed during their program will need to provide Student Services with a confirmation of their deployment and their planned return date. If students need to take a short-term leave due to service requirements during a course, they should contact their course professor and Student Services for appropriate accommodations.

Petition for Special Medical Leave of Absence

Students may also petition for a medical leave of absence during their program, which is handled differently than a voluntary leave of absence. The maximum period for a medical leave of absence is ninety (90) days per leave. Students may apply for a maximum of four (4) leaves of absence for medical reasons throughout their degree program. Each leave of absence must be ninety (90) days or less and requires a separate petition which must be approved by the University's administration. Only students in good academic and financial standing will be considered for approval of medical leave. The Petition for Special Medical Leave of Absence Form can be downloaded from the University website and requires a doctor's signature.

Grade Point Definition

Anaheim University Undergraduate Grading Scale				Anaheim University Graduate Grading Scale*			
A	100.00- 93.00	4.00	Pass	A	100.00- 93.00	4.00	Meets or exceeds all standards
A -	92.99 - 90.00	3.67	Pass	A -	92.99 - 90.00	3.67	
B +	89.99 - 87.00	3.33	Pass	B +	89.99 - 87.00	3.33	
B	86.99 - 83.00	3.00	Pass	B	86.99 - 83.00	3.00	
B -	82.99 - 80.00	2.67	Pass	B -	82.99 - 80.00	2.67	
C +	79.99 - 77.00	2.33	Pass	C+	79.99 - 77.00	2.33	Does not meet minimum standards
C	76.99 - 73.00	2.00	Pass	C	76.99 - 73.00	2.00	
C -	72.99 - 70.00	1.67	Pass	C-	72.99 - 70.00	1.67	
D +	69.99 - 67.00	1.33	Fail	D +	69.99 - 67.00	1.33	
D	66.99 - 63.00	1.00	Fail	D	66.99 - 63.00	1.00	
D -	62.99 - 60.00	0.67	Fail	D -	62.99 - 60.00	0.67	
F	59.99 - 0	0.00	Fail	F	59.99 - 0	0.00	

All undergraduate students must receive a minimum score of 70% to pass their course.
Students who have earned a score below 70% will need to retake the course

All graduate students are required to maintain a 3.00 minimum grade point average

At the graduate level, students are expected to earn a minimum of 80% in order to demonstrate mastery of the course objectives.
Students who have earned a score below 80% will need to retake the course

Graduation with Honors

Students graduating with a GPA of 3.50 and above will graduate with honors as follows:

3.95 to 4.00	Summa Cum Laude
3.80 to 3.94	Magna Cum Laude
3.50 to 3.79	Cum Laude

Grading Structure

The grading structure for each TESOL, International Business, Sustainable Management, Entrepreneurship and film course varies by course and is listed within the online course guide for each course.

Late Assignments

Late assignments will be downgraded a minimum of 10 percent. Individual instructors are authorized to downgrade assignments up to 100 percent after the second week. In exceptional circumstances, students may apply for an extension to the Dean or Program Director.

Retake policy

A student will be allowed to retake a course once in order to improve the grade. All retakes require the permission of the appropriate Dean or Program Director. The higher grade will be used to calculate the GPA, and the credits for the course will be counted only once toward graduation requirements. All courses are subject to their current fees at the time of the retake. Students may retake up to 3 courses (12 units) in the Doctor of Education (Ed.D) or Master of Arts (MA) in TESOL programs; 2 courses (8 units) in the Graduate Diploma in TESOL program; and 1 course in the Graduate TESOL Certificate or Undergraduate TESOL program. Students may retake up to 3 courses (9 units) in the DBA in International Business, DBA in Sustainable Management, DBA in Entrepreneurship, DBA in Management, MBA in International Business, MBA in Sustainable Management, or Master of Entrepreneurship programs; 2 courses (6 units) in the Graduate Diploma in International Business or Sustainable Management programs; and 1 course (3 units) in the Certificate in International Business or Sustainable Management programs. Students may retake up to 3 courses (12 units) in the Master of Fine Arts (MFA) in Digital Filmmaking program.

Cheating, Plagiarism, and Falsification of Records

Cheating is an act of obtaining or attempting to obtain credit for work by the use of dishonest, deceptive or fraudulent means. Plagiarism is the act of taking ideas, words, or specific substance of another and offering them as one's own, and falsification of records is a misrepresentation of statements in submitted records. Students accused of cheating or plagiarism are entitled to and may petition the Dean or Program Director of the disciplinary unit for due process and review by an appropriate forum. Discovery of falsifying records is grounds for immediate dismissal and forfeiture of all financial payments and academic credits. It is the responsibility of each professor to determine whether students are doing their own work.

Academic Integrity, TurnItIn and APA Format

Academic integrity extends beyond the avoidance of cheating, requiring not only the acknowledgment of other people's ideas, but also the synthesis of these ideas into the student's own original thought and generally striving to be an ethical member of the wider academic community. To clarify any questions about Anaheim's integrity policy or APA format requirements, students are asked to watch three basic tutorials on both of these topics, followed by a short quiz. If students do not receive an 80% or better on the quiz, they will need to review the tutorials and then retake the quiz. Students must pass this quiz before beginning their first course. Anaheim University follows strict guidelines on the penalties for academic misconduct, and these penalties may even apply if the student didn't know that his/her actions were wrong, so the tutorials are very important.

Anaheim University also employs TurnItIn (a plagiarism detection service) to check submitted work. After students submit a paper, Turnitin will highlight that paper's similarities to that of other internet, academic, and student paper content (the percentage does not include correctly-cited references). It may take up to 5 minutes for Turnitin to generate a report, and the professor will be able to see this report as well.

A first-time, naive offender who needs more academic training in this area will be required to take a free, 20-hour course on APA format, plagiarism, and research paper writing. Upon completion of this course with an 80% or better, the student will be permitted to rewrite the research paper in question as part of a vital learning experience.

The penalty for deliberate plagiarism is more serious. Deliberate acts of academic dishonesty are recorded on the Master Student List and noted in the student's physical file, and these records are kept in perpetuity. Anaheim does recognize that this information is confidential, and access to this information is limited to staff authorized to view it. Penalties for a second offense will be more severe, even if the second offense might otherwise be judged as minor. The following policy is in place regarding the awarding of credits for students who are found to be in violation of the academic honesty policy:

Students who are found to have committed deliberate plagiarism will receive scores of "0" on all individual assignments in violation of academic honesty. Students will be assigned a grade of "F" and receive no credit for courses in which they have committed deliberate plagiarism. Students who have been dismissed from the University as a result of academic dishonesty will receive no credit for the courses in which they committed the violation. Credits previously earned by students prior to violations are reviewed and awarded to the students if no act of dishonesty occurred.

Transfer Credits

Anaheim University will accept up to two (or three, for a DBA) graduate semester classes or the equivalent in units (6 units for an MBA or ME, 8 units for MA TESOL, MFA or Ed.D, 9 units for a DBA) awarded by another institution toward a Masters or Doctoral degree at Anaheim University. The entering student will be required to clearly demonstrate the equivalency of a transfer course through relevant documents (syllabus, catalog, course outline) and justify its acceptance through petition. No course will be considered for transfer with a grade lower than a "B" or its equivalent. Petitions are directed to the specific Dean or Director for the affected program. There is a fee of \$75 per graduate course, and the overall program cost will be adjusted to reflect credit for the approved class(es). All petitions for transfer credit must be submitted as part of the student's initial application to the University. Credits awarded as part of another degree will not be accepted for transfer. Anaheim University has not entered into an articulation or transfer agreement with any other college or university.

Acceptance of Credits Earned at Other Institutions

Anaheim University will accept up to two (or three, for a DBA) graduate semester classes or the equivalent in units (6 units for an MBA or ME, 8 units for MA TESOL, MFA or Ed.D, 9 units for a DBA) awarded by another institution toward a Masters or Doctoral degree at Anaheim University. The entering student will be required to clearly demonstrate the equivalency of a transfer course through relevant documents (syllabus, catalog, course outline) and justify its acceptance through petition. No course will be considered for transfer with a grade lower than a "B" or its equivalent. Petitions are directed to the specific Dean or Director for the affected program.

There is a fee of \$75 per graduate course, and the overall program cost will be adjusted to reflect credit for the approved class(es). All petitions for transfer credit must be submitted as part of the student's initial application to the University. Credits awarded as part of another degree will not be accepted for transfer. Anaheim University has not entered into an articulation or transfer agreement with any other college or university.

Experiential Credit

Anaheim University will not extend credit for prior experiential learning to any student.

State Licensure

The programs at Anaheim University are not designed to lead to positions requiring licensure in this state.

Academic Probation

In all classes taken at Anaheim University and in all transferable courses from other colleges and universities, the University expects students to maintain at least a 3.0 GPA. A student is subject to academic disqualification if his/her overall cumulative GPA or their Anaheim University cumulative GPA remains below 3.0 for two consecutive semesters. A student may appeal this situation to the appropriate Dean or Program Director for reinstatement. Current University policy states that if a student is placed on academic probation, s/he may remain on probation for only two (consecutive) terms. Should the Dean or Program Director place a student on academic probation, the student must abide by all deadlines set forth at that time.

Appeals

Students who wish to make an appeal may do so in writing to the appropriate Dean or Program Director. Students should also include Student Services at support@anaheim.edu. Appeals should be made within 7 days of receipt of notice of probation or dismissal. The appeal procedure is designed to deal with exceptional cases of a complex nature. It is not available to circumvent standard requirements (e.g., grades, grade point average, or examination standards). The Dean or Program Director is responsible for determining the timeline and procedures for the appeal and notifying the student in writing. During the appeals process, the Dean or Program Director also determines whether the student will be allowed to register for or attend classes or continue any activities reserved for students in good standing. The Dean or Program Director will make a final decision regarding the appeal and notify the student and Student Services in writing of the decision.

In the case that a student has been put on academic probation by the Dean/Program Director, the appeal will be transferred to the President of the University for review. In the case the President of the University feels the probation is unwarranted, the President has the right to override the Dean/Program Director's final decision. In the event that the Dean/Program Director or the President were in any way directly involved in the incident that led to the academic probation (e.g. teaching a course and issuing a failing grade to an individual that was then placed on academic probation), the case will be handed to the Board for review.

Residency Requirement and Distance Learning Timeline

Residential attendance is not required for students enrolled in the DBA in International Business, DBA in Sustainable Management, DBA in Entrepreneurship, DBA in Management, MBA in International Business, MBA in Sustainable Management, Master of Entrepreneurship, Diploma in International Business or Sustainable Management, or Certificate in International Business or Sustainable Management. The University offers these business courses in modules of six weeks. Course assignments are made available to enrolling students through the Internet.

AU Policies and Procedures

The University offers its TESOL degree program courses (Doctor of Education (Ed.D), Master of Arts (MA), Graduate Diploma in TESOL and Graduate TESOL Certificate) and MFA degree program courses in modules of nine weeks. Course assignments are made available to enrolling students through the Internet. Attendance at two residential sessions, which will be held either in California or in another selected location, is required for students enrolled in the Doctor of Education (Ed.D) in TESOL or the Master of Arts (MA) in TESOL degree programs. At the residential sessions, students are involved in a series of hands-on workshops in which they explore both TESOL in practice and a theoretical and empirical perspective on TESOL in greater depth than is possible in online classes. Attendance at one residential session, which will be held either in California or in another selected location, is required for students enrolled in the MFA program. Please see the residential session schedule on the University website for more information.

The TESOL Undergraduate program courses, and the TESOL Certificate and Teaching English to Young Learners Certificate programs are offered in modules of 15 weeks. Course assignments are made available to enrolling students through the Internet.

The computer plays a major part in Anaheim University's role as an online university by allowing an exchange of ideas among faculty and other students. One feature of the Internet-based curriculum is rapid feedback for academic activities.

Continuous Enrollment

All degree, diploma and certificate students are required to keep active status from the date of commencement of their first course through the final course in their program. Any student who discontinues their studies with the University and then wishes to resume their studies at a later date must receive permission from the appropriate Dean or Program Director.

Library

Anaheim University requires all of its students to make extensive use of library facilities and resources in the course of their program. The University's online resources provide a major boost in assisting and supporting a student's academic work. The login ID and password provided by the University to the student upon enrollment will provide the student access to the online resources.

Anaheim University makes certain provisions in order to provide access to library resources and library services for all students enrolled directly through Anaheim University. However, students enrolled in Anaheim University's online graduate degree programs are required to have an additional reserve fund to be used for the purchase of journals and research - materials that will aid them in their studies by providing information specific to their unique areas of interest and research - and to provide access to software and other resources that may help them in the completion of their studies. The research reserve fund is \$1,500 for master degree students and \$2,500 for doctoral students to be used over the duration of their program.

Note: Students are not required to spend the entire research fund - only that amount necessary in order to carry out their research. This research reserve is not paid to Anaheim University.

Inactive and Withdrawals

It is the responsibility of the student to inform Anaheim University of withdrawing or becoming inactive in a program. Failure to properly inform the University can require a new application and additional fees. The Official Notice of Withdrawal Form can be downloaded from the University website.

Learning or Other Disabilities

Anaheim University will make reasonable provision for students with learning or other disabilities that may otherwise prevent them from succeeding academically. The student will be required to submit appropriate documentation of the disability from a professional qualified to assess the nature and extent of the disability. The student submission will be reviewed by the appropriate Dean, and the decision documented in the student's file. All such documentation will be kept confidential. Appeals regarding disability related issues will be directed to the President.

Student Classification

Matriculated students are those who have been officially enrolled in the degree program, have passed two courses with a grade of B or higher, and are therefore considered degree candidates by the University.

Notice Concerning Transferability of Units and Degrees Earned at our School

Anaheim University is accredited by the Distance Education Accrediting Commission (DEAC). The DEAC is listed by the U.S. Department of Education as a recognized accrediting agency and recognized by the Council for Higher Education Accreditation (CHEA).

The transferability of credits you earn at Anaheim University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree, diploma, or certificate earned at Anaheim University is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree, diploma, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Anaheim University to determine if your credits or degree will transfer.

Treatment of Students, Staff and Faculty for Sexual Assault

Anaheim University is committed to creating and maintaining an academic environment dedicated to learning in which individuals are free of sexual harassment from colleagues, faculty, staff or students. The University condemns any conduct under the definition of sexual harassment or sexual assault and is prepared to respond immediately to any violation by taking action and/or correct any improper behavior. Sexual harassment can vary with particular circumstances. These can be described as unwelcome or offensive sexual advances, requests for sexual favors, unwanted or uninvited verbal suggestions or comments of a sexual nature, or objectionable physical contact carried out in the workplace or in the educational environment. Such behavior may offend the recipient, cause discomfort and humiliation, or interfere with work or learning. Coercive behavior, including suggestions that academic or employment rewards or reprisals will follow the granting or refusing of sexual favors, constitutes intolerable conduct. A single incident of this kind is sufficient grounds for investigation and may result in discipline and/or expulsion. Sexual assault has been defined to include rape, acquaintance rape, and other forms of forcible and non-forcible sex offenses. All such kinds of assault are absolutely intolerable. An allegation of such action is sufficient grounds for an investigation and may result in discipline and/or expulsion. All persons subjected to offensive sexual behavior shall pursue the matter through the established grievance procedure.

Non-Fraternization

When faculty and staff members interact with students, they are in a position of trust and power. These relationships cannot breach our ethical standards or jeopardize the effective functioning of the University by giving the appearance of either favoritism or unfairness in the exercise of professional judgment, access, or time. In developing relationships with students, faculty and staff members are expected to be aware of their professional responsibilities and to avoid perceived or actual conflict of interest, favoritism or bias. Accordingly, intimate relationships, even if consensual, are prohibited between a faculty or staff member and a student, if the faculty or staff member is in a position to exercise power or authority over the student in the way of teaching, grading, advising or otherwise supervising. Efforts by faculty and staff members to initiate such relationships also are expressly prohibited.

In the event such a relationship pre-exists the employee or student's tenure at Anaheim University, the involved employee shall report such relationship immediately to his or her supervisor, who shall take appropriate steps consistent with this policy, including the removal of any teaching, grading, advising, or similar relationships between the employee and the student. Allegations of harassing behavior must be reported to the Administrative Director. It is unlawful to take adverse actions against any member of the Anaheim community for filing a complaint of harassment or discrimination, or for cooperating in the investigation of such a complaint.

Attendance

Anaheim University students participate in a weekly discussion forum in which they must contribute regular substantive posts to the discussion questions. In addition, all degree students must participate in the scheduled Real-Time Online Classes for each course. Business courses include two online classes within the six-week term; students are expected to attend both sessions and must make arrangements with the professor for make-up work if they are unable to attend a session. TESOL and MFA degree courses include eight online classes within the nine-week term; students are expected to attend at least six of the sessions. Students are expected to utilize their webcams during their live classes regularly throughout their program. In addition to providing a more interactive learning environment, use of webcams will also allow Anaheim University to complete student identity verification in line with accreditation requirements. Periodically during the program, Anaheim University will request a student to turn on his/her webcam for this purpose. In addition to the assigned course assessments, students are graded on participation in the discussion forum and online classes. A student is considered to have dropped a course if s/he fails to attend classes for a three-week period or fails to submit three consecutive lessons.

Student Assessment

Students are graded on their submitted assignments, and must demonstrate an understanding of the assigned readings as well as active participation in the Online Discussion Forum and weekly online class discussions. Students must also successfully complete a series of proctored examinations.

Proctored Examinations

All Anaheim University students must successfully complete a series of proctored examinations. The proctored examination may be offered in person, online or by webcam and may be in the form of an essay, multiple choice quiz, short answer, or true/false. Examinations will be timed.

Proctored examinations may be administered as part of a scheduled study session or may be taken at a time mutually convenient to the proctor and the student within the parameters of relevant course dates. The proctored examination process is carefully monitored and all policies and procedures must be strictly followed. Students are responsible for selecting a proctor that meets criteria specified by the University. All proctors must be approved prior to the examination date. Anaheim University reserves the right to serve as a student's proctor when deemed necessary by the appropriate personnel.

Method of Course Delivery

Anaheim University courses are primarily delivered online. The language of instruction at Anaheim University is exclusively English.

Anaheim University students enrolled in an International Business, Sustainable Management or Entrepreneurship program are required to attend two 90-minute real-time online class during the course; the first 60 minutes of each class are taught by the course professor, while the discussion for the remaining 30 minutes are led by that week's nominated student host. In the event that the University hosts a Guest Speaker, the first 60 minutes of the class will be led by the Speaker and the remaining 30 minutes will be led by the course professor; there is no additional student led discussion. Residential attendance is not required for students enrolled in an International Business, Sustainable Management or Entrepreneurship program. In addition, all International Business, Sustainable Management or Entrepreneurship students are required to participate in weekly online discussions during their free time via the University Online Discussion Forum, which links professors and enrolled students. The University makes use of the Internet, e-mail, mail, telephone and fax to provide services to its students. The University courses are based upon a prescribed curriculum, and a student's time to complete any course of study will be based upon the time commitment set aside for this activity. All courses are designed to meet the equivalency of work that would take place within a traditional setting. All International Business, Sustainable Management or Entrepreneurship programs can be entered into every six weeks.

Graduate-level TESOL students and MFA students are required to attend one 90-minute real-time online class per week for each course, whereby the first 60 minutes of each class are taught by the course professor while the discussion for the remaining 30 minutes are led by that week's nominated student host. In the event that the University hosts a Guest Speaker, the first 60 minutes of the class will be led by the Speaker and the remaining 30 minutes will be led by the course professor; there is no additional student led discussion. In addition, students are required to participate in weekly online discussions during their free time via the University Online Discussion Forum, which links professors and enrolled students. This format is supplemented by a Residential requirement which is mandatory for Doctor of Education (Ed.D) in TESOL, Master of Arts (MA) in TESOL students, and Master of Fine Arts (MFA) in Digital Filmmaking students, which are held in California or in another selected location. Ed.D. and MA students are required to attend two 4-day Residential sessions during their program. MFA students are required to attend one 7-day Residential session during their program.

AU Policies and Procedures

The University makes use of the Internet, e-mail, mail, telephone and fax to provide services to its students. Anaheim University courses are based upon a prescribed curriculum, and a student's time to complete any course of study will be based upon the time commitment set aside for this activity. All courses are designed to meet the equivalency of work that would take place within a traditional setting. The TESOL and Filmmaking degree programs can be entered into every ten weeks. This enrollment policy permits students to set their own pace and schedule to meet their academic goals.

Facilities, Equipment, and Technological Requirements

Anaheim University is an online institution, and all instructional equipment and materials must be provided by the student. Equipment includes: access to a computer and internet. The course management system used by Anaheim University is Moodle. Moodle 3.5 is compatible with any standards-compliant web browser, including Google Chrome, Mozilla Firefox, Safari, Microsoft Edge, and Internet Explorer. Moodle is also available on mobile device browsers through MobileSafari and Google Chrome.

Please note that older "legacy" browsers have compatibility issues with Moodle 3.5. These older browsers include Internet Explorer 10 and below, and Safari 7 and below.

For the best experience and optimum security, we recommend that you keep your browser up-to-date. <https://whatbrowser.org>

Graduate level students attend their live classes using the software GotoMeeting. To attend the GotoMeeting live sessions, students will need access to the following:

- Computer or mobile device. GotoMeeting requires the following:
- 2GB of RAM (minimum), 4GB or more of RAM (recommended) for computers
- iPad2 or later and iPhone 4s or later for mobile devices
- A webcam (optional). Your computer's built-in camera will work, or you may use an external webcam.
- A microphone or audio input device. Many times you can use your computer's built-in microphone. A USB headset is recommended
- Headphones or audio output device. Often, your computer's built-in speakers will work just fine. A USB headset is recommended
- Internet access. Ensure you have a stable connection for clear audio and video. Anaheim University recommends access to the following connections:
- Computer: 1 Mbps or better (broadband recommended)
- Mobile device & Chromebook: 3G or better (WiFi recommended for VoIP audio)

**** Note:** Most devices have built-in speakers, but you will get better audio quality while connected via VoIP if you use a headset. You can also use your phone to dial in and connect to audio.

GotoMeeting is compatible with the following operating systems:

- Google Chrome v57 or later
- Windows 7 - Windows 10
- Mac OS X 10.9 (Mavericks) - macOS Mojave (10.14)
- Linux/Ubuntu (Web App only)
- Google Chrome OS (Web App only)
- iOS 9 - iOS 12
- Android OS 4.4 (Kit Kat) - Android 9 (Pie)
- Windows Phone 8, Windows 8RT or later

Enrollment

Normal course registration will be offered up to 21 days before the start of any course. It is recommended that all students register before the 21-day deadline. There will be expedited registration available after the deadline for \$150 per course; there will be no additional cost to students who register 21 days or more in advance. Please note that checks need to be received in the admissions office before the expedited enrollment date or the expedited fee will be assessed. There will be a \$35 fee for all returned checks. Students cannot enroll in a course after the course start date. Exceptions require the approval of the Dean and the acknowledgment of the course professor. No student will be admitted after the first real-time online class meeting or the first on-campus study group session.

Student Cancellation, Withdrawal, and Refund Rights

The student has the right to cancel an enrollment agreement in any manner through the first day of the course, or the seventh day after signing the enrollment agreement, whichever is later (the "Cancellation Period"), and obtain a full refund of all monies paid, less the STRF fee, which is currently fifty cents (\$.50) per one thousand dollars (\$1,000) of institutional charges and applies only to California residents. Students canceling after the seven-day Cancellation Period will receive a refund of all amounts paid, less the non-refundable registration fee of \$100 and the non-refundable application fee of \$75 (for graduate programs) or \$50 (for undergraduate programs).

The written notice of cancellation may be given by e-mail, fax, or postal service (in which case, the effective date begins when the letter is deposited in the mail properly addressed with postage prepaid). The "Official Notice of Withdrawal" form can be downloaded from the University website.

For the purposes of determining the student's obligation for the time attended, the student will be considered to have withdrawn from the program when any of the following occurs, unless the Dean or Program Director determines a different course of action:

- The student notifies the school of the withdrawal.
- The school terminates the student's enrollment.
- The student fails to attend classes for a three-week period. In this case, the date of withdrawal will be the last date of attendance.
- The student fails to submit three consecutive lessons or fails to submit a completed lesson required for home study or correspondence within 60 days of its due date.
- The student has not responded to communication in any form from the University for four months.

Students who have been withdrawn from their program for any of the above reasons may be required to submit a new application (and all applicable fees) if they wish to continue. Tuition for all courses is refunded based on the number of weeks completed.

For Courses Lasting up to 6 Weeks	Percentage of Refundable Tuition	SAMPLE CALCULATION based on \$1,325 tuition for a 6-week course
Week 1 (days 0 - 7)	100% of tuition refunded	Refund: \$1,325 (100% of \$1,325)
Week 2 (days 8 - 14)	70% of tuition refunded	Refund: \$927.50 (70% of \$1,325)
Week 3 (days 15 - 21)	40% of tuition refunded	Refund: \$530 (40% of \$1,325)
Week 4 (days 22 - 28)	20% of tuition refunded	Refund: \$265 (20% of \$1,325)
Weeks 5 - 6	0% of tuition refunded	Refund: \$0

For Courses Lasting up to 7 - 10 Weeks	Percentage of Refundable Tuition	SAMPLE CALCULATION based on \$2,200 tuition for a 7 - 10 week course
Week 1 (days 0 - 7)	100% of tuition refunded	Refund: \$2,200 (100% of \$2,200)
Week 2 (days 8 - 14)	85% of tuition refunded	Refund: \$1,870 (85% of \$2,200)
Week 3 (days 15 - 21)	70% of tuition refunded	Refund: \$1,540 (70% of \$2,200)
Week 4 (days 22 - 28)	55% of tuition refunded	Refund: \$1,210 (55% of \$2,200)
Week 5 (days 29 - 35)	40% of tuition refunded	Refund: \$880 (40% of \$2,200)
Week 6 (days 36 - 42)	20% of tuition refunded	Refund: \$440 (20% of \$2,200)
Weeks 7 - 10	0% of tuition refunded	Refund: \$0

AU Policies and Procedures

For Courses Lasting a total of 15 weeks	Percentage of Refundable Tuition	SAMPLE CALCULATION based on \$750 tuition for a 15- week course
Week 1 (days 0 - 7)	100% of tuition refunded	Refund: \$750 (100% of \$750)
Week 2 (days 8 - 14)	90% of tuition refunded	Refund: \$675 (90% of \$750)
Week 3 (days 15 - 21)	80% of tuition refunded	Refund: \$600 (80% of \$750)
Week 4 (days 22 - 28)	70% of tuition refunded	Refund: \$525 (70% of \$750)
Week 5 (days 29 - 35)	60% of tuition refunded	Refund: \$450 (60% of \$750)
Week 6 (days 36 - 42)	50% of tuition refunded	Refund: \$375 (50% of \$750)
Week 7 (day 43 - 49)	40% of tuition refunded	Refund: \$300 (40% of \$750)
Week 8 (day 50 - 56)	30% of tuition refunded	Refund: \$225 (30% of \$750)
Week 9 (day 57 - 63)	20% of tuition refunded	Refund: \$150 (20% of \$750)
Weeks 10 - 15	0% of tuition refunded	Refund: \$0

For the Residential portion of the Ed.D. and MA in TESOL programs, students are entitled to a refund of the 28-hour Residential session as follows:

Hours completed for the 28-hour TESOL Residential	Percentage of Refunded Tuition	SAMPLE CALCULATION based on an \$1,200 residential for 28 hours of instruction
Up to 4 hours (14% of total hours)	90% of residential fee	Refund: \$1,080 (90% of \$1,200)
5 - 8 hours (29% of total hours)	75% of residential fee	Refund: \$900 (75% of \$1,200)
9 - 17 hours (60% of total hours)	40% of residential fee	Refund: \$480 (40% of \$1,200)
More than 17 hours	0% of residential fee	Refund: \$0

For the Residential portion of the MFA program, students are entitled to a refund of the 40-hour Residential session as follows:

Hours completed for the 40-hour MFA Residential	Percentage of Refunded Tuition	SAMPLE CALCULATION based on an \$2,200 residential for 40 hours of instruction
Up to 4 hours (10% of total hours)	90% of residential fee	Refund: \$1,980 (90% of \$2,200)
5 - 10 hours (25% of total hours)	75% of residential fee	Refund: \$1,650 (75% of \$2,200)
11 - 24 hours (60% of total hours)	40% of residential fee	Refund: \$880 (40% of \$2,200)
More than 24 hours	0% of residential fee	Refund: \$0

If a student obtains a loan to pay for an educational program, the student will have to repay the full amount of the loan plus interest, less the amount of any refund, and if the student receives federal student financial aid funds, the student is entitled to a refund of the moneys not paid from the federal financial aid funds. If the student paid for his/her entire program at the time of enrollment and received the 10% tuition discount for payment in full, the regular course tuition will be used in the calculation of the refund since the discount will no longer apply. All monies due the student will be refunded within 30 days of the notice of cancellation.

AU Policies and Procedures

If the student has been approved for a monthly payment plan, Anaheim University will calculate the total amount of tuition and fees owed to the University based on the number of courses taken, and compare this amount with the total amount the student has paid up to the date of their withdrawal. Any amount paid over the total amount of tuition and fees will be refunded to the student. If there is a balance due, the student will be responsible for the remaining amount.

Policy on Student Satisfaction and Student Grievance Procedures

Anaheim University places great emphasis on putting the educational experience of its student body as the first priority of its administration, faculty, and staff. In line with this “Students First, Always” policy, the University seeks to continuously improve the educational experience of its students, including the quality of academics, learning resources, online learning system, and Student Services. Students may always provide feedback, seek assistance, and express grievances in person, in writing, by phone, by email, or by live chat/Skype sessions. Formal grievances/complaints must be submitted in writing, either by mail or email, to Student Services. Written complaints may be sent by email to support@anaheim.edu or mailed to Anaheim University Admissions Office, 1240 S. State College Blvd Rm 110, Anaheim, CA 92806, USA.

Anaheim University defines a complaint as a formal statement made in writing that outlines a specific grievance which is interfering with the student's perceived ability to succeed in their chosen program of study. Once a complaint is received, it will be directed to the appropriate department and the individual responsible for overseeing that department. Grievances that cannot be resolved by the department will be referred to the Vice President of Administrative Affairs or the Office of the President. All formal grievances/complaints will receive a response within 10 days of the University receiving the complaint.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888-370-7589, or by completing a complaint form, which can be obtained on the Bureau's internet Web site: www.bppe.ca.gov.

Any questions or problems concerning this school which have not been satisfactorily answered or resolved by the school should be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA 95798-0818. Phone: (916) 431-6959. Fax: (916) 263-1897, or the Distance Education Accrediting Commission (DEAC) at <https://www.deac.org/Student-Center/Complaint-Process.aspx>.

Student Complaint Process

Anaheim University is registered with the Maryland Higher Education Commission. The complaint process for students who are enrolled in Anaheim University and reside in Maryland is as follows: (1) Difficulties with program structures, schedules, or other issues should first be discussed with the student's professor. (2) If unresolved, students should then email the support team support@anaheim.edu with any questions or concerns. The support team will respond as quickly as possible with a resolution to the student's problem. Anaheim University is subject to investigation of complaints by the Office of the Attorney General or the Maryland Higher Education Commission. Any complaints should be directed to:

Maryland Attorney General,
Consumer Protection Division,
200 St. Paul St.
Baltimore, MD 21202,
410-528-8662 or 888-743-0823 (toll Free)

Retention of Student Records

Student records are stored in secure, locked, fire-proof facilities which have restricted access and a motion sensor alarm security system. The university's online course management system maintains strict data security protection in addition to user authentication and virus scanning. Cloud storage of back-up records is protected by a two-step verification process in addition to the highest standards in SSL browser encryption. Anaheim University retains all student records and transcripts indefinitely. A student or graduate can request information by contacting the University at its offices.

Official Transcripts

Students and graduates may request an official transcript for Anaheim University's graduate-level courses and programs. The first transcript is issued at no charge; additional transcripts are \$25 each. Anaheim University may withhold issuance of a transcript or other form of official confirmation of courses/programs completed if a student or graduate has not met their financial obligations with the university.

AU Policies and Procedures

Facility

The Anaheim University Admissions Office is located in Room 110 at 1240 S. State College Blvd. Anaheim, CA 92806 USA. The Admissions Office is open from 10:00 am to 7:00 pm Monday to Friday. The University also operates Anaheim University Press in Anaheim, California. Anaheim University offices may be closed periodically for school and administrative holidays.

Policy on Academic Freedom

Anaheim University subscribes to the basic tenets of academic freedom: the freedom to teach, *Lehrfreiheit*, and the freedom to learn, *Lernfreiheit*. The freedom of University faculty to inquire, instruct, speak, and publish, contributes as much to the benefit of their fellow citizens outside of the University, as to their own good and the good of the institution. Academic freedom is essential for excellence in education and moreover, exists so that society may have the benefits of objective and independent criticism, with honest answers to scientific, social and artistic questions that might otherwise be withheld for fear of contradicting a transient social attitude or offending an influential social group. Each faculty member holds a special place in the society to speak one's views. Such a strategic location embodies a high level of principle and responsibility. It is never easy to dissent and to advocate unpopular ideas, and is often a personal disadvantage to be so engaged. However, it is to the advantage of society to encourage thoughtful and responsible dissent and advocacy so that the society may be made aware of the full range of social, political and cultural choices available. Academic freedom is an individual choice and may or may not be supported by those within an institution. As a forum, the university does not take positions on issues. Individuals within the academic community are encouraged to voice opinions within their areas of expertise.

Visa Status

Anaheim University does not provide visa services but can provide a letter verifying a student's active status upon request. For MFA and MA or Ed.D. in TESOL students attending the short residential sessions, it is the student's responsibility to ensure that they have taken care of proper visa procedures, if required. Anaheim University can provide a letter of invitation to present to authorities should a student need it to travel outside of his or her country for the residential.

Housing

As Anaheim University programs are conducted online, regardless of where the student resides, the University does not have dormitory facilities under its control and does not provide housing or dormitory facilities.

Catalog of Record

The catalog existing at the time of the student's enrollment is the catalog of record, providing the student has made consistent and reasonable progress towards degree completion. Anaheim University reserves the right to change admissions standards, tuition and other fees, graduation requirements, course schedules, and any and all academic and administrative policies and procedures. The student agrees to regularly review Anaheim University's policies and procedures as documented on the Anaheim University website, and to abide by these policies.

Directory Information

Public Law 93-380 establishes the limit as to what information may be divulged to potential or actual employers, governmental agencies, or other educational institutions that request information. The student may request in writing that all or part of the following information should not be released for any reason.

1. Name of student
2. Birthplace and birthday of student (for positive identification)
3. Student's address and telephone number
4. Dates of student attendance at Anaheim University
5. Degrees or other awards received by the student
6. Major fields of study
7. Most recent previous educational agency/institution attended by student.

AU Policies and Procedures

The law further provides that certain information may be released without the student's consent in the following cases:

1. To authorized officials of the United States Department of Education or to State educational authorities.
2. To organizations conducting studies for or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests and improving instruction.
3. To accrediting agencies in order to carry out their function.
4. In compliance with a judicial order, or pursuant to any lawfully issued subpoenas in advance of compliance therewith by the University.
5. To other school officials, including instructors, within the Anaheim organization who have been determined by the University to have a legitimate educational interest.
6. To appropriate persons in connection with an emergency, if knowledge of such information is necessary to protect the health or safety of the student or other persons. A record will be made in each student file when such an instance occurs.

Student Privacy

Anaheim University makes every effort to protect student privacy. Student records are stored in secure, locked, fire-proof facilities which have restricted access and a motion sensor alarm security system. The university's online course management system maintains strict data security protection in addition to user authentication and virus scanning. Cloud storage of back-up records is protected by a two-step verification process in addition to the highest standards in SSL browser encryption. All transcripts are issued in compliance with the Family, Educational Rights and Privacy Act of 1974 (section 438 of Public Law 93-380), and information contained in the transcript is not released to a third party without the written consent of the student. If a student requests the release of any information from his/her file, the student must submit the request in writing to the Registrar. Student inquiries will be responded to within 72 hours.

Auditing a Course

Students who elect to audit a course are not required to complete assignments or take exams. Audit students may participate in the Online Discussion Forum, the real-time classes and other course activities (except team projects), but they do not receive credit for the course and no grades are awarded. To audit a course, students must meet the University's entrance requirements and receive permission from the course professor and the Dean or Program Director. Course audits are approved on a space available basis with priority given to credit students. The audit fee for graduate level courses is \$200 per unit (i.e., \$800 for a four-unit course). Audit fees are subject to the University's normal fee refund policy. The audit fee is waived for students who have been awarded transfer credit by Anaheim University and who audit the equivalent course. Auditing students will be required to pay the \$200 records fees per term in line with the University's tuition policy. The course will appear on transcripts with a notation of "Au" (audit). Audited courses are not calculated into a student's GPA. Students can repeat for credit a course previously audited only with approval of the Dean or Program Director. A request to change from audit status to credit status or from credit status to audit status must be made in writing to the Registrar before the end of the first week of the course.

Complaints Against Faculty Members / Conflicts of Interest

Students who wish to file a faculty complaint or have a potential conflict of interest should submit a formal complaint in writing to Student Services. Written complaints may be sent by email to support@anaheim.edu or mailed to Anaheim University Admissions Office, 1240 S. State College Blvd Rm 110, Anaheim, CA 92806, USA. The complaint or conflict of interest will be brought to the appropriate Dean, Program Director, or department. In the event the administration is unable to resolve the issue, it will be brought to the attention of the Vice President of Administrative Affairs or the Office of the President, who will then be responsible for resolving the matter. All formal grievances/complaints will receive a response within 10 days of the University receiving the complaint.

Professors may not engage in business ventures with students, either directly or indirectly, while a student is on active status with the University without prior approval from the President of the University.

Compulsory School Age

Anaheim University does not admit students attending high school or within compulsory school age without special written permission from the parent or legal guardian and Dean or Program Director.

Code of Conduct and Dismissal Policies

All students are required to adhere to the University's policies and procedures. In all classes taken at Anaheim University and in all transferable courses from other colleges and universities, the University expects students to maintain at least a 3.0 GPA. A student is subject to academic disqualification if his/her overall cumulative GPA or Anaheim University cumulative GPA remains below a 3.0 for two consecutive semesters. A student may appeal this situation to the appropriate Dean or Program Director for reinstatement. Current University policy states that a student may remain on academic probation for only two (consecutive) terms. Should the Dean or Program Director place a student on academic probation, students must abide by all deadlines set forth at that time. Students accused of cheating or plagiarism are entitled to and may petition the Dean or Program Director of the disciplinary unit for due process and review by an appropriate forum. Discovery of falsifying records is grounds for immediate dismissal and forfeiture of all financial payments and academic credits.

Financial Aid

Anaheim University does not participate in federal or state financial aid programs.

US Military Benefits

Anaheim University's programs are approved for VA benefits.

VA Benefits Addendum

For any students using VA Education Chapter 33 (Post-9/11 GI Bill®)* or Chapter 31 (Vocational Rehabilitation) benefits, while payment to the institution is pending from the VA (up to 90 days), Anaheim University will not:

- Prevent their enrollment;
- Assess a late penalty fee;
- Require they secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

To qualify for this provision, such students are required to:

- Produce a VA Certificate of Eligibility or an eBenefits GI Bill Statement of Benefits by the first day of class;
- Provide the school a request to be certified;
- Provide any additional information needed to properly certify the enrollment as described in the school's institutional policies.

**GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill>.*

Student Identity Verification

As part of the admissions process, each student is required to submit a recent passport-sized photograph and scan of their government-issued photo ID indicating a true likeness. In addition, as part of the proctored exam procedure, all students are required to present a valid government-issued photo ID to be verified by the appointed proctor.

Disclosure

Anaheim University does not have a pending petition in bankruptcy, nor has it filed a petition within the preceding five years. Anaheim University is also not operating as a debtor in possession, and it has not had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

AU Policies and Procedures

How to contact Anaheim University

President Dr. Andrew Honeycutt	president@anaheim.edu
Managing Director of Development	online@anaheim.edu
Vice President of Administrative Affairs	admissions@anaheim.edu
Director of Student Services	studios@anaheim.edu
Student Services	support@anaheim.edu
Registrar	registrar@anaheim.edu
Technical Support	techsupport@anaheim.edu

Anaheim University Office of Admissions

Hours of operation: Monday - Friday 9 a.m. to 6 p.m. (Closed major U.S. holidays)

1240 S. State College Blvd., Room 110
Anaheim, CA 92806-5150
USA

Toll-Free: 1-800-955-6040

Tel: 714-772-3330

Fax: 714-772-3331

Email: admissions@anaheim.edu



Officers: Anaheim University, Inc.

Andrew Honeycutt, DBA	CEO, Director
Elaine Parker-Gills, Ph.D.	Secretary, Director
David Bracey	CFO, Director

Board of Trustees

Elaine Parker-Gills, Ed.D.	Chair/Voting Member
Andrew Honeycutt, Ph.D.	Voting Member
Robert E. Garrity, M.S.	Voting Member

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA 95798-0818. Phone: (916) 431-6959. Fax: (916) 263-1897, Website: www.bppe.ca.gov. Questions may also be directed to the Distance Education Accrediting Commission (DEAC) at www.deac.org.

Anaheim University Office of Admissions

1240 South State College Blvd. Room 110 Anaheim, CA 92806 USA

Tel: 714-772-3330 Fax: 714-772-3331 E-mail: admissions@anaheim.edu

www.anaheim.edu

Anaheim University is accredited by the Distance Education Accrediting Commission (DEAC)

1601 18th St. NW, Suite 2, Washington D.C. 20009 USA (202) 234-5100 <http://www.deac.org>