Graduate Diploma in Sustainable Management

January 1 – December 31, 2024

Anaheim University
Kisho Kurokawa Green Institute

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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

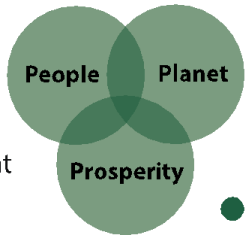
Anaheim University
Kisho Kurokawa Green Institute

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

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

Non-Refundable Fees	
Application Fee (Non-refundable after 7 days)	$75.00
Registration Fee (Non-refundable after 7 days)	$100.00
STRF Fee* (non-refundable; CA residents only)	$0.00
DUE UPON SUBMISSION OF THIS ENROLLMENT AGREEMENT	
Course Fees	
Tuition per course ($375 per credit x three credits)	$1,125.00
Records Fee per term	$200.00
TOTAL PER COURSE FEES	$1,325.00
Additional Fees	
Estimated Textbook Fees	$400.00
Transfer Credit Fee (per course) (optional)	$75.00
Original Transcript	No cost
Each Additional Transcript Fee	$25.00
End of Program Fees	
Diploma	No cost
Replacement Diploma (optional)	$200.00
Replacement Cover (optional)	$100.00
Course Completion Letter (optional)	$35.00
TOTAL COST OF PROGRAM	
Diploma in Sustainable Management	$8,525.00*
*Assumes completion in six terms.	

Note: A student can plan on approximately $400 in textbook purchases during the program. A textbook list may be found in the online resources of the student website. Real-time classes do not require specific materials beyond what is already supplied for the 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 zero cents ($.00) 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

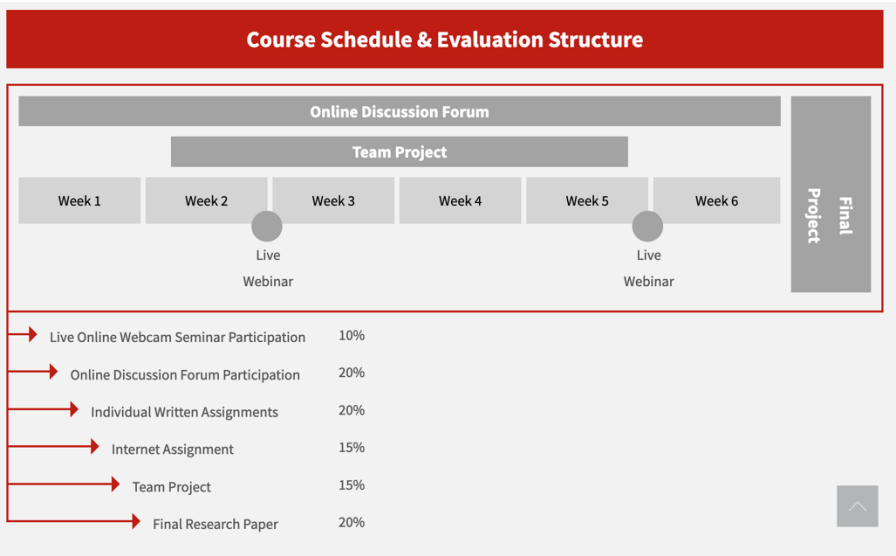
Students in the Graduate Diploma in Sustainable Management program complete 4 sustainability courses, plus 2 courses out of 6 available core business courses, for a total of 18 units (6 courses, 3 units each). Each course is 6 weeks long. Students must maintain a 3.0 grade point average (GPA) in order 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.



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.

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 Paolo 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-Di- rector, 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 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 Credenti

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.

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 Co

O CONTACT ANAHEIM UNIVERSITY	
President **Dr. Andrew Honeycutt**	president@anaheim.edu
Managing Director of Development	online@anaheim.edu
Vice President of Administrative Affairs	vpadm
Director of Student Services	studios
Student Services	suppor
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

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Officers: Anaheim University, Inc.

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

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Hideo Morita	CEO of RayKay Corporation
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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

AUGREENDIPCAT04/2021

Anaheim University
Kisho Kurokawa Green Institute

Bachelor of Arts in Communications

January 1 – December 31, 2024

Anaheim University

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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 of higher learning 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. For more information about the BPPE, please visit www.bppe.ca.gov

THE CARRIE HAMILTON ENTERTAINMENT INSTITUTE

ABOUT CARRIE HAMILTON

Carrie Hamilton (1963 - 2002) made a deep impression on the entertainment industry during her short and beautiful life. She was a striking, charismatic performer on stage, and both her acting experience and her powerful voice led to starring roles in the television show "Fame," the Broadway play "Rent," and the major motion picture "Tokyo Pop." The daughter of famed comedian Carol Burnett and producer Joe Hamilton, and an established actress and singer in her own right, Carrie Hamilton also gained recognition as a screenplay writer, director and playwright.

Born on December 5th, 1963 in New York City, Ms. Hamilton was a student of music and acting at Pepperdine University in Malibu, California before becoming an entertainer and filmmaker. Known for her optimism, Carrie embraced and loved the field of entertainment so much that she ran acting and creativity workshops for friends in her own home. Hollywood watched Carrie as one of the up and coming stars of her time, with many entertainment experts predicting that she was on her way to becoming one of the next big names on screen and television.

In 2001, Hamilton made her mark as a filmmaker when she won the "Women in Film" Award at the Latino Film Festival, and in 2002, Carrie collaborated with her legendary mom on the play "Hollywood Arms," a stage version of Carol Burnett's best-selling memoir "One More Time." The production premiered shortly after Carrie's life was cut short by cancer at the age of 38.

ABOUT THE INSTITUTE

On March 23, 2010, as a tribute to her beloved daughter, Emmy-Award winning actress and legendary comedian Carol Burnett joined Anaheim University Vice-President of Academic Affairs Dr. David Nunan in Los Angeles for the establishment of the Anaheim University Carrie Hamilton Entertainment Institute.

The Carrie Hamilton Entertainment Institute was established to honor the memory and spirit of Carrie Hamilton, with the hope of inspiring young entertainers to reach for the stars and make the most out of and be grateful for every day, every experience and every opportunity. Carrie Hamilton touched the hearts of many throughout her life, and this institute was created so that her contributions to society and her giving spirit would continue to radiate for generations to come.

Every day, I wake up and decide… Today, I'm going to love my life." -- Carrie Hamilton

"About Art. . . The legacy is really the lives we touch, the inspiration we give, altering someone's plan -- if even for a moment, and getting them to think, rage, cry, laugh, argue . . . walk around the block, dazed . . . (I do that a lot after seeing powerful theater!). More than anything, we are remembered for our smiles; the ones we share with our closest and dearest, and the ones we bestow on a total stranger who needed it then, and God put you there to deliver." -- Carrie Hamilton

BA in Communications Degree with a concentration in Film and Entertainment

The Bachelor of Arts in Communications Completion Program with a concentration in Film and Entertainment is for individuals living around the world who have already earned some college credit and wish to specialize and earn a BA degree in film and entertainment without having to relocate to do so. Anaheim University will accept up to 90 credits from other sources out of the 120 required for the degree; students who receive the full 90 credits may complete the BA degree in less than one year. The target market includes those who have already earned an AA degree, as well as those who have completed a sufficient number of undergraduate courses and have a deep interest in pursuing a career in film and entertainment.

Work Full Time & Study Online

The Anaheim University Bachelor of Arts in Communications Completion Program with a concentration in Film and Entertainment allows you to study online while working full time and fulfilling your personal responsibilities. All courses are taught online.

Core Pillars

Students program outcomes were developed in line with the Core Pillars of the Carrie Hamilton Entertainment Institute:

CREATIVITY: Students develop their own voice, creating across a variety of forms and media.

CONNECTION: Students are given the chance to recognize the integral nature of different disciplines and are encouraged to collaborate and create diverse, creative networks.

COMPASSION: Students are invited to let a deep sense of connection to others drive their curiosity to learn more about the world we share.

COMMUNICATION: Students develop their craft and communicate to different audiences in engaging and compelling ways.

CONTRIBUTION: Students are invited to find practical ways to create something lasting and kind, making the world a little better because of their presence and sharing their unique, creative voice.

Educational Objectives

Upon completion of the Bachelor of Arts in Communications program, students will be able to:

- Students demonstrate proficiency in creative expression in a variety of expressive media forms, evidencing clear understanding (and ability to articulate in writing) the unique formal properties, history and influences of particular media.
- Students demonstrate a clear understanding of the integral nature of diversity and collaboration in creative enterprise and the associated professional and ethical responsibilities that entails.
- Students develop the capacity to effectively communicate their emerging practices informed by the context of global and historical trends, in the forms associated with professional practice (including

crafting compelling pitches, treatments and scripts, and representing their professional identity and body of work in a variety of digital platforms and social media forms).

- Students demonstrate an understanding of some of the trends (including economic and technological ones) shaping film and entertainment as global industries and the practical implications for storytelling and entrance into a sustainable professional practice.

FROM THE DIRECTOR OF THE CARRIE HAMILTON ENTERTAINMENT INSTITUTE

Hello and welcome to the Carrie Hamilton Entertainment Institute at Anaheim University, which was inspired by the unique, visionary artist and philanthropist Carrie Hamilton. Like its namesake, this innovative BA in Communications program develops artists who are prepared to make an impact in an ever-evolving industry.

The Carrie Hamilton Entertainment Institute gives students the opportunity to learn by doing as they develop their own creative voice across a variety of forms and media. Students in this exciting new program develop their crafts through practical coursework, interfacing with industry professionals through the "Live from Hollywood" series, and trying new things.

As an interdisciplinary artist, Carrie Hamilton served as an important artistic hub, bringing together diverse, creative people to collaborate and grow. It is our hope that this program designed in her honor will likewise provide curious students of diverse interests and backgrounds a safe place to build their own craft and network as they develop engaged practices as creative professionals and artists.

We are delighted you are taking this first step in developing your own unique voice to make a contribution and impact.

Raphael Raphael, Ph.D.
Director, Carrie Hamilton Entertainment Institute

BA in Communications Completion Program Overview

The BA in Communications Completion Program with a concentration in Film and Entertainment allows working professionals to obtain a BA degree, 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 course, students interact with one another and their professor through the Online Discussion Forum, sharing and debating responses to questions about that week's readings and projects. Students also achieve academic and practical skills by submitting assignments based on the weekly topics.

Interactive

Students study in a highly collaborative online program, interacting daily on the Online Discussion Forum to discuss topics with their fellow students.

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.

Culturally Diverse Program

AU students have the opportunity to come into contact with individuals from different cultures around the world, providing a rich and 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 journals, articles, video interviews, lectures and seminars.

For Working Professionals

The online system allows working professionals to obtain a BA degree without having to put their lives on hold to advance their careers.

Method of Instruction

Online Learning: Reading of textbooks, analysis of films, submission of written and video assignments, and discussion forums with professor and students

Course Duration: Each course is nine weeks long. Students take two courses at a time, and courses begin every ten weeks.

Degree Program Duration: The BA in Communications Completion Program with a concentration in Film and Entertainment takes approximately two years to complete, but students who receive the full 90 possible transfer credits may complete the BA degree in less than one year. The maximum time allotted to complete the program is five years from the date of matriculation. Students may be granted an extension to their program at the discretion of the Program Director.

Facilities, Equipment, and Technological Requirements

Anaheim University is an online institution, and all instructional equipment and materials must be provided by the student.

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.

The Carrie Hamilton Entertainment Institute takes into account the fact that our students are living and working in various settings around the world, and their equipment needs may vary greatly.

Equipment Requirements:

- Access to a computer and internet
- Smartphone, other video camera, DSLR, and lighting accessories or equipment. Other expenses may be incurred when producing your projects and costs vary depending on the equipment you choose.

BA in Communications Completion 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)	$ 0
Per Course Fees	
Tuition fee ($350 per credit x 3 credits):	$ 1,050/course taken
Records fee	$ 50/course
Per Course Fee Total	$ 1,100
Additional Fees	
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)	$ 100
Official completion letter (optional)	$ 35
Total Fees and Charges)	$22,175

* The Student Tuition Recovery Fund (STRF) is administered by the California BPPE and applies only to California residents. The STRF fee is currently zero dollars ($0) 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: The list of program fees does not include textbook fees, software subscriptions or film viewing fees. Textbooks average less than $100 per course, and software subscriptions and film viewing fees average less than $50 per course.

Anaheim University provides access to library resources and library services for all students enrolled directly through Anaheim University. However, students enrolled in Anaheim University's BA in Communications program are required to have an additional reserve fund of $500 to be used for the purchase of any additional resources that may be required to complete their program of study.

Affordable Pay-As-You-Learn System: Pay for only one course at a time.

Please see the 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.

Some courses require submission of an original film project; production expenses are also the responsibility of the student and are not included in the BA in Communications program fees.

ACADEMIC CALENDAR

BACHELOR OF ARTS IN COMMUNICATIONS COURSE SCHEDULE - TBD

Real-time online classes are 90 minutes; the first hour is led by the professor and the final half hour is for student-led discussion. All times are California/Pacific Time. Please note the schedule is subject to change.

BA IN COMMUNICATIONS COMPLETION PROGRAM CURRICULUM

Anaheim University's Online Bachelor of Arts in Communications Completion Program with a concentration in Film and Entertainment consists of 20 courses (9 weeks each). Each course is 3 units, for a total of 60 required units in four Areas of Competence that are designed to meet the four program objectives. The Areas of Competence are: History & Theory; Pre-Production & Development; Production A to Z; and What's New.

HISTORY & THEORY (12 UNITS)

Students examine the unique formal properties, history, and influences of particular media.

BACF 310 "History & Theory: Introduction to Film Theory"

BACF 311 "History & Theory: Storytelling Structure"

BACF 330 "History & Theory: History of Film and Television"

BACF 341 "History & Theory: Film Genre"

PRE-PRODUCTION & DEVELOPMENT (12 UNITS)

Students delve into the collaborative and creative processes of new projects while navigating the professional and ethical responsibilities that they entail.

BACF 320 "Pre-Production & Development: On-Screen Diversity and Representation"

BACF 342 "Pre-Production & Development: Screenwriting -- Writing a Short Film"

BACF 411 "Pre-Production & Development: Storyboarding for Animation and Film"

BACF 440 "Pre-Production & Development: Business Communication -- Effectively Communicating Creative Ideas"

Production A to Z (21 units)

Students explore how to effectively communicate ideas and emotions through the lens of professional practice.

BACF 331 "Production A to Z: Introduction to Animation"

BACF 332 "Production A to Z: Introduction to Digital Filmmaking"

BACF 412 "Production A to Z: Editing"

BACF 421 "Production A to Z: Directing for the Screen"

BACF 431 "Production A to Z: Advanced Digital Filmmaking -- Cinematography and Lighting"

BACF 432 "Production A to Z: Documentary Film Production"

BACF 441 "Production A to Z: Sound Production"

What's New (15 units)

Students examine emerging industry trends and the practical means for cultivating a sustainable, adaptive professional career.

BACF 312 "What's New: Between Real and Virtual -- New Directions in Storytelling"

BACF 340 "What's New: Introduction to Transnational Cinema and Culture"

BACF 410 "What's New: Entertainment -- Learning from the Practitioners"

BACF 430 "What's New: Digital Marketing Communication"

BACF 442 "What's New: Producing for the Web"

Program Requirements and Satisfactory Academic Progress

The BA in Communications Completion Program with a concentration in Film and Entertainment is a 60 unit program (30 units/year over two years). Students transfer the other 60 units to earn a 120 unit BA degree. Students who are approved to transfer an additional 30 units (90 transfer units total) may earn their BA degree in less than one year. Students must maintain a 2.0 grade point average (GPA) throughout the BA in Communications program in order to graduate from the program. Any student whose GPA falls below a 2.0 will be put on Academic Probation and given two terms to bring his/her GPA back to a 2.0 level. Students who earn a grade lower than 70% (a “D” or “F”) on any given course must repeat the course.

The BA 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 BA program is four years. Students who have not completed their program within the maximum allotted time are subject to academic dismissal. Students who need additional time must receive permission from the Program Director.

Program Study Suggestions

Students are responsible for the information contained in the course syllabi and course grading rubrics. Each course is worth 3 units, or 135 hours of study (approximately 15 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 of program study suggestions:

- Complete the required readings, webinars, podcasts and/or film viewings and take notes (4 hours)
- Discuss the weekly assigned topic with other students via online Discussion Forum and respond to questions/ tasks (3 hours)
- On-going work on required Critical Responses (2 hours)
- Journal entries throughout the week (2 hours)
- On-going work on final culminating project (4 hours, depending on production stage)

Total: 15 hours average per wee

Course Descriptions

BACF 310 History & Theory: "Introduction to Film Theory"

This introductory course introduces some of the major theories that have been used to understand film as a social, cultural, and artistic form. Topics considered include feminism, genre, the auteur, spectatorship, cultural studies, and transnational cinema

BACF 311 History & Theory: "Storytelling Structure"

This course introduces students to a story development system to provide an extremely precise map of their entire plot, enhancing and moving beyond the traditional "three-act" technique.

BACF 312 What's New: "Between Real and Virtual: New Directions in Storytelling"

This introductory course surveys new directions and emerging trends in entertainment and storytelling. In addition to considering augmented reality, virtual reality and Transmedia storytelling, and the building of storyworlds, students will also be guided through the design of a simple, fully functional, prototype interactive game. (No previous experience or programming is required.)

BACF 320 Pre-Production & Development: "On-Screen Diversity and Representation"

This course gives the creative artist/beginning filmmaker a fundamental understanding of the importance of diversity of representation in film and other media. Through readings and screenings, students explore ways in which on-screen images may dialogue with larger issues of social equity and justice, including representations of gender, ability/ableism, class, sexual orientation, race and ethnicity. Students will develop a broad historical understanding of representations of identity and will be invited to think about ways in which onscreen representation may dialogue with real-life equity.

BACF 330 History & Theory: "History of Film and Television"

Students in this course will study the history of film and television as a cultural phenomenon from a decades approach, exploring the cultural, social, and aesthetic evolution of both film and television over time. Students will look at national versus international trends, as well as the influence of politics and network structures. This course will also ask students to consider the role of audiences, trends, and preferences in the development of these platforms, as well as examining questions of on-screen representation, race and gender in dialog with emerging norms and values.

BACF 331 Production A to Z: "Introduction to Animation"

All animators must know "Disney's 12-Basic Principles of Animation" in order to create successful animated sequences. Good 3D animation looks terrific, but is very complicated, very time consuming, and needs very expensive software to produce. So, this class is designed as a simple 2D class, where you use paper/pencil to quickly create the drawings needed to get a firm hold on 12-Basic Animation Principles before you tackle the world of 3D or stop motion animation. Understanding the fundamentals of animation in 2D is so important that all major studios demand that 2D animation appear on Demo Reels… some even say up to 50% should be 2D (the rest of the reel demonstrates the knowledge of CG animation).

The emphasis in the course is on performance character animation (acting). You will be given a simple character to use for the various assigned scenes. Through a combination of lecture and lab, students will create several 2D projects taken from the 12-Principles list. Topics covered include: Key Pose Animation; Squash and Stretch; Anticipation; Staging; Arcs; Lines-of-Action, etc. (NOTE: Knowing that many students do not consider themselves to be artists who want to become 3D Animators, please understand that for this class, it is not necessary to produce fantastic art… the projects just need to demonstrate the principle(s) that are being discussed.)

BACF 332 Production A to Z: "Introduction 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 fundamentals of film production, including screenwriting, casting, working with actors, camera techniques, directing, editing and post-production finishing. 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.

BACF 340 What's New: "Introduction to Transnational Cinema and Culture"

In an increasingly interconnected global marketplace, understanding the transnational nature of the construction and reception of film and media is essential. Through surveying a selection of transnational media, this introductory course provides frameworks for thinking about the transnational nature of film, media and culture.

BACF 341 History & Theory: "Film Genre"

This course provides students with a deepened understanding of genre in the following ways: 1) its industrial function as a category used for marketing purposes; 2) as a system of narrative and audio visual codes; and 3) as an implied contract of expectation between filmmakers and audience to deliver a certain emotional experience.

BACF 342 Pre-Production & Development: "Screenwriting - Writing a Short Film"

In this project-based introductory course, students gain a comprehensive understanding of the effective screenwriting process, including outlining, writing a first draft, and the process of effective revision.

BACF 410 What's New: "Entertainment - Learning from the Practitioners"

Entertainment is big business and multifaceted. From film production to the variety of television programming—series, reality, game shows—to videogames, web design, music producing, franchising and packaging, each segment of the industry requires both a general understanding of "entertainment" and specific dimensions of what various aspects entail. This course will provide a macro and micro view of the industry, from the global to the local, to enable students to understand the interconnectedness and possibilities of the field.

BACF 411 Pre-Production & Development: "Storyboarding for Animation and Film"

Storyboards are not comic books. They are "visual Scripts," usually based on a written script, to help visualize scenes, flag potential production problems, estimate the production costs for a film project, and—especially for live-action— save time in shooting. Because animation is a complicated medium to produce, creating storyboards is a must!

Using instructor supplied scripts, audio tracks, character model sheets, and storyboard templates, the students will receive a basic understanding of camera storytelling, including how to break-down a script; scrubbing an audio track; camera shot selection; staging; and types of opening and closing shots. Through a combination of lecture and lab, students will create several types of Storyboards: Thumbnail, Rough, and full-color Presentation. Each finished Storyboard will be combined with a sound track to produce a PowerPoint-like movie, called an Animatic. An Animatic movie is a low-cost tool used in the industry to show how a story will come together.

BACF 412 Production A to Z: "Editing"

This course introduces the basic concepts of video editing. Students will learn how to get the right kind of footage on set, how to organize their footage, how to communicate with the director or editor, how to create rough cuts, and how to make final editing decisions based on the goals for the film. The basics of sound editing are also discussed. In addition to shooting their own footage, students will edit other students' footage and complete editing exercises.

BACF 421 Production A to Z: "Directing for the Screen"

This course gives the beginning filmmaker an intensive, foundational overview of the process of directing a film or media project from its initial concept to the expression of a unified, compelling vision. Through lectures, screenings, and practical exercises, students will develop an understanding of the key responsibilities of the director, with an emphasis on strategies for working with actors, effective script analysis, and visual design. In the process, students will develop an original or adapted scene to deepen their knowledge of the craft of directing and their own directorial skills.

BACF 430 What's New: "Digital Marketing Communication"

This introductory course surveys new directions and emerging trends in digital marketing, with a focus on entertainment and storytelling and its impact on the entertainment business. Digital technology is profoundly changing the way businesses and not-for-profits operate. This course will provide key skills for learners looking to better understand the field of digital marketing, develop meaningful content, conduct analytics to evaluate campaigns, and learn how to make the most of organic and paid tactics to best reach their target audience.

BACF 431 Production A to Z: "Advanced Digital Filmmaking - Cinematography and Lighting"

This course gives the beginning filmmaker a more in-depth and intensive overview of advanced filmmaking, with a focus on understanding the principles and techniques of digital cinematography. Through screenings, readings, and practical exercises, students will develop an understanding of the key responsibilities of the cinematographer, with an emphasis on understanding cinematic lighting, composition, camera and lens functions, and movement. In the process of the course, students will apply the skills and learnings to properly light and compose an original scene

BACF 432 Production A to Z: "Documentary Film Production"

Through lectures, screenings, readings, discussions and hands-on practical learning, the students will learn the fundamentals of documentary 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.

BACF 440 Pre-Production & Development: "Business Communication - Effectively Communicating Creative Ideas"

In this project-based introductory course, students begin to think about and practice effective communication of their creative ideas. Topics covered include the 'art of pitching' and the design of an effective creative project business plan. Coursework is supplemented by expert industry professionals.

BACF 441 Production A to Z: "Sound Production"

This course provides the creative artist/beginning filmmaker with a foundational understanding of how music can be used to tell stories and impact emotions. Through lectures, examples drawn from a range of creative work, and "hands-on" applied activities, students will learn the structures of creating and using musical accompaniment in film and other creative works.

BACF 442 What's New: "Producing for the Web"

This course gives students a comprehensive understanding on 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 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 their online video projects.

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 on their own time. 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.

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 during 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 give 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, and more.

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.

CARRIE HAMILTON ENTERTAINMENT INSTITUTE FACULTY

RAPHAEL RAPHAEL, PH.D.
CARRIE HAMILTON ENTERTAINMENT INSTITUTE DIRECTOR 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.

Courses taught: MFA 598 Transnational Film Genre, MFA 560 Film Theory, MFA 570 The International Film Business, MFA 520 Intro to Digital Filmmaking, MFA 560 Film Theory, MFA 593 Producing for the Web, MFA 600 Thesis

DAVID DESSER, PH.D.
AKIRA KUROSAWA SCHOOL OF FILM DEAN 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 Founding Dean of the Anaheim University Akira Kurosawa School of Film, Dr. Desser oversaw 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.

Courses taught: MFA 500 The Cinema of Akira Kurosawa in Global Context , MFA 550 History of World Cinema , MFA 510 Film Aesthetics , MFA 520 Intro to Digital Filmmaking

Vikram Channa, 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.

Alison Marek, 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.

Courses taught: MFA 540 Screenwriting, MFA 580 Concepts of Post Production, MFA 600 Thesis

Ryan Daniel McKinney, 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.

Courses taught: MFA 520 Intro to Digital Filmmaking, MFA 530 Advanced Digital Filmmaking, MFA 591 Documentary Film Production, MFA 600 Thesis

Douglas Montgomery, Professor

Douglas Montgomey has over 20 years of experience as a leading entertainment business developer. He served for 13 years as the Vice President for Category Management at Warner Bros. in Burbank, where he worked with key Warner Bros. retailer partners around the world as a strategic advisor. Clients included Amazon, Walmart, Microsoft, Sony and others. Mr. Montgomery currently works as CEO for the media consultancy firm, Global Connects. He has an International MBA from the University of Southern California. He also lived in Japan for 12 years and remains active in the Japanese community in Los Angeles as a Board of Director for the Japan-America Society of Southern California.

Eric Van Hamersveld, Professor

For over 30 years, Eric Van Hamersveld has been involved in all creative, technical and business phases of the entertainment industry. He has been an animator for Warner Bros. Studios, J. Ward Productions, and Hanna Barbara Studios. His credits include: “The Pink Panther,” “Road Runner,” “Speedy Gonzalez,” “George of the Jungle,” and numerous TV series and commercials. As an Imagineer for the Walt Disney Company, he produced visual special effects for EPCOT, Disneyland, and Tokyo Disneyland theme park projects. He has created children’s games and direct-to-videos for Mattel Toys, Fisher-Price Toys, and McGraw/Hill Publishers, and he has both written and illustrated several children’s books. Mr. Van Hamersveld has a BFA Degree in Television & Film Production from Texas Christian University, and he is a member of the ASIFA Educators Forum (the International Animation Film Society). For 10 years, he taught animation for the Art Institute of California, and he is now a Senior Animation Instructor for the University of California San Diego and the John Paul the Great University. He also conducts intensive Video Production Workshops for the Ronald Reagan Presidential Library.

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

President

Andrew Honeycutt, DBA

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.

Chancellor

Peter Langenberg, J.D.

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.

Vice-President of Academic Affairs

Rod Ellis, Ph.D.

Dr. Rod Ellis is a distinguished professor 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 a Second Language Acquisition specialist, 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.

Provost

Tex Boggs, Ph.D.

Dr. Tex Boggs, Provost of Anaheim University, is the recipient of a Doctor of Philosophy (Ph.D.) degree from Cornell University and a Doctor of Humane Letters degree from the University of Maine Fort Kent. Dr. Boggs served as a faculty member, Director of Research, Dean, and Interim Vice President of Academic Affairs at Kentucky State University, as a Dean at the University of Kentucky, and as President of Western Wyoming Community College for twenty years. He has also served as Interim President of Antioch university Los Angeles for five years, Interim Vice President of Academic Affairs at Antioch University Los Angeles for two years, Interim President of the University of Maine at Fort Kent for one year, and Interim Vice President of the University of Maine at Fort Kent for one year. Outside of Higher Education, Dr. Boggs served two terms as a Senator in the Wyoming State Legislature, served for two years on the Western Interstate Commission for Higher Education, worked for the U.S. Agency for Economic Development in Vietnam as an economic development officer for six years, and served as a Peace Corps Volunteer in Thailand. Dr. Boggs and his wife Huong Lien have been married for fifty-six years and have three children and three grandchildren.

Dean of the Graduate School of Business

Robert Robertson, DBA

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.

MA in TESOL Designer, Sr. TESOL Professor, Grad. School of Education

David Nunan, Ph.D.

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 distinguished linguist and author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning. 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.

Graduate School of Education Chair of Research
TESOL Professor, Graduate School of Education

Hayo Reinders, Ph.D.

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.

Graduate TESOL Director

Luke Plonsky, Ph.D.

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 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.

CCO

David Bracey

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.

Student Services Director

Yasue Kawamorita, MA

Yasue Kawamorita is the Student Services Director at Anaheim University and has over 15 years of teaching experience in the U.S. and Japan. She graduated from Tamagawa University in Japan with a bachelor's degree in American literature and a

certified teaching license for English secondary education. After working at high schools in Aomori, Japan, she enrolled at San Francisco State University, where she earned a Master of Arts in TESOL. After graduating from SFSU, she taught English to immigrants and young adults both in San Francisco and Tokyo. After living in Tokyo for 13 years, she moved to Orange County and started her career at Anaheim University.

Policies

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.

https://anaheim.edu/images/2024_Catalogs/AU-policiesandprocedures.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 4.05 is compatible with any standards-compliant web browser, including Google Chrome, Mozilla Firefox, Safari, and Microsoft Edge. Moodle is also available on mobile device browsers through MobileSafari and Google Chrome.

Please note that older "legacy" browsers have compatibility issues with Moodle 4.05. 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 Zoom. To attend the Zoom live sessions, students will need access to the following:

- Computer or mobile device. To find out the system requirement to operate Zoom, please follow the link below:

https://support.zoom.us/hc/en-us/articles/201362023-Zoom-system-requirements-Windows-macOS-Linux

- An internet connection – broadband wired or wireless (3G or 4G/LTE)
- Speakers and a microphone – built-in, USB plug-in, or wireless Bluetooth
- A webcam or HD webcam - built-in, USB plug-in, or:
- An HD cam or HD camcorder with a video-capture card
- Virtual camera software for use with broadcasting software like OBS or IP cameras.

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.

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 by being enrolled and meeting all academic requirements, and financial obligations. Students are required to enroll in a course every time a course that is needed for their program completion is offered. Students completing theses, research portfolios, final capstone projects, or dissertations must remain enrolled each term until their program requirements have been completed in their entirety and they have received final written approval on the completion of their thesis, research portfolio, final capstone project, or dissertation. Any student who discontinues their studies with the University when a course that is needed for their program completion is offered will be dismissed from their program. Students who are dismissed from their program may have the opportunity to re-enroll (See Re-enrollment policy below). The University provides two exceptions to the requirement for continuous enrollment. Specifically, this policy does not apply to (1) students who are on active military duty, or (2) students who are on 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.

Re-enrollment

Former students who withdrew, or who were dismissed from a program due to failure to maintain Continuous Enrollment, and wish to resume their studies must re-apply for admission to the program. Prior enrollment does not guarantee acceptance to any program and re-enrollment will require approval from the Provost, the Registrar's Office, and the Business Affairs Division.

Students re-enrolling must go through the entire application and enrollment process again and may be subject to new entrance, financial, and academic requirements as well as a review of their progress to date. Enrollment limitations as well as new policies and procedures could result in the student not being accepted, or affect the length and cost of the program.

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.

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:

- 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.

Medical Leave of Absence

The Petition for Medical Leave form must be submitted within 30 days from the start of the course for which the medical leave is being applied. The maximum period of a leave of absence is one (1) term per leave. Students may apply for a maximum of four (4) leaves of absence for medical reasons throughout their degree program, and students in non-degree programs may apply for a maximum of one (1) leave of absence for medical reasons. Each leave of absence equals one (1) term 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 leave. Medical issues requiring more than four (4) leaves of absence must be approved in writing by the university's administration. Students taking a medical leave of absence during the dissertation, thesis, research portfolio, or capstone project phase, will not have access to advisor/professor resources until they resume their studies. Program structure and requirements for completion are subject to change during the period of medical leave. The Petition for Special Medical Leave of Absence Form can be downloaded from the University website and requires a licensed physician's signature.

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 $1,700 tuition & records fee for a 6 Week course**
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 monies 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 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 – 20 hours (50% of total hours)	50% of residential fee	Refund: $1,100 (50% of $2,200)
More than 20 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: (888) 370-7589. 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 Us

How to Contact Anaheim University

Dr. Andrew Honeycutt, President	president@anaheim.edu
Chief Communications Officer	online@anaheim.edu
Vice President of Administrative Affairs	vpadmin@anaheim.edu
Provost	provost@anaheim.edu
Administrative Director	admissions@anaheim.edu
Student Services	ausupport@anaheim.edu
Registrar	registrar@anaheim.edu
Technical Support	techsupport@anaheim.edu

Anaheim University Office of Admissions

Toll-Free:	1-800-955-6040
Tel:	714-772-3330
Fax:	714-772-3331
E-mail	ausupport@anaheim.edu

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

Officers: Anaheim University, Inc.

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

Anaheim University is owned by Asia Pacific Educational Services, Inc.

Business Advisory Council

Jim Kelly	Former VP Business Development. H.I.S. Int'l Tours
Shin Koyamada	"Last Samurai" Actor, Shinca Entertainment Founder, Japan-United States Sister City Association & Koyamada International Foundation Chairman
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

AUBACAT 01/24

Doctor of Business Administration

January 1 – December 31, 2024

Anaheim University
Akio Morita School of Business

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ANAHEIM UNIVERSITY

ABOUT ANAHEIM UNIVERSITY

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 of higher learning 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

About the 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.

Mission of the Akio Morita 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.

Who is the Doctor of Business Administration (DBA) Program 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:

Standard Occupational Classification (SOC)Code: 11-1011

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	

Experience AU's Faculty

In addition to holding doctoral degrees from 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.

Anaheim University's Global Student Body

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.

Message 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

About the Doctor of Business Degree Program

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.
- Conduct original research of 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.
- Enhance leadership capacity of organizations in a variety of workplace settings.
- 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.
- Design and construct a publishable research project

Online Doctor of Business Administration (DBA) Program Overview

The Online 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. During each of the 15 six-week pre-dissertation courses, students participate in two 90-minute, real-time online classes. 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, team project, 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 interacting daily by discussing weekly topics with their professor and classmates.

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.

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 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. Students are expected to enroll in a course every time a course that is needed for their program completion is offered. Students may be granted an extension to their program only after receiving written approval from the Program Director, the Office of the Registrar and the Office of Financial Affairs.

No Travel

Students around the world can study at an American university without traveling abroad.

Experienced Faculty

Students have the opportunity to learn from highly-qualified professors who hold doctoral degrees and have 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.

Tuition

DOCTOR OF BUSINESS ADMINISTRATION DEGEE PROGRAM		
Non-Refundable Fees		
Application Fee (Non-refundable after 7 days)		$ 75.00
Registration Fee (Non-refundable after 7 days)		$ 100.00
STRF Fee* (non-refundable; CA residents only)		$ 0.00
DUE UPON SUBMISSION OF THIS ENROLLMENT AGREEMENT		
Course Fees		
Tuition per course ($500 per credit x three credits)	$ 1,500.00	
Records Fee per term		$ 200.00
TOTAL PER COURSE FEES		$ 1,700.00
Additional Fees		
Estimated Textbook Fees		$ 1,290.00
Research reserve fund		$ 2,000.00
Transfer Credit Fee (per course) (optional)		$ 75.00
Original Transcript		No cost
Each Additional Transcript Fee		$ 25.00
End of Program Fees		
Diploma		No cost
Replacement Diploma (optional)		$ 200.00
Replacement Cover (optional)		$ 100.00
Course Completion Letter (optional)		$ 35.00
TOTAL COST OF PROGRAM		**$ 37,465.00**

Note: A student can plan on approximately $1,290 in textbook purchases during the program. A textbook list may be found in the online resources of the student website. Real-time classes do not require specific materials beyond what is already supplied for the course.

Affordable Pay-As-You-Learn System: Pay for only one course at a time.

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 zero dollars ($0) 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.

PROGRAM SCHEDULE

Term Dates	Courses	Real-Time Online Class Dates
January 2 - Feb 11, 2024	BUS 510: International Economics	Jan 12, Feb 2
February 12 - March 24, 2024	BUS 520: International Human Resource Management	Feb 23, Mar 8
March 25 - May5, 2024	BUS 530: International Accounting	Apr 5 and 26
May 6 - June 16, 2024	BUS 540: International Marketing	May 17, Jun 7
June 17 - July 28, 2024	BUS 550: International Management	Jun 28, Jul 12
August 5 - September 15, 2024	BUS 560: International Finance	Aug 16, Sep 6

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 need additional time must receive permission from the Program Director, the Office of the Registrar, and the Office of Financial Affairs.

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.

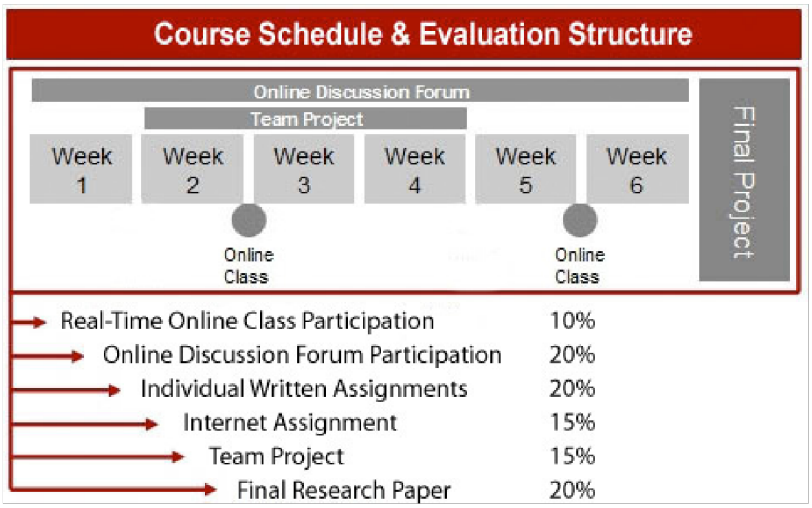
The Comprehensive Exam is administered after the student has successfully completed his/her coursework, and before s/ he continues to the Dissertation Proposal Writing Course. The student must pass the Comprehensive Exam with a minimum score of 80% in order to continue to the Dissertation phase of the 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 Suggestion

(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.

Program Duration: The DBA degree program will take approximately three years to complete. Maximum time allotted to complete program - 5 years from date of matriculation Students are required to enroll in a course every time a course that is needed for their program completion is offered. Students completing their dissertation must remain enrolled each term until their program requirements have been completed in their entirety and they have received final written approval that they have met all academic requirements for the completion of their degree program. Students may be granted an extension on the 5-year program length limit only after receiving written approval from the Program Director, the Office of the Registrar, and the Office of Financial Affairs

Doctor of Business Administration Program Summary

Foundation Courses

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 Comprehensive Examination

After completion of all coursework, 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

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: 60**

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 the 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 calculate 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

MANAGEMENT Concentration

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.

INTERNATIONAL BUSINESS Concentration

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.

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.

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.

GLOBAL SUSTAINABLE MANAGEMENT Concentration

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.

ENTREPRENEURSHIP Concentration

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. Dissertation students are required to complete the Collaborative Institutional Training Initiative (CITI) Social-Behavioral- Educational (SBE) Foundations certificate, which is a web-based human research protection education program.

Upon successful completion of the dissertation, students will submit a portfolio that documents their professional conference attendance, presentations, and publications. This portfolio can provide a comprehensive and compelling demonstration of a student's expertise in their field.

DBA Dissertation Guidebook

All students will be required to complete a dissertation. Students will be able to enroll for dissertation credits once all coursework 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 issue.

Anaheim University requires that no research involving human subjects be started before permission has been granted by the Institutional Review Board (IRB). The student's main advisor will work with the student to complete the online Collaborative Institutional Training Initiative (CITI) Social-Behavioral-Educational (SBE) Foundations certificate, the Application for Exempt Research Projects, the Participant Information Sheet, and the Participant Consent Form. Data collection can only start after the IRB has signed off on the Application for Exempt Research Projects.

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!

- 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)

- Complete the Collaborative Institutional Training Initiative (CITI) Social-Behavioral- Educational (SBE) Foundations certificate, which is a web-based human research protection education program.
- Prepare and submit your CITI certificate and 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).
- 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.
- Once the Defense committee has signed off on the final version of the dissertation, the student will submit a portfolio that documents professional conference attendance, presentations, and publications. This portfolio can provide a comprehensive and compelling demonstration of your expertise in your field.
- 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 and once Student Services has confirmed you have completed all academic and financial requirements for your program

ROBERT ROBERTSON, DBA

Dean, Akio Morita School of Business, Chair of Research, Professor

Dr. Robert Robertson holds a Ph.D. in Management and Organization (Stirling University, Scotland); Massachusetts Institute of Technology (MIT) Sloan School of Management Executive Certificate in Innovation and Strategy, 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.

Courses taught: BUS 520 International Human Resources Management, BUS 542 International Business Law & Practice, BUS 545 Green Marketing and Environmental Product Design, BUS 550 International Management, BUS 570 Intercultural Communications, BUS 610 International Business Capstone, ENT 612 Entrepreneurship Capstone, BUS 615 Sustainable Management Capstone, DBA 615 Leadership in Global and Multicultural Organizations, DBA 629 Global Strategy and Innovation Management, DBA 633 Ethics in Business and Management, DBA 635 Transforming Systems through Adaptive Leadership

CARLOS AQUINO, PH.D.

Professor

Holding a University of Sao Paolo Ph.D. in Science and Technology and a George Washington University MS in Structural Engineering, 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 gained recognition as Executive Director, Senior Director, Project Manager, Provost, Dean of Business, and Dean of Accreditation, among other capacities in organizations with followers that encompassed a clear diversity of cultures. Before moving to the U.S. 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, and 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, published more than 40 papers in refereed journals and conference proceedings.

Courses taught:
BUS 520 International Human Resource Management, DBA 560 International Finance, DBA 610 International Financial Management, DBA 617 International Supply Chain Management, DBA 623 Human Resources Management Science, DBA 645 Academic Research and Writing, DBA 810 Writing the Doctoral Dissertation Proposal and DBA 820 Writing the Doctoral Dissertation Proposal

VINCE CARTER, PH.D.

Professor

Dr. E. Vince Carter is a Professor at the Anaheim University Akio Morita School of Business and Kisho Kurokawa Green Institute. Vince's teaching approach develops learning blueprints to align structured Green Marketing skills with creative knowledge discovery. This dialectical dynamic embraces the spirit of Kisho Kurokawa's design philosophy of symbiosis for The Age of Life. Dr. Carter is a nationally recognized marketing educator, as well as an experienced researcher, consultant, and community volunteer. After graduating with Dean's List Honors from the Columbia Business School MBA program in International Business, Vince received his Ph.D. in Business Administration from the George Washington University School of Business, with Marketing as a primary field and Cybernetics & Systems Theory as a supporting field. With more than 40 years of combined professional and academic marketing expertise, Dr. Carter is a versatile and visionary professor whose intellectual approach furthers a quadrangular focus on marketing strategy, digital technology, ethnic culture, and ecological sustainability. His research in marketing strategy, consumer ethnicity/culture, sustainability marketing, and digital/social-media marketing has appeared in several peer-reviewed academic journals and conference proceedings. He was a member of the Editorial Review Board for the Marketing Management Journal (MMJ) and a past marketing strategy and social marketing reviewer for the Marketing Intelligence & Planning journal. In addition, Dr. Carter is a member of the American Marketing Association (AMA), Marketing Educators' Association (MEA), and Marketing Management Association (MMA). As part of his ongoing research efforts, Vince engages the Southern California Consumer Culture Community (SC4), Multicultural Marketing Resources (MMR), Network for Business Sustainability (NBSnet), GreenBiz, and The PhD Project.

Courses taught: BUS 545 Green Marketing & Environmental Product Design/Recycling, ENT 500 Entrepreneurial Innovation, DBA 612 Creative Entrepreneurship, DBA 635 Transforming Systems Through Adaptive Leadership,

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 including a Juris Doctorate in Law from New England School of Law, an LL.M, Taxation from the Washington Institute for Graduate Studies, a B.A. in Communication from Curry College and an A.S., Business Science (Accounting) From McIntosh College, and has been internationally published with over 80 manuscripts in print. In 2009 Dr. Diotalevi had a book published by Cengage 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.

Courses taught: DBA 640 International Business Law and Practice

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.

Courses taught: DBA 602 Intellectual Property

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.

Courses taught: BUS 575 International Supply Chain Management, DBA 617 International Supply Chain Management

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.

Courses taught: BUS 535: Triple Bottom Line Accountability and Management, BUS 555 Corporate Social Responsibility & Ethics, ENT 500 Entrepreneurial Innovation, ENT 540 Entrepreneurial Forecasting and Planning, ENT 580 Entrepreneurial Strategy, DBA 611 Sustainable Lifecycle Management, DBA 612 Creative Entrepreneurship, DBA 613 Organizational Development and Change Management, DBA 632 Social Entrepreneurship,

CHRIS RAYMOND, PH.D.

Professor

Dr. Christopher Raymond earned a Ph.D. in economics from the University of California, Santa Barbara, and later completed an international MBA from École National des Ponts et Chaussées in Paris, France. After earning his MBA, Dr. Raymond became an economics lecturer in the Management School at Imperial College, London. While there, he also served as Deputy Director of their Executive MBA program. In 1996, after five years in London, Dr. Raymond moved to Bangkok, Thailand, where he worked as a senior financial analyst and chief economist. In 2009, Dr. Raymond left the private sector and returned to academics, first in Thailand, and later in Cambodia. Dr.

Raymond has been at the American University of Phnom Penh (AUPP) since 2015, teaching courses in finance, accounting, economics and statistics.

Courses taught: BUS 530 International Accounting, BUS 560 International Finance, DBA 610 International Financial Management, DBA 651 Sustainable Accounting Management

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.

Courses taught: DBA 621 Sustainable Project Management

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.

Courses taught: DBA 730: Seminar in International Finance

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.

Courses taught: BUS 510: International Economics, BUS 572: Seminar in International Business, DBA 627 Business Analytics, DBA 629 Global Strategy and Innovation Management

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.

Courses taught: DBA 617 International Supply Chain Management, DBA 625 Applied Research Methods-Qualitative and Quantitative

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 twice 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 Online Learning Community

AU's online learning community is a global network of students, graduates, faculty, researchers, and Global Learning Partners. The diversity of the student body adds to the richness of the learning experience and the global network of graduates provides for a world of possibilities. Numerous collaborations and a wide range of opportunities have resulted from this global network through which students are able to exchange information about the markets in which they live and work.

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

President

Andrew Honeycutt, DBA

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.

Chancellor

Peter Langenberg, J.D.

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.

VICE-PRESIDENT OF ACADEMIC AFFAIRS

Rod Ellis, Ph.D.

Dr. Rod Ellis is a distinguished professor 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 a Second Language Acquisition specialist, 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.

PROVOST

Tex Boggs, Ph.D.

Dr. Tex Boggs, Provost of Anaheim University, is the recipient of a Doctor of Philosophy (Ph.D.) degree from Cornell University and a Doctor of Humane Letters degree from the University of Maine Fort Kent. Dr. Boggs served as a faculty member, Director of Research, Dean, and Interim Vice President of Academic Affairs at Kentucky State University, as a Dean at the University of Kentucky, and as President of Western Wyoming Community College for twenty years. He has also served as Interim President of Antioch university Los Angeles for five years, Interim Vice President of Academic Affairs at Antioch University Los Angeles for two years, Interim President of the University of Maine at Fort Kent for one year, and Interim Vice President of the University of Maine at Fort Kent for one year. Outside of Higher Education, Dr. Boggs served two terms as a Senator in the Wyoming State Legislature, served for two years on the Western Interstate Commission for Higher Education, worked for the U.S. Agency for Economic Development in Vietnam as an economic development officer for six years, and served as a Peace Corps Volunteer in Thailand. Dr. Boggs and his wife Huong Lien have been married for fifty-six years and have three children and three grandchildren.

DEAN OF THE GRADUATE SCHOOL OF BUSINESS

Robert Robertson, DBA

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.

MA in TESOL Designer, Sr. TESOL Professor, Grad. School of Education

David Nunan, Ph.D.

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 distinguished linguist and author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning. 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.

Graduate School of Education Chair of Research
TESOL Professor, Graduate School of Education

Hayo Reinders, Ph.D.

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.

Graduate TESOL Director

Luke Plonsky, Ph.D.

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 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.

CCO

David Bracey

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.

Student Services Director

Yasue Kawamorita, MA

Yasue Kawamorita is the Student Services Director at Anaheim University and has over 15 years of teaching experience in the U.S. and Japan. She graduated from Tamagawa University in Japan with a bachelor's degree in American literature and a certified teaching license for English secondary education. After working at high schools in Aomori, Japan, she enrolled at San Francisco State University, where she earned a Master of Arts in TESOL. After graduating from SFSU, she taught English to immigrants and young adults both in San Francisco and Tokyo. After living in Tokyo for 13 years, she moved to Orange County and started her career at Anaheim University.

POLICIES

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.

https://anaheim.edu/images/2024_Catalogs/AU-policiesandprocedures.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 4.05 is compatible with any standards-compliant web browser, including Google Chrome, Mozilla Firefox, Safari, and Microsoft Edge. Moodle is also available on mobile device browsers through MobileSafari and Google Chrome.

Please note that older "legacy" browsers have compatibility issues with Moodle 4.05. 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 Zoom. To attend the Zoom live sessions, students will need access to the following:

- Computer or mobile device. To find out the system requirement to operate Zoom, please follow the link below: https://support.zoom.us/hc/en-us/articles/201362023-Zoom-system-requirements-Windows-macOS-Linux
- An internet connection – broadband wired or wireless (3G or 4G/LTE)
- Speakers and a microphone – built-in, USB plug-in, or wireless Bluetooth
- A webcam or HD webcam - built-in, USB plug-in, or:
- An HD cam or HD camcorder with a video-capture card
- Virtual camera software for use with broadcasting software like OBS or IP cameras.

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.

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 by being enrolled and meeting all academic requirements, and financial obligations. Students are required to enroll in a course every time a course that is needed for their program completion is offered. Students completing theses, research portfolios, final capstone projects, or dissertations must remain enrolled each term until their program requirements have been completed in their entirety and they have received final written approval on the completion of their thesis, research portfolio, final capstone project, or dissertation. Any student who discontinues their studies with the University when a course that is needed for their program completion is offered will be dismissed from their program. Students who are dismissed from their program may have the opportunity to re-enroll (See Re-enrollment policy below). The University provides two exceptions to the requirement for continuous enrollment. Specifically, this policy does not apply to (1) students who are on active military duty, or (2) students who are on 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.

Re-enrollment

Former students who withdrew, or who were dismissed from a program due to failure to maintain Continuous Enrollment, and wish to resume their studies must re-apply for admission to the program. Prior enrollment does not guarantee acceptance to any program and re-enrollment will require approval from the Provost, the Registrar's Office, and the Business Affairs Division. Students re-enrolling must go through the entire application and enrollment process again and may be subject to new entrance, financial, and academic requirements as well as a review of their progress to date. Enrollment limitations as well as new policies and procedures could result in the student not being accepted or affect the length and cost of the program.

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.

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 by being enrolled and meeting all academic requirements, and financial obligations. Students are required to enroll in a course every time a course that is needed for their program completion is offered. Students completing theses, research portfolios, final capstone projects, or dissertations must remain enrolled each term until their program requirements have been completed in their entirety and they have received final written approval on the completion of their thesis, research portfolio, final capstone project, or dissertation.

Any student who discontinues their studies with the University for one or more terms may be dismissed from their program. Students who have been dismissed from a program and wish to resume their studies at a later date must re-apply for admission to the program. Prior enrollment does not guarantee acceptance to any program and will require permission from the Office of Academic Affairs, the Registrar's Office, and the Office of Financial Affairs. Students re-enrolling will go through the entire enrollment process again and may be subject to new entrance, financial and academic requirements as well as a review of their progress to date. Enrollment limitations as well as new policies and procedures could result in the student not being accepted, or affect the length and cost of the program.

The above policy does not apply to students who are on active military duty or who are on 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.

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:

- 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.

Medical Leave of Absence

The Petition for Medical Leave form must be submitted within 30 days from the start of the course for which the medical leave is being applied. The maximum period of a leave of absence is one (1) term per leave. Students may apply for a maximum of four (4) leaves of absence for medical reasons throughout their degree program, and students in non-degree programs may apply for a maximum of one (1) leave of absence for medical reasons. Each leave of absence equals one (1) term 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 leave. Medical issues requiring more than four (4) leaves of absence must be approved in writing by the university's administration. Students taking a medical leave of absence during the dissertation, thesis, research portfolio, or capstone project phase, will not have access to advisor/professor resources until they resume their studies. Program structure and requirements for completion are subject to change during the period of medical leave. The Petition for Special Medical Leave of Absence Form can be downloaded from the University website and requires a licensed physician's signature.

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 $1,700 tuition & records fee for a 6 Week course**
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 monies 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 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: (888) 370-7589. 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 Us

How to Contact Anaheim University	
Dr. Andrew Honeycutt, President	president@anaheim.edu
Chief Communications Officer	online@anaheim.edu
Vice President of Administrative Affairs	vpadmin@anaheim.edu
Provost	provost@anaheim.edu
Administrative Director	admissions@anaheim.edu
Student Services	ausupport@anaheim.edu
Registrar	registrar@anaheim.edu
Technical Support	techsupport@anaheim.edu

Anaheim University Office of Admissions	
Toll-Free:	1-800-955-6040
Tel:	714-772-3330
Fax:	714-772-3331
E-mail	ausupport@anaheim.edu

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

Officers: Anaheim University, Inc.

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

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Business Advisory Council

Jim Kelly	Former VP Business Development. H.I.S. Int'l Tours
Shin Koyamada	"Last Samurai" Actor, Shinca Entertainment Founder, Japan-United States Sister City Association & Koyamada International Foundation Chairman
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 t80818, West Sacramento, CA 95798-0818.

(888) 370-7589 or by fax (916) 263-1897

(916) 574-8900 or by 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: ausupport@anaheim.edu

www.anaheim.edu

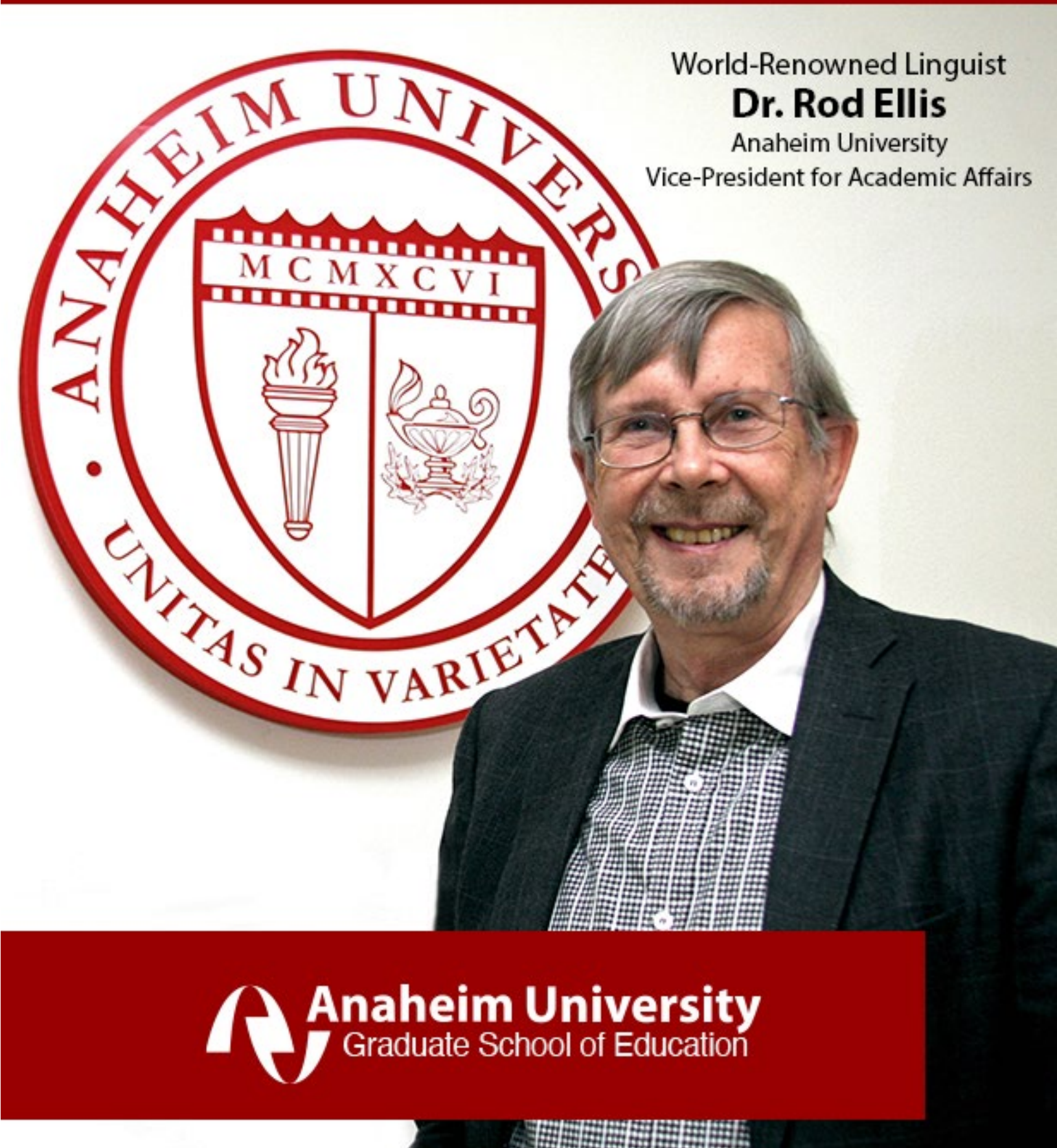
Anaheim University is accredited by the Distance Education Accrediting Commission (DEAC)

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

DBACAT 04/24

Doctor of Education in Teaching English to Speakers of Other Languages

January 1 – December 31, 2024



World-Renowned Linguist

Dr. Rod Ellis

Anaheim University

Vice-President for Academic Affairs

Anaheim University

Graduate School of Education

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ANAHEIM UNIVERSITY

ABOUT ANAHEIM UNIVERSITY

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 of higher learning 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

About the Graduate School of Education

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 toward 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.

Doctor of Education in Teaching English to Speakers of Other Languages (Ed.D. in TESOL) Overview

Work Full Time & Study Online from Anywhere in the World

The AU Ed.D. in TESOL degree program allows you to study online while working full-time and fulfilling your personal responsibilities. All courses are taught online. In addition to the required online courses, students participate in two required 3-day online intensive seminars held once per year, 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.

Standard Occupational Classification (SOC)Code: 25-1081

Experience AU's TESOL 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 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 applied 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 distinguished linguists and 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 MaryAnn Christison and Andy Curtis who are former Presidents of TESOL, the world's largest language teaching organization. AU's TESOL faculty are speakers at various international TESOL conferences.

TUITION FEES

Ed.D. in TESOL DEGREE PROGRAM		
Non-Refundable Fees		
Application Fee (Non-refundable after 7 days)		$ 75.00
Registration Fee (Non-refundable after 7 days)		$ 100.00
STRF Fee* (non-refundable; CA residents only)		$ 0.00
DUE UPON SUBMISSION OF THIS ENROLLMENT AGREEMENT		
Course Fees		
Tuition per course ($500 per credit *x* four credits)	$ 2,000.00	
Records Fee per term		$ 200.00
TOTAL PER COURSE FEE		$ 2,200.00
Residential Session Fees		$ 3,000.00
Estimated Accommodation Fees		$ 1,600.00
(2 required - $1,500 each)		
Additional Fees		
Estimated Textbook Fees		$ 700.00
Research reserve fund		$ 2,000.00
Transfer credit fee (per course) (optional)		$ 75.00
Original Transcript		No cost
Each Additional Transcript Fee		$ 25.00
End of Program Fees		
Diploma		No cost
Replacement Diploma (optional)		$ 200.00
Replacement Cover (optional)		$ 100.00
Course Completion Letter (optional)		$ 35.00
TOTAL COST OF PROGRAM		**$ 49,275.00**

* The Student Tuition Recovery Fund (STRF) is administered by the California BPPE and applies only to California residents. The STRF fee is currently two dollars and fifty cents ($2.50) 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 19 terms.

A student can plan on approximately $700 in textbook purchases during the program. A textbook list may be found in the online resources of the student website. Real-time classes do not require specific materials beyond what is already supplied for the course.

Affordable Pay-As-You-Learn System: Pay for only one course at a time.

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

PROGRAM SCHEDULE

Real-time online classes are 90 minutes; the first hour is led by the professor and the final half-hour is for student-led discussion. All times are California/Pacific Time. Please note the schedule is subject to change.

Term	Course	Real-time Online Class time (Fridays CA time)
Term 1: January 2 - March 5, 2023	EDU 701 Interlanguage Pragmatics EDU 712 ELT Materials Development EDU 720 ELT Leadership and Management EDU 733 Dissertation	TBA
Term 2: March 11 - May 12, 2024	EDU 706 Special Topics EDU 721 Language Teacher Education EDU 732 Dissertation Proposal Writing EDU 733 Dissertation	TBA
Term 3: May 20 - July 21, 2024	EDU 731 Quantitative Research Methods EDU 733 Dissertation	TBA
Term 4: July 29 - September 29, 2024	EDU705 Language Testing EDU 713 Special Topics EDU 733 Dissertation	TBA
TESOL Residential Session: August 1 – 4, 2024 in Orange County, California		
Term 5: October 7 - December 8, 2024	EDU 703 Sociolinguistics and Language Teaching EDU 730 Qualitative Research Methods EDU 732 Dissertation Proposal Writing EDU 733 Dissertation	TBA

All online class times are California/Pacific Time. Please note that California observes Daylight Savings Time each year from the second Sunday in March to the first Sunday in November.

Comprehensive Exams are scheduled according to student need. 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.

PLEASE NOTE: Failure to take a required course when one is offered may prevent a student from completing his/her program in the allotted time, as all course work must be completed before a student will be allowed to advance to the dissertation phase of the program. Schedules are subject to change.

METHOD OF INSTRUCTION

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

Online Intensive Seminars: Anaheim University holds an annual three-day Online Intensive Seminar and students are required to attend two during their program.

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 are required to enroll in a course every time a course that is needed for their program completion is offered. Students completing their dissertation must remain enrolled each term until their program requirements have been completed in their entirety and they have received final written approval that they have met all academic requirements for the completion of their degree program. Students may be granted an extension on the 5-year program length limit only after receiving written approval from the Program Director, the Office of the Registrar, and the Office of Financial Affairs.

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.

FACE-TO FACE RESIDENTIAL SESSIONS

A 4-day intensive online seminar is held once per year and Ed.D. in TESOL students are required to attend two 4-day sessions during their program. These seminars typically coincide with the weekend and provide an opportunity for students to learn from experts in their field as they discuss topics such as trends in TESOL and professional development in a collaborative learning environment.

Anaheim University holds face-to-face residential sessions in various locations around the world. Residential sessions have been held in Anaheim, Fullerton, Irvine, and San Diego in California, as well as in Honolulu, Hawaii; Seoul, South Korea; Tokyo, Japan; and Bogota, Colombia.

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. Students are expected to enroll in a course every time a course that is needed for their program completion is offered. 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 Program Director, the Office of the Registrar, and the Office of Financial Affairs.

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 taught by TESOL faculty are held over four days, typically in July or August. The tuition for the online intensive seminars is included in the total program price.

Program Study Suggestions

Students are responsible for being knowledgeable of the course syllabus and course grading rubrics. Also, in order to assist students in allocating their time, each course guide contains a weekly program 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. Each week the student will:

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

The aim of this course is to introduce 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: (1) sociolinguistics, which examines the relationship between language and society, sometimes focusing more on learning about linguistic matters and sometimes more on learning about social structures (the latter often referred to as the 'sociology of language'); (2) 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 context 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 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 ongoing 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 endeavor 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:

- how teachers learn to teach a second language
- the nature of language
- how second languages are taught and learned
- social, cultural, and historical influences on the second language teaching profession
- 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, 7th 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.

Anaheim University requires that no research involving human subjects be started before permission has been granted by the Institutional Review Board (IRB). The student's main advisor will work with the student to complete the online Collaborative Institutional Training Initiative (CITI) Social-Behavioral-Educational (SBE) Foundations certificate, the Application for Exempt Research Projects, the Participant Information Sheet, and the Participant Consent Form. Data collection can only start after the IRB has signed off on the Application for Exempt Research Projects.

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 or 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.

Ethics application materials must be submitted and approved by the Institutional Review Board (IRB) 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)
- Complete the Collaborative Institutional Training Initiative (CITI) Social-Behavioral- Educational (SBE) Foundations certificate, which is a web-based human research protection education program.
- Prepare and submit your CITI certificate and 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 will be required to continue to enroll in EDU 733 until your dissertation is complete. Each additional term will require tuition, records fees, and all other applicable fees, as well as documentation and progress reports.

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 Online Learning Community

AU's online learning community is a global network of students, graduates, faculty, researchers, and Global Learning Partners. The diversity of the student body adds to the richness of the learning experience and the global network of graduates provides for a world of possibilities. Numerous collaborations and a wide range of opportunities have resulted from this global network through which students are able to exchange information about the markets in which they live and work.

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 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.

Courses taught: EDU 706: Special Topics, EDU 731: Quantitative Research Methods, EDU 732: Dissertation Proposal Writing, EDU 570: Classroom-Based Evaluation, EDU733 Dissertation

ROD ELLIS, PH.D.

Vice-President of Academic Affairs & Ed.D. in TESOL Program Designer

"The Doctor of Education in TESOL 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. at 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

Courses taught: Residential Sessions

DAVID NUNAN, PH.D.

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
- 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

Courses taught: Residential Sessions

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

Courses taught: EDU 720: ELT Leadership and Management, EDU 703: Sociolinguistics and Language Teaching, EDU 732: Dissertation Proposal Writing, EDU 610: Thesis, EDU 721 Language Teacher Education , EDU 710 Curriculum Design / EDU 580 Second Language Curriculum Development , EDU 706 Special Topics

MARYANN CHRISTISON, PH.D.

TESOL 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

Courses taught: EDU 721: Language Teacher Education, EDU 710 Curriculum Design / EDU 580 Second Language Curriculum Development, EDU733 Dissertation, EDU711 Technology and English Language Teaching , EDU720 ELT Leadership and Management, EDU 560 Second Language Classroom Research, EDU 540 Second Language Acquisition

ANDY CURTIS, PH.D.

TESOL 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
- Courses taught: EDU720 ELT Leadership and Management

KEN BEATTY, PH.D.

TESOL 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 seminars, 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.

Courses taught: EDU 704/530: Discourse Analysis for Language Teachers, EDU 580: Second Language Curriculum Development, EDU 711 Technology and English Language Teaching

MARTHA CUMMINGS, PH.D.

TESOL 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.

Courses taught: EDU 550 Classroom Management & Observation & EDU 580 Second Language Curriculum Development

BRIAN TOMLINSON, PH.D.

TESOL 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.

Courses taught: EDU 712: ELT Materials Development, EDU 713: Special Topics: Instructed Second Language Acquisition Research & EDU570 Classroom-Based Evaluation

THOM HUDSON, PH.D.

TESOL 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

Courses taught: EDU570 Classroom-Based Evaluation , EDU 705 Language Testing / EDU 570 Classroom-Based Research

JO MYNARD, PH.D.

TESOL 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

Courses taught: EDU 702 Individual Learner Differences in Language Learning and Teaching / EDU 550 Classroom Management and Observation, EDU706 Learner Autonomy, EDU 550 Classroom Management & Observation

JOHN MACALISTER, PH.D.

TESOL Professor

"Kia ora tatou, and welcome. I'm excited to teach 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

Courses taught: EDU 710 Curriculum Design / EDU 580 Second Language Curriculum Development

ALESSANDRO BENATI, PH.D.

Associate TESOL Professor

"I am delighted to be one of the teaching members of Anaheim University. My research focuses on language processing and two general questions have guided my work: (i) what kinds of linguistic cues do second language learners use to understand sentences during language comprehension?; (ii) how can insights on second language processing improve instructed language learning? I will be teaching courses in second language acquisition and language teaching in the MA program, and I look forward to helping you develop a better understanding in these fields of enquiry."

- Ph.D. in Second Language Acquisition from University of Greenwich
- Known for his ground-breaking research on the pedagogical framework called processing instruction.
- He has coordinated national and international high-impact research projects which have been influential in determining educational policy and had an impact in providing effective language teacher training.
- Author and co-author of several research monographs and peer-reviewed articles in high-ranked journals.

Courses taught: EDU 706 Special Topics: Key Components in an experimental study, EDU 732 Dissertation Proposal Writing, EDU 510 Grammar for Language Teachers, EDU 713 Special Topic - Instructed Second Language Acquisition Research, EDU 700 Instructed Second Language Acquisition, EDU733 Dissertation, EDU 540 Second Language Acquisition

CASEY IEZZI, PH.D.

Associate TESOL Professor

"I am excited for the opportunity to work with you as you pursue a TESOL degree at Anaheim University! As a TESOL graduate, you will play a crucial role in improving the quality of language teaching worldwide, whether it be through innovative research, evidence-based teaching, program development, or advocacy. Please feel free to reach out at any time as you explore these career possibilities."

- Ph.D. in Applied Linguistics & MA in TESL from Northern Arizona University
- 20 years of experience teaching English as a second language to immigrants, refugees, and international students.
- Her book, Pedagogical Grammar, is used in graduate teacher-training programs throughout the world.
- Areas of expertise include corpus linguistics, second language acquisition, TESOL teacher education, and language program evaluation.
- Received the 2016 Exceptional Partnership Award from Boise State Service-Learning, for her long-standing partnerships with local ESL programs.

Courses taught: EDU510 Grammar for Language Teachers

TALIA ISAACS, PH.D.

Associate TESOL Professor

"I am delighted to share my passion for TESOL and applied linguistics through research-led teaching, helping students draw links between theoretical underpinnings, practical applications, and their experiences as language learners or teachers. Through helping students engage critically with core content to reflect on their own context and professional practice, I learn much from my students."

- Ph.D. in Second Language Education from McGill University
- Designed and taught a wide range of courses in applied linguistics and TESOL at four UK and Canadian universities, including in language testing, aural/oral communication, TESOL pedagogy and curriculum, second language acquisition, and research methods.
- Has led research and consultancy projects on language and communication and often serves in an assessment advisory capacity, most recently as a core expert group member for the OECD's PISA 2025 foreign language assessment questionnaire, and as a member of the TOEFL Committee of Examiners (ETS, 2020-24).

Courses taught: EDU 705 Language Testing / EDU 570 Classroom-Based Research

MASATOSHI SATO, PH.D.

Associate TESOL 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, Language Acquisition and a Master of Arts in Second Language Education from McGill University
- Has served as Professor in the Department of English 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.*
- Recipient of the 2014 American Council on the Teaching of Foreign Languages/ Modern Language Journal Paul Pimsleur Award.

Courses taught: EDU 700 Instructed Second Language Acquisition, EDU 713 Special Topics

NATSUKO SHINTANI, PH.D.

Associate TESOL Professor

"I am excited to join 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

Courses taught: EDU 731 Quantitative Research Methods

SCOTT AUBRY, PH.D.

Assistant TESOL 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.

Courses taught: EDU 701 Interlanguage Pragmatics and EDU 590 Research Methods in Language Learning

VIVIAN BUSSINGUER-KHAVARI, PH.D.

Assistant TESOL Professor

- Ph.D. in Applied Linguisitics, Kobe University
- Research interests include TESOL, intercultural communication, Performance-Assisted Learning (PAL), Performance in Education (PIE), and immigrant language education.

Courses taught: EDU 500 Second Language Teaching & Learning, EDU 701 Interlanguage Pragmatics, EDU 730 Qualitative Research Methods,

STEPHEN RYAN, PH.D.

Assistant TESOL Professor

- Ph.D., University of Nottingham & MA Linguistics (TESOL), University of Surrey
- Waseda University, Japan Professor
- Research and publications cover various aspects of psychology in language learning, including the award-winning Exploring Psychology in Language Learning and Teaching, co-authored with Marion Williams and Sarah Mercer, and The Psychology of the Language Learner Revisited, co-authored with Zoltan Dörnyei.
- Series editor for the Multilingual Matters book series Psychology of Language Learning and Teaching.

Courses taught: EDU 702 Individual Learner Differences in Language Learning and Teaching / EDU 550 Classroom Management and Observation

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

President

Andrew Honeycutt, DBA

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.

Chancellor

Peter Langenberg, J.D.

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.

Vice-President of Academic Affairs

Rod Ellis, Ph.D.

Dr. Rod Ellis is a distinguished professor 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 a Second Language Acquisition specialist, 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.

Provost

Tex Boggs, Ph.D.

Dr. Tex Boggs, Provost of Anaheim University, is the recipient of a Doctor of Philosophy (Ph.D.) degree from Cornell University and a Doctor of Humane Letters degree from the University of Maine Fort Kent. Dr. Boggs served as a faculty member, Director of Research, Dean, and Interim Vice President of Academic Affairs at Kentucky State University, as a Dean at the University of Kentucky, and as President of Western Wyoming Community College for twenty years. He has also served as Interim President of Antioch university Los Angeles for five years, Interim Vice President of Academic Affairs at Antioch University Los Angeles for two years, Interim President of the University of Maine at Fort Kent for one year, and Interim Vice President of the University of Maine at Fort Kent for one year. Outside of Higher Education, Dr. Boggs served two terms as a Senator in the Wyoming State Legislature, served for two years on the Western Interstate Commission for Higher Education, worked for the U.S. Agency for Economic Development in Vietnam as an economic development officer for six years, and served as a Peace Corps Volunteer in Thailand. Dr. Boggs and his wife Huong Lien have been married for fifty-six years and have three children and three grandchildren.

Dean of the Graduate School of Business

Robert Robertson, DBA

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.

MA in TESOL Designer, Sr. TESOL Professor, Grad. School of Education

David Nunan, Ph.D.

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 distinguished linguist and author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning. 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.

Graduate School of Education Chair of Research
TESOL Professor, Graduate School of Education

Hayo Reinders, Ph.D.

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.

Graduate TESOL Director

Luke Plonsky, Ph.D.

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 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.

CCO

David Bracey

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.

Student Services Director

Yasue Kawamorita, MA

Yasue Kawamorita is the Student Services Director at Anaheim University and has over 15 years of teaching experience in the U.S. and Japan. She graduated from Tamagawa University in Japan with a bachelor's degree in American literature and a certified teaching license for English secondary education. After working at high schools in Aomori, Japan, she enrolled at San Francisco State University, where she earned a Master of Arts in TESOL. After graduating from SFSU, she taught English to immigrants and young adults both in San Francisco and Tokyo. After living in Tokyo for 13 years, she moved to Orange County and started her career at Anaheim University.

POLICIES

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.

https://anaheim.edu/images/2024_Catalogs/AU-policiesandprocedures.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 4.05 is compatible with any standards-compliant web browser, including Google Chrome, Mozilla Firefox, Safari, and Microsoft Edge. Moodle is also available on mobile device browsers through MobileSafari and Google Chrome.

Please note that older "legacy" browsers have compatibility issues with Moodle 4.05. 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 Zoom. To attend the Zoom live sessions, students will need access to the following:

- Computer or mobile device. To find out the system requirement to operate Zoom, please follow the link below: https://support.zoom.us/hc/en-us/articles/201362023-Zoom-system-requirements-Windows-macOS-Linux
- An internet connection – broadband wired or wireless (3G or 4G/LTE)
- Speakers and a microphone – built-in, USB plug-in, or wireless Bluetooth
- A webcam or HD webcam - built-in, USB plug-in, or:
- An HD cam or HD camcorder with a video-capture card
- Virtual camera software for use with broadcasting software like OBS or IP cameras.

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.

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 by being enrolled and meeting all academic requirements, and financial obligations. Students are required to enroll in a course every time a course that is needed for their program completion is offered. Students completing theses, research portfolios, final capstone projects, or dissertations must remain enrolled each term until their program requirements have been completed in their entirety and they have received final written approval on the completion of their thesis, research portfolio, final capstone project, or dissertation. Any student who discontinues their studies with the University when a course that is needed for their program completion is offered will be dismissed from their program. Students who are dismissed from their program may have the opportunity to re-enroll (See Re-enrollment policy below). The University provides two exceptions to the requirement for continuous enrollment. Specifically, this policy does not apply to (1) students who are on active military duty, or (2) students who are on 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.

Re-enrollment

Former students who withdrew, or who were dismissed from a program due to failure to maintain Continuous Enrollment, and wish to resume their studies must re-apply for admission to the program. Prior enrollment does not guarantee acceptance to any program and re-enrollment will require approval from the Provost, the Registrar's Office, and the Business Affairs Division. Students re-enrolling must go through the entire application and enrollment process again and may be subject to new entrance, financial, and academic requirements as well

as a review of their progress to date. Enrollment limitations as well as new policies and procedures could result in the student not being accepted, or affect the length and cost of the program.

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.

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:

- 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.

Medical Leave of Absence

The Petition for Medical Leave form must be submitted within 30 days from the start of the course for which the medical leave is being applied. The maximum period of a leave of absence is one (1) term per leave. Students may apply for a maximum of four (4) leaves of absence for medical reasons throughout their degree program, and students in non-degree programs may apply for a maximum of one (1) leave of absence for medical reasons. Each leave of absence equals one (1) term 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 leave. Medical issues requiring more than four (4) leaves of absence must be approved in writing by the university's administration. Students taking a medical leave of absence during the dissertation, thesis, research portfolio, or capstone project phase, will not have access to advisor/professor resources until they resume their studies. Program structure and requirements for completion are subject to change during the period of medical leave. The Petition for Special Medical Leave of Absence Form can be downloaded from the University website and requires a licensed physician's signature.

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 & records fee 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)	80% of tuition refunded	Refund: $1,760 (80% of $2,200)
Week 3 (days 15 – 21)	60% of tuition refunded	Refund: $1,320 (60% of $2,200)
Week 4 (days 22 – 28)	40% of tuition refunded	Refund: $ 880 (40% of $2,200)
Week 5 (days 29 – 35)	20% of tuition refunded	Refund: $ 440 (20% of $2,200)
Week 6 (days 36 – 42)	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 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 4-day residential as follows

Hours Completed for the 24-hour Residential Session Seminar	Percentage of Refundable Tuition	Sample Calculation Based on $1,500 for 24 hours of instruction
Up to 2.4 hours (10% of total hours)	90% of Online Intensive Seminar fee	Refund: $1,350 (90% of $1,500)
2.5 – 6 hours (25% of total hours)	75% of Online Intensive Seminar fee	Refund: $1,125 (75% of $1,500)
6 – 12 hours (50% of total hours)	50% of Online Intensive Seminar fee	Refund: $750 (50% of $1,500)
More than 12 hours	0% of Online Intensive Seminar 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: (888) 370-7589. 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 Us

How to Contact Anaheim University

Dr. Andrew Honeycutt, President	president@anaheim.edu
Chief Communications Officer	online@anaheim.edu
Vice President of Administrative Affairs	vpadmin@anaheim.edu
Provost	provost@anaheim.edu
Administrative Director	admissions@anaheim.edu
Student Services	ausupport@anaheim.edu
Registrar	registrar@anaheim.edu
Technical Support	techsupport@anaheim.edu

Anaheim University Office of Admissions

Toll-Free:	1-800-955-6040
Tel:	714-772-3330
Fax:	714-772-3331
E-mail	ausupport@anaheim.edu

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

Officers: Anaheim University, Inc.

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

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TESOL Advisory Council

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	Senshu 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.

(888) 370-7589 or by fax (916) 263-1897

(916) 574-8900 or by 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

EDDTESOLCAT 04/24

Graduate Certificate in TESOL

January 1 – December 31, 2024

Anaheim University

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ANAHEIM UNIVERSITY

ABOUT ANAHEIM UNIVERSITY

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 of higher learning 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

About the Graduate School of Education

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 toward 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 Certificate 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 Certificate in TESOL Overview

Work Full Time and Study Online

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

Who is the Graduate Certificate in TESOL degree for?

Whether pursuing a career in English language teaching to children or adults, the online Graduate Certificate 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 Certificate 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.

Standard Occupational Classification (SOC)Code: 25-1081

Experience AU's TESOL Faculty

One of the primary deciding factors for students who choose the Anaheim University Graduate School of Education's Graduate Certificate in TESOL is the quality of the 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 applied 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 distinguished linguists and 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 MaryAnn Christison and Andy Curtis who are former Presidents of TESOL, the world's largest language teaching organization. AU's TESOL faculty are speakers at various international TESOL conferences.

TUITION

Graduate Certificate in TESOL	
Application Fee (Non-Refundable after 7 days)	$ 75
Registration Fee (Non-Refundable after 7 days)	$ 100
STRF Fee* (Non-Refundable, CA Residents Only)	$ 0
Course Fees	
Tuition Fee ($375 per credit x four credits)	$ 2,000/course
Records Fee	$ 200/term
Per Course Fee Total	$ 2,200
Transfer credit fee (per course)	$ 75
End of Program Fees	
Original Transcript	No cost
Each Additional Transcript Copy (optional)	$ 25
Diploma	No cost
Replacement Diploma (optional)	$ 100
Replacement Cover (optional)	$ 100
Official Completion Letter (Optional)	$ 35
Total Fees and Charges for the entire degree program	**$4,575**

* The Student Tuition Recovery Fund (STRF) is administered by the California BPPE and applies only to California residents. The STRF fee is currently zero dollars ($0.00) 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.

Books & materials will be extra, and are expected to average

U.S. $200 per course

Pay for only one course at a time.

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

PROGRAM SCHEDULE

Please note that schedules are subject to change.

Term 1: January 2 - March 4, 2024		TBA
Term 2: March 11 - May 12, 2024		TBA
Term 3: May 20 - July 21, 2024		TBA
Term 4: July 29 - September 29, 2024	EDU 570 Classroom-Based Evaluation	TBA
Term 5: October 7 - December 8, 2024		TBA

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 Certificate in TESOL program will take approximately 20 weeks to complete. Maximum time allotted to complete the program – 2.5 years from date of matriculation. Students are required to enroll in a course every time a course that is needed for their program completion is offered. Students may be granted an extension on the 2.5-year program length limit only after receiving written approval from the Program Director, the Office of the Registrar, and the Office of Financial Affairs.

Program Requirements and Satisfactory Academic Progress

Students in the Graduate Certificate in TESOL program are required to complete 8 units (2 courses, 4 units each) of AU's MA in TESOL courses. 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/their program in the allotted time. The maximum time allotted for completion of the Graduate Certificate 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 Program Director, the Office of the Registrar, and the Office of Financial Affairs.

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:

- Look briefly through the set readings, the tutorial questions, and the assignment for the week's work. (15 minutes)
- Complete the set reading, making notes on the tutorial questions as you do. (4 hours)
- Discuss the tutorial questions / tasks with other students via the online discussion forum. (3 hours)
- Take part in one of the interactive tutorials. (1.5 hours)
- Review the transcript of the real-time online class and make notes. (1 hour)
- Further reading/note taking on the topic using the Anaheim library resources. (8 hours)
- Ongoing work on assessment 1 or 2. (2 hours 15 mins)
- Total: 20 hours for a 9-week course

Graduate Certificate in TESOL Curriculu

Anaheim University's Graduate Certificate in TESOL degree program is comprised of 2 courses (9 weeks each). Each course is 4 units for a total of 8 units

Graduate Certificate in TESOL Courses

EDU 500 Second Language Teaching and Learning

EDU 570 Classroom Based Education

Graduate Certificate in TESOL Curriculum

Anaheim University's Graduate Certificate in TESOL degree program is comprised of 2 courses (9 weeks each). Each course is 4 units for a total of 8 units.

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 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.

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 Online Learning Community

AU's online learning community is a global network of students, graduates, faculty, researchers, and Global Learning Partners. The diversity of the student body adds to the richness of the learning experience and the global network of graduates provides for a world of possibilities. Numerous collaborations and a wide range of opportunities have resulted from this global network through which students are able to exchange information about the markets in which they live and work.

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 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.

Courses taught: EDU 706: Special Topics, EDU 731: Quantitative Research Methods, EDU 732: Dissertation Proposal Writing, EDU 570: Classroom-Based Evaluation, EDU733 Dissertation

ROD ELLIS, PH.D.

Vice-President of Academic Affairs & Ed.D. in TESOL Program Designer

"The Doctor of Education in TESOL 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. at 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

Courses taught: Residential Sessions

DAVID NUNAN, PH.D.

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
- 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

Courses taught: Residential Sessions

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

Courses taught: EDU 720: ELT Leadership and Management, EDU 703: Sociolinguistics and Language Teaching, EDU 732: Dissertation Proposal Writing, EDU 610: Thesis, EDU 721 Language Teacher Education , EDU 710 Curriculum Design / EDU 580 Second Language Curriculum Development , EDU 706 Special Topics

MARYANN CHRISTISON, PH.D.

TESOL 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

Courses taught: EDU 721: Language Teacher Education, EDU 710 Curriculum Design / EDU 580 Second Language Curriculum Development, EDU733 Dissertation, EDU711 Technology and English Language Teaching , EDU720 ELT Leadership and Management, EDU 560 Second Language Classroom Research, EDU 540 Second Language Acquisition

ANDY CURTIS, PH.D.

TESOL 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
- Courses taught: EDU720 ELT Leadership and Management

KEN BEATTY, PH.D.

TESOL 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 seminars, 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.

Courses taught: EDU 704/530: Discourse Analysis for Language Teachers, EDU 580: Second Language Curriculum Development, EDU 711 Technology and English Language Teaching

MARTHA CUMMINGS, PH.D.

TESOL 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.

Courses taught: EDU 550 Classroom Management & Observation & EDU 580 Second Language Curriculum Development

BRIAN TOMLINSON, PH.D.

TESOL 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.

Courses taught: EDU 712: ELT Materials Development, EDU 713: Special Topics: Instructed Second Language Acquisition Research & EDU570 Classroom-Based Evaluation

THOM HUDSON, PH.D.

TESOL 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

Courses taught: EDU570 Classroom-Based Evaluation , EDU 705 Language Testing / EDU 570 Classroom-Based Research

JO MYNARD, PH.D.

TESOL 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), University of Exeter, UK & M Phil in Applied Linguistics, 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)* & on editorial board of int'l research journals

Courses taught: EDU 702 Individual Learner Differences in Language Learning and Teaching / EDU 550 Classroom Management and Observation, EDU706 Learner Autonomy, EDU 550 Classroom Management & Observation

JOHN MACALISTER, PH.D.

TESOL Professor

"Kia ora tatou, and welcome. I'm excited to teach 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

Courses taught: EDU 710 Curriculum Design / EDU 580 Second Language Curriculum Development

ALESSANDRO BENATI, PH.D.

Associate TESOL Professor

"I am delighted to be one of the teaching members of Anaheim University. My research focuses on language processing and two general questions have guided my work: (i) what kinds of linguistic cues do second language learners use to understand sentences during language comprehension?; (ii) how can insights on second language processing improve instructed language learning? I will be teaching courses in second language acquisition and language teaching in the MA program, and I look forward to helping you develop a better understanding in these fields of enquiry."

- Ph.D. in Second Language Acquisition from University of Greenwich
- Known for his ground-breaking research on the pedagogical framework called processing instruction.
- He has coordinated national and international high-impact research projects which have been influential in determining educational policy and had an impact in providing effective language teacher training.
- Author and co-author of several research monographs and peer-reviewed articles in high-ranked journals.

Courses taught: EDU 706 Special Topics: Key Components in an experimental study, EDU 732 Dissertation Proposal Writing, EDU 510 Grammar for Language Teachers, EDU 713 Special Topic - Instructed Second Language Acquisition Research, EDU 700 Instructed Second Language Acquisition, EDU733 Dissertation, EDU 540 Second Language Acquisition

CASEY IEZZI, PH.D.

Associate TESOL Professor

"I am excited for the opportunity to work with you as you pursue a TESOL degree at Anaheim University! As a TESOL graduate, you will play a crucial role in improving the quality of language teaching worldwide, whether it be through innovative research, evidence-based teaching, program development, or advocacy. Please feel free to reach out at any time as you explore these career possibilities."

- Ph.D. in Applied Linguistics & MA in TESL from Northern Arizona University
- 20 years of experience teaching English as a second language to immigrants, refugees, and international students.
- Her book, Pedagogical Grammar, is used in graduate teacher-training programs throughout the world.
- Areas of expertise include corpus linguistics, second language acquisition, TESOL teacher education, and language program evaluation.
- Received the 2016 Exceptional Partnership Award from Boise State Service-Learning, for her long-standing partnerships with local ESL programs.

Courses taught: EDU510 Grammar for Language Teachers

TALIA ISAACS, PH.D.

Associate TESOL Professor

"I am delighted to share my passion for TESOL and applied linguistics through research-led teaching, helping students draw links between theoretical underpinnings, practical applications, and their experiences as language learners or teachers. Through helping students engage critically with core content to reflect on their own context and professional practice, I learn much from my students."

- Ph.D. in Second Language Education from McGill University
- Designed and taught a wide range of courses in applied linguistics and TESOL at four UK and Canadian universities, including in language testing, aural/oral communication, TESOL pedagogy and curriculum, second language acquisition, and research methods.
- Has led research and consultancy projects on language and communication and often serves in an assessment advisory capacity, most recently as a core expert group member for the OECD's PISA 2025 foreign language assessment questionnaire, and as a member of the TOEFL Committee of Examiners (ETS, 2020-24).

Courses taught: EDU 705 Language Testing / EDU 570 Classroom-Based Research

MASATOSHI SATO, PH.D.

Associate TESOL 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, Language Acquisition and a Master of Arts in Second Language Education from McGill University
- Has served as Professor in the Department of English 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.*
- Recipient of the 2014 American Council on the Teaching of Foreign Languages/ Modern Language Journal Paul Pimsleur Award.

Courses taught: EDU 700 Instructed Second Language Acquisition, EDU 713 Special Topics

NATSUKO SHINTANI, PH.D.

Associate TESOL Professor

"I am excited to join 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

Courses taught: EDU 731 Quantitative Research Methods

SCOTT AUBRY, PH.D.

Assistant TESOL 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.

Courses taught: EDU 701 Interlanguage Pragmatics and EDU 590 Research Methods in Language Learning

VIVIAN BUSSINGUER-KHAVARI, PH.D.

Assistant TESOL Professor

- **Ph.D. in Applied Linguisitics, Kobe University**
- Research interests include TESOL, intercultural communication, Performance-Assisted Learning (PAL), Performance in Education (PIE), and immigrant language education.

Courses taught: EDU 500 Second Language Teaching & Learning, EDU 701 Interlanguage Pragmatics, EDU 730 Qualitative Research Methods,

STEPHEN RYAN, PH.D.

Assistant TESOL Professor

- Ph.D., University of Nottingham & MA Linguistics (TESOL), University of Surrey
- Waseda University, Japan Professor
- Research and publications cover various aspects of psychology in language learning, including the award-winning Exploring Psychology in Language Learning and Teaching, co-authored with Marion Williams and Sarah Mercer, and The Psychology of the Language Learner Revisited, co-authored with Zoltan Dörnyei.
- Series editor for the Multilingual Matters book series Psychology of Language Learning and Teaching.

Courses taught: EDU 702 Individual Learner Differences in Language Learning and Teaching / EDU 550 Classroom Management and Observation

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

President

Andrew Honeycutt, DBA

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.

Chancellor

Peter Langenberg, J.D.

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.

Vice-President of Academic Affairs

Rod Ellis, Ph.D.

Dr. Rod Ellis is a distinguished professor 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 a Second Language Acquisition specialist, 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.

Provost

Tex Boggs, Ph.D.

Dr. Tex Boggs, Provost of Anaheim University, is the recipient of a Doctor of Philosophy (Ph.D.) degree from Cornell University and a Doctor of Humane Letters degree from the University of Maine Fort Kent. Dr. Boggs served as a faculty member, Director of Research, Dean, and Interim Vice President of Academic Affairs at Kentucky State University, as a Dean at the University of Kentucky, and as President of Western Wyoming Community College for twenty years. He has also served as Interim President of Antioch university Los Angeles for five years, Interim Vice President of Academic Affairs at Antioch University Los Angeles for two years, Interim President of the University of Maine at Fort Kent for one year, and Interim Vice President of the University of Maine at Fort Kent for one year. Outside of Higher Education, Dr. Boggs served two terms as a Senator in the Wyoming State Legislature, served for two years on the Western Interstate Commission for Higher Education, worked for the U.S. Agency for Economic Development in Vietnam as an economic development officer for six years, and served as a Peace Corps Volunteer in Thailand. Dr. Boggs and his wife Huong Lien have been married for fifty-six years and have three children and three grandchildren.

Dean of the Graduate School of Business

Robert Robertson, DBA

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.

MA in TESOL Designer, Sr. TESOL Professor, Grad. School of Education

David Nunan, Ph.D.

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 distinguished linguist and author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning. 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.

Graduate School of Education Chair of Research
TESOL Professor, Graduate School of Education

Hayo Reinders, Ph.D.

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.

Graduate TESOL Director

Luke Plonsky, Ph.D.

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 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.

CCO

David Bracey

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.

Student Services Director

Yasue Kawamorita, MA

Yasue Kawamorita is the Student Services Director at Anaheim University and has over 15 years of teaching experience in the U.S. and Japan. She graduated from Tamagawa University in Japan with a bachelor's degree in American literature and a certified teaching license for English secondary education. After working at high schools in Aomori, Japan, she enrolled at San Francisco State University, where she earned a Master of Arts in TESOL. After graduating from SFSU, she taught English to immigrants and young adults both in San Francisco and Tokyo. After living in Tokyo for 13 years, she moved to Orange County and started her career at Anaheim University.

Policies

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.

https://anaheim.edu/images/2024_Catalogs/AU-policiesandprocedures.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 4.05 is compatible with any standards-compliant web browser, including Google Chrome, Mozilla Firefox, Safari, and Microsoft Edge. Moodle is also available on mobile device browsers through MobileSafari and Google Chrome.

Please note that older "legacy" browsers have compatibility issues with Moodle 4.05. 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 Zoom. To attend the Zoom live sessions, students will need access to the following:

- Computer or mobile device. To find out the system requirement to operate Zoom, please follow the link below: https://support.zoom.us/hc/en-us/articles/201362023-Zoom-system-requirements-Windows-macOS-Linux
- An internet connection – broadband wired or wireless (3G or 4G/LTE)
- Speakers and a microphone – built-in, USB plug-in, or wireless Bluetooth
- A webcam or HD webcam - built-in, USB plug-in, or:
- An HD cam or HD camcorder with a video-capture card
- Virtual camera software for use with broadcasting software like OBS or IP cameras.

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 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.

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 by being enrolled and meeting all academic requirements, and financial obligations. Students are required to enroll in a course every time a course that is needed for their program completion is offered. Students completing theses, research portfolios, final capstone projects, or dissertations must remain enrolled each term until their program requirements have been completed in their entirety and they have received final written approval on the completion of their thesis, research portfolio, final capstone project, or dissertation. Any student who discontinues their studies with the University when a course that is needed for their program completion is offered will be dismissed from their program. Students who are dismissed from their program may have the opportunity to re-enroll (See Re-enrollment policy below). The University provides two exceptions to the requirement for continuous enrollment. Specifically, this policy does not apply to (1) students who are on active military duty, or (2) students who are on 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.

Re-enrollment

Former students who withdrew, or who were dismissed from a program due to failure to maintain Continuous Enrollment, and wish to resume their studies must re-apply for admission to the program. Prior enrollment does not guarantee acceptance to any program and re-enrollment will require approval from the Provost, the Registrar's Office, and the Business Affairs Division. Students re-enrolling must go through the entire application and enrollment process again and may be subject to new entrance, financial, and academic requirements as well as a review of their progress to date. Enrollment limitations as well as new policies and procedures could result in the student not being accepted, or affect the length and cost of the program.

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:

- 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.

Medical Leave of Absence

The Petition for Medical Leave form must be submitted within 30 days from the start of the course for which the medical leave is being applied. The maximum period of a leave of absence is one (1) term per leave. Students may apply for a maximum of four (4) leaves of absence for medical reasons throughout their degree program, and students in non-degree programs may apply for a maximum of one (1) leave of absence for medical reasons. Each leave of absence equals one (1) term 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 leave. Medical issues requiring more than four (4) leaves of absence must be approved in writing by the university's administration. Students taking a medical leave of absence during the dissertation, thesis, research portfolio, or capstone project phase, will not have access to advisor/professor resources until they resume their studies. Program structure and requirements for completion are subject to change during the period of medical leave. The Petition for Special Medical Leave of Absence Form can be downloaded from the University website and requires a licensed physician's signature.

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 & records fee 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)	80% of tuition refunded	Refund: $1,760 (80% of $2,200)
Week 3 (days 15 – 21)	60% of tuition refunded	Refund: $1,320 (60% of $2,200)
Week 4 (days 22 – 28)	40% of tuition refunded	Refund: $ 880 (40% of $2,200)
Week 5 (days 29 – 35)	20% of tuition refunded	Refund: $ 440 (20% of $2,200)
Week 6 (days 36 – 42)	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 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: (888) 370-7589. 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 Us

How to Contact Anaheim University	
Dr. Andrew Honeycutt, President	president@anaheim.edu
Chief Communications Officer	online@anaheim.edu
Vice President of Administrative Affairs	vpadmin@anaheim.edu
Provost	provost@anaheim.edu
Administrative Director	admissions@anaheim.edu
Student Services	ausupport@anaheim.edu
Registrar	registrar@anaheim.edu
Technical Support	techsupport@anaheim.edu

Anaheim University Office of Admissions	
Toll-Free:	1-800-955-6040
Tel:	714-772-3330
Fax:	714-772-3331
E-mail	ausupport@anaheim.edu

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

Officers: Anaheim University, Inc.

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

Anaheim University is owned by Asia Pacific Educational Services, Inc.

TESOL Advisory Council

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	Senshu 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.

(888) 370-7589 or by fax (916) 263-1897

(916) 574-8900 or by 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

GRADCERTIFICATETESOL 04/24

Graduate Diploma in TESOL

January 1 – December 31, 2024

Anaheim University
Graduate School of Education

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ANAHEIM UNIVERSITY

ABOUT ANAHEIM UNIVERSITY

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 of higher learning 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

ABOUT THE GRADUATE SCHOOL OF EDUCATION

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 toward 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 Diploma in TESOL Program Overview

Work Full Time and 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.

Standard Occupational Classification (SOC)Code: 25-1081

Experience AU's TESOL Faculty

One of the primary deciding factors for students who choose the Anaheim University Graduate School of Education's Graduate Diploma in TESOL is the quality of the 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 applied 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 distinguished linguists and 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 MaryAnn Christison and Andy Curtis who are former Presidents of TESOL, the world's largest language teaching organization. AU's TESOL faculty are speakers at various international TESOL conferences.

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. Maximum time allotted to complete program – 2.5 years from date of matriculation. Students are required to enroll in a course every time a course that is needed for their program completion is offered. Students may be granted an extension on the 2.5-year program length limit only after receiving written approval from the Program Director, the Office of the Registrar, and the Office of Financial Affairs.

TUITION

GRADUATE DIPLOMA in TESOL PROGRAM	
Non-Refundable Fees	
Application Fee (Non-refundable after 7 days)	$ 75.00
Registration Fee (Non-refundable after 7 days)	$ 100.00
STRF Fee* (non-refundable; CA residents only)	$ 0.00
DUE UPON SUBMISSION OF THIS ENROLLMENT AGREEMENT	
Course Fees	
Tuition per course ($500 per credit x four credits)	$ 2,000.00
Records Fee per term	$ 200.00
TOTAL PER COURSE FEES	$ 2,200.00
Additional Fees	
Estimated Textbook Fees	$ 300.00
Transfer credit fee (per course) (optional)	$ 75.00
Original Transcript	No cost
Each Additional Transcript Fee	$ 25.00
End of Program Fees	
Diploma	No cost
Replacement Diploma (Optional)	$ 200.00
Replacement Cover (optional)	$ 75.00
Course Completion Letter (optional)	$ 35.00
TOTAL FEES AND CHARGES	
TOTAL COST OF PROGRAM	$ 13,675.00*

*Assumes completion in 6 terms.

* The Student Tuition Recovery Fund (STRF) is administered by the California BPPE and applies only to California residents. The STRF fee is currently two dollars and fifty cents ($2.50) 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.

A student can plan on approximately $380 in textbook purchases during the program. A textbook list may be found in the online resources of the student website. Real-time classes do not require specific materials beyond what is already supplied for the course.
Pay for only one course at a time.

PROGRAM SCHEDULE

Term 1: January 2 - March 4, 2024	EDU 540 Second Language Acquisition	TBA
Term 2: March 11 - May 12, 2024	EDU 550 Classroom Management & Observation	TBA
Term 3: May 20 - July 21, 2024		
Term 4: July 29 - September 29, 2024		TBA
Term 5: October 7 - December 8, 2024	EDU 580 Second Language Curriculum Development	TBA

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 Program Director, the Office of the Registrar, and the Office of Financial Affairs.

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 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. Each week the student will:

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

Graduate Diploma in 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 570 Classroom Based Education

EDU 580 Second Language Curriculum Development

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 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 Online Learning Community

AU's online learning community is a global network of students, graduates, faculty, researchers, and Global Learning Partners. The diversity of the student body adds to the richness of the learning experience and the global network of graduates provides for a world of possibilities. Numerous collaborations and a wide range of opportunities have resulted from this global network through which students are able to exchange information about the markets in which they live and work.

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 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.

Courses taught: EDU 706: Special Topics, EDU 731: Quantitative Research Methods, EDU 732: Dissertation Proposal Writing, EDU 570: Classroom-Based Evaluation, EDU733 Dissertation

ROD ELLIS, PH.D.

Vice-President of Academic Affairs & Ed.D. in TESOL Program Designer

"The Doctor of Education in TESOL 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. at 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

Courses taught: Residential Sessions

DAVID NUNAN, PH.D.

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
- 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

Courses taught: Residential Sessions

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

Courses taught: EDU 720: ELT Leadership and Management, EDU 703: Sociolinguistics and Language Teaching, EDU 732: Dissertation Proposal Writing, EDU 610: Thesis, EDU 721 Language Teacher Education , EDU 710 Curriculum Design / EDU 580 Second Language Curriculum Development , EDU 706 Special Topics

MARYANN CHRISTISON, PH.D.

TESOL 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

Courses taught: EDU 721: Language Teacher Education, EDU 710 Curriculum Design / EDU 580 Second Language Curriculum Development, EDU733 Dissertation, EDU711 Technology and English Language Teaching , EDU720 ELT Leadership and Management, EDU 560 Second Language Classroom Research, EDU 540 Second Language Acquisition

ANDY CURTIS, PH.D.

TESOL 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
- Courses taught: EDU720 ELT Leadership and Management

KEN BEATTY, PH.D.

TESOL 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 seminars, 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.

Courses taught: EDU 704/530: Discourse Analysis for Language Teachers, EDU 580: Second Language Curriculum Development, EDU 711 Technology and English Language Teaching

MARTHA CUMMINGS, PH.D.

TESOL 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.

Courses taught: EDU 550 Classroom Management & Observation & EDU 580 Second Language Curriculum Development

BRIAN TOMLINSON, PH.D.

TESOL 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.

Courses taught: EDU 712: ELT Materials Development, EDU 713: Special Topics: Instructed Second Language Acquisition Research & EDU570 Classroom-Based Evaluation

THOM HUDSON, PH.D.

TESOL 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

Courses taught: EDU570 Classroom-Based Evaluation , EDU 705 Language Testing / EDU 570 Classroom-Based Research

JO MYNARD, PH.D.

TESOL 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), University of Exeter, UK & M Phil in Applied Linguistics, 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)* & on editorial board of int'l research journals

Courses taught: EDU 702 Individual Learner Differences in Language Learning and Teaching / EDU 550 Classroom Management and Observation, EDU706 Learner Autonomy, EDU 550 Classroom Management & Observation

JOHN MACALISTER, PH.D.

TESOL Professor

"Kia ora tatou, and welcome. I'm excited to teach 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

Courses taught: EDU 710 Curriculum Design / EDU 580 Second Language Curriculum Development

ALESSANDRO BENATI, PH.D.

Associate TESOL Professor

"I am delighted to be one of the teaching members of Anaheim University. My research focuses on language processing and two general questions have guided my work: (i) what kinds of linguistic cues do second language learners use to understand sentences during language comprehension?; (ii) how can insights on second language processing improve instructed language learning? I will be teaching courses in second language acquisition and language teaching in the MA program, and I look forward to helping you develop a better understanding in these fields of enquiry."

- Ph.D. in Second Language Acquisition from University of Greenwich
- Known for his ground-breaking research on the pedagogical framework called processing instruction.
- He has coordinated national and international high-impact research projects which have been influential in determining educational policy and had an impact in providing effective language teacher training.
- Author and co-author of several research monographs and peer-reviewed articles in high-ranked journals.

Courses taught: EDU 706 Special Topics: Key Components in an experimental study, EDU 732 Dissertation Proposal Writing, EDU 510 Grammar for Language Teachers, EDU 713 Special Topic - Instructed Second Language Acquisition Research, EDU 700 Instructed Second Language Acquisition, EDU733 Dissertation, EDU 540 Second Language Acquisition

CASEY IEZZI, PH.D.

Associate TESOL Professor

"I am excited for the opportunity to work with you as you pursue a TESOL degree at Anaheim University! As a TESOL graduate, you will play a crucial role in improving the quality of language teaching worldwide, whether it be through innovative research, evidence-based teaching, program development, or advocacy. Please feel free to reach out at any time as you explore these career possibilities."

- Ph.D. in Applied Linguistics & MA in TESL from Northern Arizona University
- 20 years of experience teaching English as a second language to immigrants, refugees, and international students.
- Her book, Pedagogical Grammar, is used in graduate teacher-training programs throughout the world.
- Areas of expertise include corpus linguistics, second language acquisition, TESOL teacher education, and language program evaluation.
- Received the 2016 Exceptional Partnership Award from Boise State Service-Learning, for her long-standing partnerships with local ESL programs.

Courses taught: EDU510 Grammar for Language Teachers

TALIA ISAACS, PH.D.

Associate TESOL Professor

"I am delighted to share my passion for TESOL and applied linguistics through research-led teaching, helping students draw links between theoretical underpinnings, practical applications, and their experiences as language learners or teachers. Through helping students engage critically with core content to reflect on their own context and professional practice, I learn much from my students."

- Ph.D. in Second Language Education from McGill University
- Designed and taught a wide range of courses in applied linguistics and TESOL at four UK and Canadian universities, including in language testing, aural/oral communication, TESOL pedagogy and curriculum, second language acquisition, and research methods.
- Has led research and consultancy projects on language and communication and often serves in an assessment advisory capacity, most recently as a core expert group member for the OECD's PISA 2025 foreign language assessment questionnaire, and as a member of the TOEFL Committee of Examiners (ETS, 2020-24).

Courses taught: EDU 705 Language Testing / EDU 570 Classroom-Based Research

MASATOSHI SATO, PH.D.

Associate TESOL 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, Language Acquisition and a Master of Arts in Second Language Education from McGill University
- Has served as Professor in the Department of English 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.*
- Recipient of the 2014 American Council on the Teaching of Foreign Languages/ Modern Language Journal Paul Pimsleur Award.

Courses taught: EDU 700 Instructed Second Language Acquisition, EDU 713 Special Topics

NATSUKO SHINTANI, PH.D.

Associate TESOL Professor

"I am excited to join 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

Courses taught: EDU 731 Quantitative Research Methods

SCOTT AUBRY, PH.D.

Assistant TESOL 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.

Courses taught: EDU 701 Interlanguage Pragmatics and EDU 590 Research Methods in Language Learning

VIVIAN BUSSINGUER-KHAVARI, PH.D.

Assistant TESOL Professor

- **Ph.D. in Applied Linguisitics, Kobe University**
- Research interests include TESOL, intercultural communication, Performance-Assisted Learning (PAL), Performance in Education (PIE), and immigrant language education.

Courses taught: EDU 500 Second Language Teaching & Learning, EDU 701 Interlanguage Pragmatics, EDU 730 Qualitative Research Methods,

STEPHEN RYAN, PH.D.

Assistant TESOL Professor

- Ph.D., University of Nottingham & MA Linguistics (TESOL), University of Surrey
- Waseda University, Japan Professor
- Research and publications cover various aspects of psychology in language learning, including the award-winning Exploring Psychology in Language Learning and Teaching, co-authored with Marion Williams and Sarah Mercer, and The Psychology of the Language Learner Revisited, co-authored with Zoltan Dörnyei.
- Series editor for the Multilingual Matters book series Psychology of Language Learning and Teaching.

Courses taught: EDU 702 Individual Learner Differences in Language Learning and Teaching / EDU 550 Classroom Management and Observation

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

President

Andrew Honeycutt, DBA

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.

Chancellor

Peter Langenberg, J.D.

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.

Vice-President of Academic Affairs

Rod Ellis, Ph.D.

Dr. Rod Ellis is a distinguished professor 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 a Second Language Acquisition specialist, 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.

Provost

Tex Boggs, Ph.D.

Dr. Tex Boggs, Provost of Anaheim University, is the recipient of a Doctor of Philosophy (Ph.D.) degree from Cornell University and a Doctor of Humane Letters degree from the University of Maine Fort Kent. Dr. Boggs served as a faculty member, Director of Research, Dean, and Interim Vice President of Academic Affairs at Kentucky State University, as a Dean at the University of Kentucky, and as President of Western Wyoming Community College for twenty years. He has also served as Interim President of Antioch university Los Angeles for five years, Interim Vice President of Academic Affairs at Antioch University Los Angeles for two years, Interim President of the University of Maine at Fort Kent for one year, and Interim Vice President of the University of Maine at Fort Kent for one year. Outside of Higher Education, Dr. Boggs served two terms as a Senator in the Wyoming State Legislature, served for two years on the Western Interstate Commission for Higher Education, worked for the U.S. Agency for Economic Development in Vietnam as an economic development officer for six years, and served as a Peace Corps Volunteer in Thailand. Dr. Boggs and his wife Huong Lien have been married for fifty-six years and have three children and three grandchildren.

Dean of the Graduate School of Business

Robert Robertson, DBA

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.

MA in TESOL Designer, Sr. TESOL Professor, Grad. School of Education

David Nunan, Ph.D.

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 distinguished linguist and author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning. 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.

Graduate School of Education Chair of Research
TESOL Professor, Graduate School of Education

Hayo Reinders, Ph.D.

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.

Graduate TESOL Director

Luke Plonsky, Ph.D.

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 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.

CCO

David Bracey

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.

Student Services Director

Yasue Kawamorita, MA

Yasue Kawamorita is the Student Services Director at Anaheim University and has over 15 years of teaching experience in the U.S. and Japan. She graduated from Tamagawa University in Japan with a bachelor's degree in American literature and a certified teaching license for English secondary education. After working at high schools in Aomori, Japan, she enrolled at San Francisco State University, where she earned a Master of Arts in TESOL. After graduating from SFSU, she taught English to immigrants and young adults both in San Francisco and Tokyo. After living in Tokyo for 13 years, she moved to Orange County and started her career at Anaheim University.

POLICIES

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.

https://anaheim.edu/images/2024_Catalogs/AU-policiesandprocedures.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 4.05 is compatible with any standards-compliant web browser, including Google Chrome, Mozilla Firefox, Safari, and Microsoft Edge. Moodle is also available on mobile device browsers through MobileSafari and Google Chrome.

Please note that older "legacy" browsers have compatibility issues with Moodle 4.05. 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 Zoom. To attend the Zoom live sessions, students will need access to the following:

- Computer or mobile device. To find out the system requirement to operate Zoom, please follow the link below: https://support.zoom.us/hc/en-us/articles/201362023-Zoom-system-requirements-Windows-macOS-Linux
- An internet connection – broadband wired or wireless (3G or 4G/LTE)
- Speakers and a microphone – built-in, USB plug-in, or wireless Bluetooth
- A webcam or HD webcam - built-in, USB plug-in, or:
- An HD cam or HD camcorder with a video-capture card
- Virtual camera software for use with broadcasting software like OBS or IP cameras.

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 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.

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 by being enrolled and meeting all academic requirements, and financial obligations. Students are required to enroll in a course every time a course that is needed for their program completion is offered. Students completing theses, research portfolios, final capstone projects, or dissertations must remain enrolled each term until their program requirements have been completed in their entirety and they have received final written approval on the completion of their thesis, research portfolio, final capstone project, or dissertation. Any student who discontinues their studies with the University when a course that is needed for their program completion is offered will be dismissed from their program. Students who are dismissed from their program may have the opportunity to re-enroll (See Re-enrollment policy below). The University provides two exceptions to the requirement for continuous enrollment. Specifically, this policy does not apply to (1) students who are on active military duty, or (2) students who are on 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.

Re-enrollment

Former students who withdrew, or who were dismissed from a program due to failure to maintain Continuous Enrollment, and wish to resume their studies must re-apply for admission to the program. Prior enrollment does not guarantee acceptance to any program and re-enrollment will require approval from the Provost, the Registrar's Office, and the Business Affairs Division. Students re-enrolling must go through the entire application and enrollment process again and may be subject to new entrance, financial, and academic requirements as well as a review of their progress to date. Enrollment limitations as well as new policies and procedures could result in the student not being accepted, or affect the length and cost of the program.

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:

- 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.

Medical Leave of Absence

The Petition for Medical Leave form must be submitted within 30 days from the start of the course for which the medical leave is being applied. The maximum period of a leave of absence is one (1) term per leave. Students may apply for a maximum of four (4) leaves of absence for medical reasons throughout their degree program, and students in non-degree programs may apply for a maximum of one (1) leave of absence for medical reasons. Each leave of absence equals one (1) term 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 leave. Medical issues requiring more than four (4) leaves of absence must be approved in writing by the university's administration. Students taking a medical leave of absence during the dissertation, thesis, research portfolio, or capstone project phase, will not have access to advisor/professor resources until they resume their studies. Program structure and requirements for completion are subject to change during the period of medical leave. The Petition for Special Medical Leave of Absence Form can be downloaded from the University website and requires a licensed physician's signature.

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 & records fee 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)	80% of tuition refunded	Refund: $1,760 (80% of $2,200)
Week 3 (days 15 – 21)	60% of tuition refunded	Refund: $1,320 (60% of $2,200)
Week 4 (days 22 – 28)	40% of tuition refunded	Refund: $ 880 (40% of $2,200)
Week 5 (days 29 – 35)	20% of tuition refunded	Refund: $ 440 (20% of $2,200)
Week 6 (days 36 – 42)	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 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: (888) 370-7589. 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 Us

How to Contact Anaheim University	
Dr. Andrew Honeycutt, President	president@anaheim.edu
Chief Communications Officer	online@anaheim.edu
Vice President of Administrative Affairs	vpadmin@anaheim.edu
Provost	provost@anaheim.edu
Administrative Director	admissions@anaheim.edu
Student Services	ausupport@anaheim.edu
Registrar	registrar@anaheim.edu
Technical Support	techsupport@anaheim.edu

Anaheim University Office of Admissions	
Toll-Free:	1-800-955-6040
Tel:	714-772-3330
Fax:	714-772-3331
E-mail	ausupport@anaheim.edu

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

Officers: Anaheim University, Inc.

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

Anaheim University is owned by Asia Pacific Educational Services, Inc.

TESOL Advisory Council

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	Senshu 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.

(888) 370-7589 or by fax (916) 263-1897

(916) 574-8900 or by 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 International Business

January 1 – December 31, 2024

Anaheim University
Akio Morita School of Business

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ANAHEIM UNIVERSITY

ABOUT ANAHEIM UNIVERSITY

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 of higher learning 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

About the 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.

Mission of the Akio Morita 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.

Who is the Graduate Diploma in International Business Program 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: Standard Occupational Classification (SOC)Code: 11-1011

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	

Experience AU's Faculty

In addition to holding doctoral degrees from 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.

Anaheim University's Global Student Body

Anaheim University 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.

Message 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

About the Graduate Diploma in International Business Program

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.

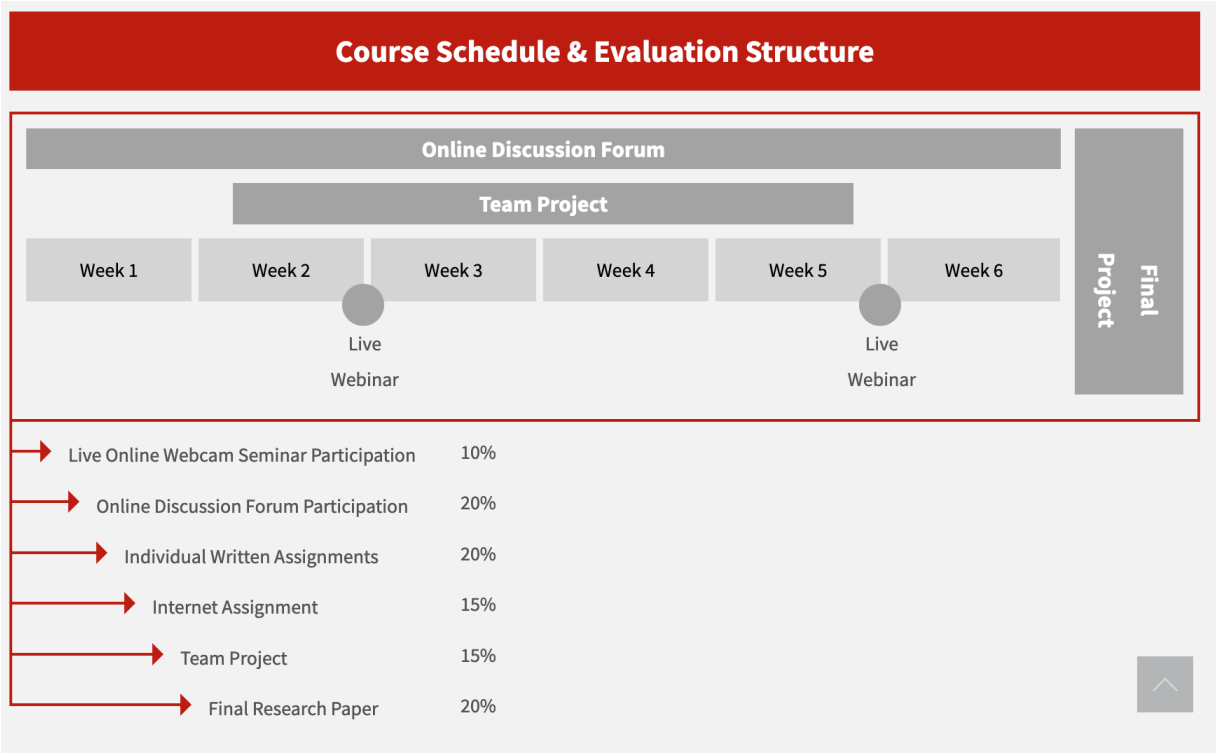
Students who earn a grade lower than an 80% (a "C," "D," or "F") on any given course must repeat the course. The schedule is set each year and typically announced in the Fall. Failure to take an available course when one is offered may prevent a student from completing his/her program in the allotted 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 Program Director, the Office of the Registrar, and the Office of Financial Affairs.

Study Suggestion

(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.



ONLINE GRADUATE CERTIFICATE IN INTERNATIONAL BUSINESS OVERVIEW

The Online Graduate Certificate 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 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 interacting daily by discussing weekly topics with their professor and classmates.

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.

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 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. Students are expected to enroll in a course every time a course that is needed for their program completion is offered. Students may be granted an extension to their program only after receiving written approval from the Program Director, the Office of the Registrar and the Office of Financial Affairs.

No Travel

Students around the world can study at an American university without traveling abroad.

Experienced Faculty

Students have the opportunity to learn from highly-qualified professors who hold doctoral degrees and have experience in various fields of business. Students from around the world interact with each other and their professors through the online Forum

Curriculum

For the Anaheim University's Online Graduate Diploma in International Business, students select 3 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
BUS 570 Intercultural Communications
BUS 572 Seminar in International Business
BUS 575 Supply Chain Management

Tuition

Graduate Certificate in International Business Program Fees

Non-Refundable Fees		
Application Fee (Non-refundable after 7 days)	$	75.00
Registration Fee (Non-refundable after 7 days)	$	100.00
STRF Fee* (non-refundable; CA residents only)	$	0.00
DUE UPON SUBMISSION OF THIS ENROLLMENT AGREEMENT		
Course Fees		
Tuition per course ($375 per credit x three credits)	$	1,125.00
Records Fee per term	$	200.00
TOTAL PER COURSE FEES	$	1,325.00
Additional Fees		
Estimated Textbook Fees	$	350.00
Transfer Credit Fee (per course) (optional)	$	75.00
Original Transcript		No cost
Each Additional Transcript Fee	$	25.00
End of Program Fees		
Diploma		No cost
Replacement Certificate (optional)	$	100.00
Replacement Cover (optional)	$	100.00
Course Completion Letter (optional)	$	35.00
TOTAL COST OF PROGRAM		
Certificate in International Business	$	4,500.00*

*Assumes completion in three terms.

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 zero dollars ($0) 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: A student can plan on approximately $350 in textbook purchases during the program. A textbook list may be found in the online resources of the student website. Real-time classes do not require specific materials beyond what is already supplied for the course.
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.

Program Schedule

Students select 3 of the following 10 courses:

Term	Term Dates	Courses Offered	Live Online Webcam Seminar Dates
1	January 2 - Feb 11, 2024	BUS 510: International Economics	Jan 12, Feb 2
2	February 12 - March 24, 2024	BUS 520: International Human Resource Management	Feb 23, Mar 8
3	March 25 - May5, 2024	BUS 530: International Accounting	Apr 5 and 26
4	May 6 - June 16, 2024	BUS 540: International Marketing	May 17, Jun 7
5	June 17 - July 28, 2024	BUS 550: International Management	Jun 28, Jul 12
6	August 5 - September 15, 2024	BUS 560: International Finance	Aug 16, Sep 6

Course Descriptions

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 a significant increase in performance.

Akio Morita School of Business Faculty

Robert Robertson, DBA

Dean, Akio Morita School of Business, Chair of Research, Professor

Dr. Robert Robertson holds a Ph.D. in Management and Organization (Stirling University, Scotland); Massachusetts Institute of Technology (MIT) Sloan School of Management Executive Certificate in Innovation and Strategy, 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.

Courses taught: BUS 520 International Human Resources Management, BUS 542 International Business Law & Practice, BUS 545 Green Marketing and Environmental Product Design, BUS 550 International Management, BUS 570 Intercultural Communications, BUS 610 International Business Capstone, ENT 612 Entrepreneurship Capstone, BUS 615 Sustainable Management Capstone, DBA 615 Leadership in Global and Multicultural Organizations, DBA 629 Global Strategy and Innovation Management, DBA 633 Ethics in Business and Management, DBA 635 Transforming Systems through Adaptive Leadership

CARLOS AQUINO, PH.D.

Professor

Holding a University of Sao Paolo Ph.D. in Science and Technology and a George Washington University MS in Structural Engineering, 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 gained recognition as Executive Director, Senior Director, Project Manager, Provost, Dean of Business, and Dean of Accreditation, among other capacities in organizations with followers that encompassed a clear diversity of cultures. Before moving to the U.S. 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, and 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, published more than 40 papers in refereed journals and conference proceedings.

Courses taught:
BUS 520 International Human Resource Management, DBA 560 International Finance, DBA 610 International Financial Management, DBA 617 International Supply Chain Management, DBA 623 Human Resources Management Science, DBA 645 Academic Research and Writing, DBA 810 Writing the Doctoral Dissertation Proposal and DBA 820 Writing the Doctoral Dissertation Proposal

VINCE CARTER, PH.D.

Professor

Dr. E. Vince Carter is a Professor at the Anaheim University Akio Morita School of Business and Kisho Kurokawa Green Institute. Vince's teaching approach develops learning blueprints to align structured Green Marketing skills with creative knowledge discovery. This dialectical dynamic embraces the spirit of Kisho Kurokawa's design philosophy of symbiosis for The Age of Life. Dr. Carter is a nationally recognized marketing educator, as well as an experienced researcher, consultant, and community volunteer. After graduating with Dean's List Honors from the Columbia Business School MBA program in International Business, Vince received his Ph.D. in Business Administration from the George Washington University School of Business, with Marketing as a primary field and Cybernetics & Systems Theory as a supporting field. With more than 40 years of combined professional and academic marketing expertise, Dr. Carter is a versatile and visionary professor whose intellectual approach furthers a quadrangular focus on marketing strategy, digital technology, ethnic culture, and ecological sustainability. His research in marketing strategy, consumer ethnicity/culture, sustainability marketing, and digital/social-media marketing has appeared in several peer-reviewed academic journals and conference proceedings. He was a member of the Editorial Review Board for the Marketing Management Journal (MMJ) and a past marketing strategy and social marketing reviewer for the Marketing Intelligence & Planning journal. In addition, Dr. Carter is a member of the American Marketing Association (AMA), Marketing Educators' Association (MEA), and Marketing Management Association (MMA). As part of his ongoing research efforts, Vince engages the Southern California Consumer Culture Community (SC4), Multicultural Marketing Resources (MMR), Network for Business Sustainability (NBSnet), GreenBiz, and The PhD Project.

Courses taught: BUS 545 Green Marketing & Environmental Product Design/Recycling, ENT 500 Entrepreneurial Innovation, DBA 612 Creative Entrepreneurship, DBA 635 Transforming Systems Through Adaptive Leadership,

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 including a Juris Doctorate in Law from New England School of Law, an LL.M, Taxation from the Washington Institute for Graduate Studies, a B.A. in Communication from Curry College and an A.S., Business Science (Accounting) From McIntosh College, and has been internationally published with over 80 manuscripts in print. In 2009 Dr. Diotalevi had a book published by Cengage 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.

Courses taught: DBA 640 International Business Law and Practice

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.

Courses taught: DBA 602 Intellectual Property

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.

Courses taught: BUS 575 International Supply Chain Management, DBA 617 International Supply Chain Management

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.

Courses taught: BUS 535: Triple Bottom Line Accountability and Management, BUS 555 Corporate Social Responsibility & Ethics, ENT 500 Entrepreneurial Innovation, ENT 540 Entrepreneurial Forecasting and Planning, ENT 580 Entrepreneurial Strategy, DBA 611 Sustainable Lifecycle Management, DBA 612 Creative Entrepreneurship, DBA 613 Organizational Development and Change Management, DBA 632 Social Entrepreneurship,

CHRIS RAYMOND, PH.D.

Professor

Dr. Christopher Raymond earned a Ph.D. in economics from the University of California, Santa Barbara, and later completed an international MBA from École National des Ponts et Chaussées in Paris, France. After earning his MBA, Dr. Raymond became an economics lecturer in the Management School at Imperial College, London. While there, he also served as Deputy Director of their Executive MBA program. In 1996, after five years in London, Dr. Raymond moved to Bangkok, Thailand, where he worked as a senior financial analyst and chief economist. In 2009, Dr. Raymond left the private sector and returned to academics, first in Thailand, and later in Cambodia. Dr.

Raymond has been at the American University of Phnom Penh (AUPP) since 2015, teaching courses in finance, accounting, economics and statistics.

Courses taught: BUS 530 International Accounting, BUS 560 International Finance, DBA 610 International Financial Management, DBA 651 Sustainable Accounting Management

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.

Courses taught: DBA 621 Sustainable Project Management

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.

Courses taught: DBA 730: Seminar in International Finance

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.

Courses taught: BUS 510: International Economics, BUS 572: Seminar in International Business, DBA 627 Business Analytics, DBA 629 Global Strategy and Innovation Management

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.

Courses taught: DBA 617 International Supply Chain Management, DBA 625 Applied Research Methods-Qualitative and Quantitative

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 twice 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 Online Learning Community

AU's online learning community is a global network of students, graduates, faculty, researchers, and Global Learning Partners. The diversity of the student body adds to the richness of the learning experience and the global network of graduates provides for a world of possibilities. Numerous collaborations and a wide range of opportunities have resulted from this global network through which students are able to exchange information about the markets in which they live and work.

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

President

Andrew Honeycutt, DBA

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.

Chancellor

Peter Langenberg, J.D.

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.

Vice-President of Academic Affairs

Rod Ellis, Ph.D.

Dr. Rod Ellis is a distinguished professor 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 a Second Language Acquisition specialist, 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.

Provost

Tex Boggs, Ph.D.

Dr. Tex Boggs, Provost of Anaheim University, is the recipient of a Doctor of Philosophy (Ph.D.) degree from Cornell University and a Doctor of Humane Letters degree from the University of Maine Fort Kent. Dr. Boggs served as a faculty member, Director of Research, Dean, and Interim Vice President of Academic Affairs at Kentucky State University, as a Dean at the University of Kentucky, and as President of Western Wyoming Community College for twenty years. He has also served as Interim President of Antioch university Los Angeles for five years, Interim Vice President of Academic Affairs at Antioch University Los Angeles for two years, Interim President of the University of Maine at Fort Kent for one year, and Interim Vice President of the University of Maine at Fort Kent for one year. Outside of Higher Education, Dr. Boggs served two terms as a Senator in the Wyoming State Legislature, served for two years on the Western Interstate Commission for Higher Education, worked for the U.S. Agency for Economic Development in Vietnam as an economic development officer for six years, and served as a Peace Corps Volunteer in Thailand. Dr. Boggs and his wife Huong Lien have been married for fifty-six years and have three children and three grandchildren.

Dean of the Graduate School of Business

Robert Robertson, DBA

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.

MA in TESOL Designer, Sr. TESOL Professor, Grad. School of Education

David Nunan, Ph.D.

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 distinguished linguist and author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning. 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.

Graduate School of Education Chair of Research
TESOL Professor, Graduate School of Education

Hayo Reinders, Ph.D.

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.

Graduate TESOL Director

Luke Plonsky, Ph.D.

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 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.

CCO

David Bracey

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.

Student Services Director

Yasue Kawamorita, MA

Yasue Kawamorita is the Student Services Director at Anaheim University and has over 15 years of teaching experience in the U.S. and Japan. She graduated from Tamagawa University in Japan with a bachelor's degree in American literature and a certified teaching license for English secondary education. After working at high schools in Aomori, Japan, she enrolled at San Francisco State University, where she earned a Master of Arts in TESOL. After graduating from SFSU, she taught English to immigrants and young adults both in San Francisco and Tokyo. After living in Tokyo for 13 years, she moved to Orange County and started her career at Anaheim University.

POLICIES

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.

https://anaheim.edu/images/2024_Catalogs/AU-policiesandprocedures.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 4.05 is compatible with any standards-compliant web browser, including Google Chrome, Mozilla Firefox, Safari, and Microsoft Edge. Moodle is also available on mobile device browsers through MobileSafari and Google Chrome.

Please note that older "legacy" browsers have compatibility issues with Moodle 4.05. 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 Zoom. To attend the Zoom live sessions, students will need access to the following:

- Computer or mobile device. To find out the system requirement to operate Zoom, please follow the link below: https://support.zoom.us/hc/en-us/articles/201362023-Zoom-system-requirements-Windows-macOS-Linux
- An internet connection – broadband wired or wireless (3G or 4G/LTE)
- Speakers and a microphone – built-in, USB plug-in, or wireless Bluetooth
- A webcam or HD webcam - built-in, USB plug-in, or:
- An HD cam or HD camcorder with a video-capture card
- Virtual camera software for use with broadcasting software like OBS or IP cameras.

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.

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 by being enrolled and meeting all academic requirements, and financial obligations. Students are required to enroll in a course every time a course that is needed for their program completion is offered. Students completing theses, research portfolios, final capstone projects, or dissertations must remain enrolled each term until their program requirements have been completed in their entirety and they have received final written approval on the completion of their thesis, research portfolio, final capstone project, or dissertation. Any student who discontinues their studies with the University when a course that is needed for their program completion is offered will be dismissed from their program. Students who are dismissed from their program may have the opportunity to re-enroll (See Re-enrollment policy below). The University provides two exceptions to the requirement for continuous enrollment. Specifically, this policy does not apply to (1) students who are on active military duty, or (2) students who are on 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.

Re-enrollment

Former students who withdrew, or who were dismissed from a program due to failure to maintain Continuous Enrollment, and wish to resume their studies must re-apply for admission to the program. Prior enrollment does not guarantee acceptance to any program and re-enrollment will require approval from the Provost, the Registrar's Office, and the Business Affairs Division. Students re-enrolling must go through the entire application

and enrollment process again and may be subject to new entrance, financial, and academic requirements as well as a review of their progress to date. Enrollment limitations as well as new policies and procedures could result in the student not being accepted or affect the length and cost of the program.

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.

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:

- 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.

Medical Leave of Absence

The Petition for Medical Leave form must be submitted within 30 days from the start of the course for which the medical leave is being applied. The maximum period of a leave of absence is one (1) term per leave. Students may apply for a maximum of four (4) leaves of absence for medical reasons throughout their degree program, and students in non-degree programs may apply for a maximum of one (1) leave of absence for medical reasons. Each leave of absence equals one (1) term 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 leave. Medical issues requiring more than four (4) leaves of absence must be approved in writing by the university's administration. Students taking a medical leave of absence during the dissertation, thesis, research portfolio, or capstone project phase, will not have access to advisor/professor resources until they resume their studies. Program structure and requirements for completion are subject to change during the period of medical leave. The Petition for Special Medical Leave of Absence Form can be downloaded from the University website and requires a licensed physician's signature.

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 $1,700 tuition & records fee for a 6 Week course**
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 monies 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 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: (888) 370-7589. 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 Us

How to Contact Anaheim University	
Dr. Andrew Honeycutt, President	president@anaheim.edu
Chief Communications Officer	online@anaheim.edu
Vice President of Administrative Affairs	vpadmin@anaheim.edu
Provost	provost@anaheim.edu
Administrative Director	admissions@anaheim.edu
Student Services	ausupport@anaheim.edu
Registrar	registrar@anaheim.edu
Technical Support	techsupport@anaheim.edu

Anaheim University Office of Admissions	
Toll-Free:	1-800-955-6040
Tel:	714-772-3330
Fax:	714-772-3331
E-mail	ausupport@anaheim.edu

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

Officers: Anaheim University, Inc.

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

Anaheim University is owned by Asia Pacific Educational Services, Inc.

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Jim Kelly	Former VP Business Development. H.I.S. Int'l Tours
Shin Koyamada	"Last Samurai" Actor, Shinca Entertainment Founder, Japan-United States Sister City Association & Koyamada International Foundation Chairman
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

INTCERTCAT 04/24

Graduate Diploma in International Business

January 1 – December 31, 2024

Anaheim University
Akio Morita School of Business

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Anaheim University

About Anaheim University

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 of higher learning 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

About the 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.

Mission of the Akio Morita 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.

Who is the Graduate Diploma in International Business Program 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: Standard Occupational Classification (SOC)Code: 11-1011

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	

Experience AU's Faculty

In addition to holding doctoral degrees from 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.

Anaheim University's Global Student Body

Anaheim University 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.

Message 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

About the Graduate Diploma in International Business Program

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.

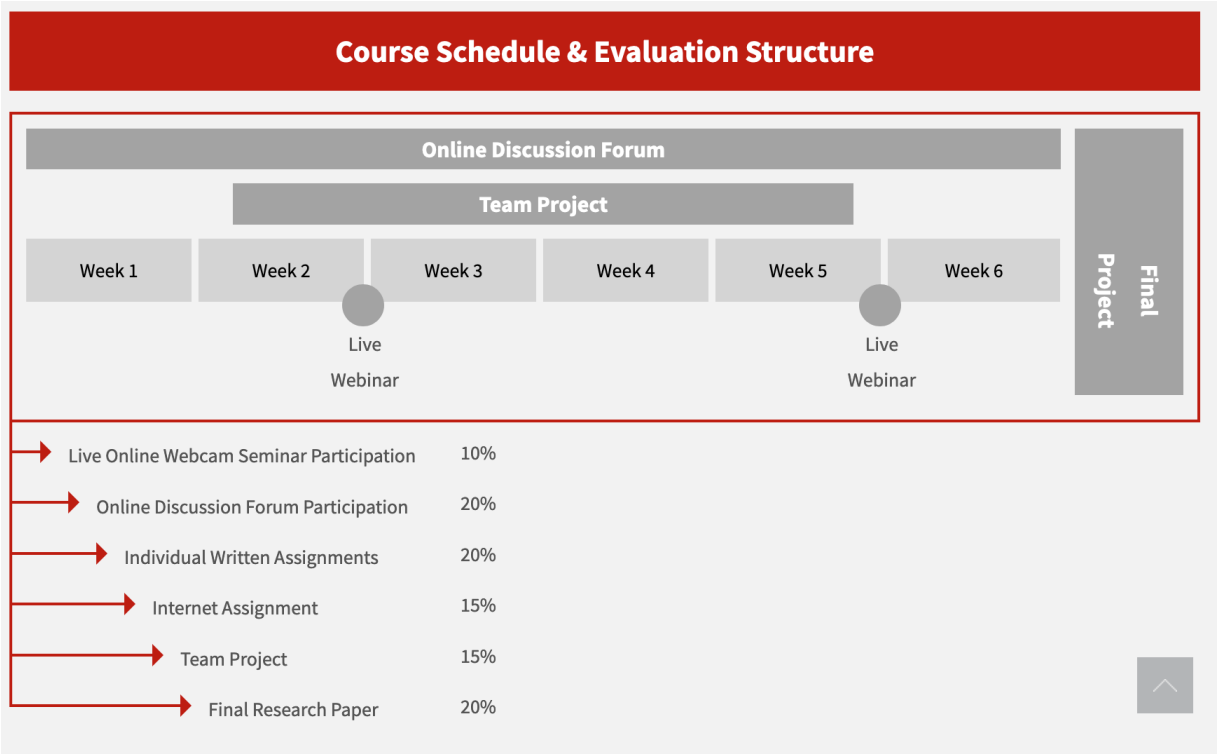
Students who earn a grade lower than an 80% (a “C,” “D,” or “F”) on any given course must repeat the course. The schedule is set each year and typically announced in the Fall. Failure to take an available course when one is offered may prevent a student from completing his/her program in the allotted 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 may be granted an extension to their program only after receiving written approval from the Program Director, the Office of the Registrar and the Office of Financial Affairs.

STUDY SUGGESTION

(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.



ONLINE GRADUATE DIPLOMA IN INTERNATIONAL BUSINESS OVERVIEW

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 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 interacting daily by discussing weekly topics with their professor and classmates.

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.

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 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. Students are expected to enroll in a course every time a course that is needed for their program completion is offered. Students may be granted an extension to their program only after receiving written approval from the Program Director, the Office of the Registrar and the Office of Financial Affairs.

No Travel

Students around the world can study at an American university without traveling abroad.

Experienced Faculty

Students have the opportunity to learn from highly-qualified professors who hold doctoral degrees and have experience in various fields of business. Students from around the world interact with each other and their professors through the online Forum

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
BUS 570 Intercultural Communications
BUS 572 Seminar in International Business
BUS 575 Supply Chain Management

Tuition

Graduate Diploma in International Business Program Fees

Non-Refundable Fees		
Application Fee (Non-refundable after 7 days)	$	75.00
Registration Fee (Non-refundable after 7 days)	$	100.00
STRF Fee* (non-refundable; CA residents only)	$	0.00
DUE UPON SUBMISSION OF THIS ENROLLMENT AGREEMENT		
Course Fees		
Tuition per course ($375 per credit x three credits)	$	1,125.00
Records Fee per term	$	200.00
TOTAL PER COURSE FEES	$	1,325.00
Additional Fees		
Estimated Textbook Fees	$	350.00
Transfer Credit Fee (per course) (optional)	$	75.00
Original Transcript		No cost
Each Additional Transcript Fee	$	25.00
End of Program Fees		
Diploma		No cost
Replacement Diploma (optional)	$	200.00
Replacement Cover (optional)	$	100.00
Course Completion Letter (optional)	$	35.00
TOTAL COST OF PROGRAM Diploma in International Business	$	8,475.00*

*Assumes completion in six terms. .

* The Student Tuition Recovery Fund (STRF) is administered by the California BPPE and applies only to California residents. The STRF fee is currently zero dollars ($0) 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: A student can plan on approximately $400 in textbook purchases during the program. A textbook list may be found in the online resources of the student website. Real-time classes do not require specific materials beyond what is already supplied for the course.

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.

Program Schedule

Students select six of the following 10 courses:

Term	Term Dates	Courses Offered	Live Online Webcam Seminar Dates
1	January 2 - Feb 11, 2024	BUS 510: International Economics	Jan 12, Feb 2
2	February 12 - March 24, 2024	BUS 520: International Human Resource Management	Feb 23, Mar 8
3	March 25 - May5, 2024	BUS 530: International Accounting	Apr 5 and 26
4	May 6 - June 16, 2024	BUS 540: International Marketing	May 17, Jun 7
5	June 17 - July 28, 2024	BUS 550: International Management	Jun 28, Jul 12
6	August 5 - September 15, 2024	BUS 560: International Finance	Aug 16, Sep 6

Course Descriptions

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 a significant increase in performance.

AKIO MORITA SCHOOL OF BUSINESS FACULTY

ROBERT ROBERTSON, DBA

Dean, Akio Morita School of Business, Chair of Research, Professor

Dr. Robert Robertson holds a Ph.D. in Management and Organization (Stirling University, Scotland); Massachusetts Institute of Technology (MIT) Sloan School of Management Executive Certificate in Innovation and Strategy, 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.

Courses taught: BUS 520 International Human Resources Management, BUS 542 International Business Law & Practice, BUS 545 Green Marketing and Environmental Product Design, BUS 550 International Management, BUS 570 Intercultural Communications, BUS 610 International Business Capstone, ENT 612 Entrepreneurship Capstone, BUS 615 Sustainable Management Capstone, DBA 615 Leadership in Global and Multicultural Organizations, DBA 629 Global Strategy and Innovation Management, DBA 633 Ethics in Business and Management, DBA 635 Transforming Systems through Adaptive Leadership

CARLOS AQUINO, PH.D.

Professor

Holding a University of Sao Paolo Ph.D. in Science and Technology and a George Washington University MS in Structural Engineering, 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 gained recognition as Executive Director, Senior Director, Project Manager, Provost, Dean of Business, and Dean of Accreditation, among other capacities in organizations with followers that encompassed a clear diversity of cultures. Before moving to the U.S. 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, and 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, published more than 40 papers in refereed journals and conference proceedings.

Courses taught:
BUS 520 International Human Resource Management, DBA 560 International Finance, DBA 610 International Financial Management, DBA 617 International Supply Chain Management, DBA 623 Human Resources Management Science, DBA 645 Academic Research and Writing, DBA 810 Writing the Doctoral Dissertation Proposal and DBA 820 Writing the Doctoral Dissertation Proposal

VINCE CARTER, PH.D.

Professor

Dr. E. Vince Carter is a Professor at the Anaheim University Akio Morita School of Business and Kisho Kurokawa Green Institute. Vince's teaching approach develops learning blueprints to align structured Green Marketing skills with creative knowledge discovery. This dialectical dynamic embraces the spirit of Kisho Kurokawa's design philosophy of symbiosis for The Age of Life. Dr. Carter is a nationally recognized marketing educator, as well as an experienced researcher, consultant, and community volunteer. After graduating with Dean's List Honors from the Columbia Business School MBA program in International Business, Vince received his Ph.D. in Business Administration from the George Washington University School of Business, with Marketing as a primary field and Cybernetics & Systems Theory as a supporting field. With more than 40 years of combined professional and academic marketing expertise, Dr. Carter is a versatile and visionary professor whose intellectual approach furthers a quadrangular focus on marketing strategy, digital technology, ethnic culture, and ecological sustainability. His research in marketing strategy, consumer ethnicity/culture, sustainability marketing, and digital/social-media marketing has appeared in several peer-reviewed academic journals and conference proceedings. He was a member of the Editorial Review Board for the Marketing Management Journal (MMJ) and a past marketing strategy and social marketing reviewer for the Marketing Intelligence & Planning journal. In addition, Dr. Carter is a member of the American Marketing Association (AMA), Marketing Educators' Association (MEA), and Marketing Management Association (MMA). As part of his ongoing research efforts, Vince engages the Southern California Consumer Culture Community (SC4), Multicultural Marketing Resources (MMR), Network for Business Sustainability (NBSnet), GreenBiz, and The PhD Project.

Courses taught: BUS 545 Green Marketing & Environmental Product Design/Recycling, ENT 500 Entrepreneurial Innovation, DBA 612 Creative Entrepreneurship, DBA 635 Transforming Systems Through Adaptive Leadership,

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 including a Juris Doctorate in Law from New England School of Law, an LL.M, Taxation from the Washington Institute for Graduate Studies, a B.A. in Communication from Curry College and an A.S., Business Science (Accounting) From McIntosh College, and has been internationally published with over 80 manuscripts in print. In 2009 Dr. Diotalevi had a book published by Cengage 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.

Courses taught: DBA 640 International Business Law and Practice

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.

Courses taught: DBA 602 Intellectual Property

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.

Courses taught: BUS 575 International Supply Chain Management, DBA 617 International Supply Chain Management

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.

Courses taught: BUS 535: Triple Bottom Line Accountability and Management, BUS 555 Corporate Social Responsibility & Ethics, ENT 500 Entrepreneurial Innovation, ENT 540 Entrepreneurial Forecasting and Planning, ENT 580 Entrepreneurial Strategy, DBA 611 Sustainable Lifecycle Management, DBA 612 Creative Entrepreneurship, DBA 613 Organizational Development and Change Management, DBA 632 Social Entrepreneurship,

CHRIS RAYMOND, PH.D.

Professor

Dr. Christopher Raymond earned a Ph.D. in economics from the University of California, Santa Barbara, and later completed an international MBA from École National des Ponts et Chaussées in Paris, France. After earning his MBA, Dr. Raymond became an economics lecturer in the Management School at Imperial College, London. While there, he also served as Deputy Director of their Executive MBA program. In 1996, after five years in London, Dr. Raymond moved to Bangkok, Thailand, where he worked as a senior financial analyst and chief economist. In 2009, Dr. Raymond left the private sector and returned to academics, first in Thailand, and later in Cambodia. Dr.

Raymond has been at the American University of Phnom Penh (AUPP) since 2015, teaching courses in finance, accounting, economics and statistics.

Courses taught: BUS 530 International Accounting, BUS 560 International Finance, DBA 610 International Financial Management, DBA 651 Sustainable Accounting Management

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.

Courses taught: DBA 621 Sustainable Project Management

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.

Courses taught: DBA 730: Seminar in International Finance

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.

Courses taught: BUS 510: International Economics, BUS 572: Seminar in International Business, DBA 627 Business Analytics, DBA 629 Global Strategy and Innovation Management

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.

Courses taught: DBA 617 International Supply Chain Management, DBA 625 Applied Research Methods-Qualitative and Quantitative

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 twice 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 Online Learning Community

AU's online learning community is a global network of students, graduates, faculty, researchers, and Global Learning Partners. The diversity of the student body adds to the richness of the learning experience and the global network of graduates provides for a world of possibilities. Numerous collaborations and a wide range of opportunities have resulted from this global network through which students are able to exchange information about the markets in which they live and work.

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

President

Andrew Honeycutt, DBA

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.

Chancellor

Peter Langenberg, J.D.

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.

VICE-PRESIDENT OF ACADEMIC AFFAIRS

Rod Ellis, Ph.D.

Dr. Rod Ellis is a distinguished professor 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 a Second Language Acquisition specialist, 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.

PROVOST

Tex Boggs, Ph.D.

Dr. Tex Boggs, Provost of Anaheim University, is the recipient of a Doctor of Philosophy (Ph.D.) degree from Cornell University and a Doctor of Humane Letters degree from the University of Maine Fort Kent. Dr. Boggs served as a faculty member, Director of Research, Dean, and Interim Vice President of Academic Affairs at Kentucky State University, as a Dean at the University of Kentucky, and as President of Western Wyoming Community College for twenty years. He has also served as Interim President of Antioch university Los Angeles for five years, Interim Vice President of Academic Affairs at Antioch University Los Angeles for two years, Interim President of the University of Maine at Fort Kent for one year, and Interim Vice President of the University of Maine at Fort Kent for one year. Outside of Higher Education, Dr. Boggs served two terms as a Senator in the Wyoming State Legislature, served for two years on the Western Interstate Commission for Higher Education, worked for the U.S. Agency for Economic Development in Vietnam as an economic development officer for six years, and served as a Peace Corps Volunteer in Thailand. Dr. Boggs and his wife Huong Lien have been married for fifty-six years and have three children and three grandchildren.

DEAN OF THE GRADUATE SCHOOL OF BUSINESS

Robert Robertson, DBA

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.

MA in TESOL Designer, Sr. TESOL Professor, Grad. School of Education

David Nunan, Ph.D.

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 distinguished linguist and author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning. 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.

Graduate School of Education Chair of Research
TESOL Professor, Graduate School of Education

Hayo Reinders, Ph.D.

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.

Graduate TESOL Director

Luke Plonsky, Ph.D.

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 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.

CCO

David Bracey

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.

Student Services Director

Yasue Kawamorita, MA

Yasue Kawamorita is the Student Services Director at Anaheim University and has over 15 years of teaching experience in the U.S. and Japan. She graduated from Tamagawa University in Japan with a bachelor's degree in American literature and a certified teaching license for English secondary education. After working at high schools in Aomori, Japan, she enrolled at San Francisco State University, where she earned a Master of Arts in TESOL. After graduating from SFSU, she taught English to immigrants and young adults both in San Francisco and Tokyo. After living in Tokyo for 13 years, she moved to Orange County and started her career at Anaheim University.

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.

https://anaheim.edu/images/2024_Catalogs/AU-policiesandprocedures.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 4.05 is compatible with any standards-compliant web browser, including Google Chrome, Mozilla Firefox, Safari, and Microsoft Edge. Moodle is also available on mobile device browsers through MobileSafari and Google Chrome.

Please note that older "legacy" browsers have compatibility issues with Moodle 4.05. 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 Zoom. To attend the Zoom live sessions, students will need access to the following:

- Computer or mobile device. To find out the system requirement to operate Zoom, please follow the link below: https://support.zoom.us/hc/en-us/articles/201362023-Zoom-system-requirements-Windows-macOS-Linux
- An internet connection – broadband wired or wireless (3G or 4G/LTE)
- Speakers and a microphone – built-in, USB plug-in, or wireless Bluetooth
- A webcam or HD webcam - built-in, USB plug-in, or:
- An HD cam or HD camcorder with a video-capture card
- Virtual camera software for use with broadcasting software like OBS or IP cameras.

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.

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 by being enrolled and meeting all academic requirements, and financial obligations. Students are required to enroll in a course every time a course that is needed for their program completion is offered. Students completing theses, research portfolios, final capstone projects, or dissertations must remain enrolled each term until their program requirements have been completed in their entirety and they have received final written approval on the completion of their thesis, research portfolio, final capstone project, or dissertation. Any student who discontinues their studies with the University when a course that is needed for their program completion is offered will be dismissed from their program. Students who are dismissed from their program may have the opportunity to re-enroll (See Re-enrollment policy below). The University provides two exceptions to the requirement for continuous enrollment. Specifically, this policy does not apply to (1) students who are on active military duty, or (2) students who are on 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.

Re-enrollment

Former students who withdrew, or who were dismissed from a program due to failure to maintain Continuous Enrollment, and wish to resume their studies must re-apply for admission to the program. Prior enrollment does not guarantee acceptance to any program and re-enrollment will require approval from the Provost, the Registrar's Office, and the Business Affairs Division. Students re-enrolling must go through the entire application

and enrollment process again and may be subject to new entrance, financial, and academic requirements as well as a review of their progress to date. Enrollment limitations as well as new policies and procedures could result in the student not being accepted, or affect the length and cost of the program.

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.

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:

- 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.

Medical Leave of Absence

The Petition for Medical Leave form must be submitted within 30 days from the start of the course for which the medical leave is being applied. The maximum period of a leave of absence is one (1) term per leave. Students may apply for a maximum of four (4) leaves of absence for medical reasons throughout their degree program, and students in non-degree programs may apply for a maximum of one (1) leave of absence for medical reasons. Each leave of absence equals one (1) term 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 leave. Medical issues requiring more than four (4) leaves of absence must be approved in writing by the university's administration. Students taking a medical leave of absence during the dissertation, thesis, research portfolio, or capstone project phase, will not have access to advisor/professor resources until they resume their studies. Program structure and requirements for completion are subject to change during the period of medical leave. The Petition for Special Medical Leave of Absence Form can be downloaded from the University website and requires a licensed physician's signature.

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 $1,700 tuition & records fee for a 6 Week course**
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 monies 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 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: (888) 370-7589. 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 Us

How to Contact Anaheim University	
Dr. Andrew Honeycutt, President	president@anaheim.edu
Chief Communications Officer	online@anaheim.edu
Vice President of Administrative Affairs	vpadmin@anaheim.edu
Provost	provost@anaheim.edu
Administrative Director	admissions@anaheim.edu
Student Services	ausupport@anaheim.edu
Registrar	registrar@anaheim.edu
Technical Support	techsupport@anaheim.edu

Anaheim University Office of Admissions	
Toll-Free:	1-800-955-6040
Tel:	714-772-3330
Fax:	714-772-3331
E-mail	ausupport@anaheim.edu

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

Officers: Anaheim University, Inc.

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

Anaheim University is owned by Asia Pacific Educational Services, Inc.

Business Advisory Council

Jim Kelly	Former VP Business Development. H.I.S. Int'l Tours
Shin Koyamada	"Last Samurai" Actor, Shinca Entertainment Founder, Japan-United States Sister City Association & Koyamada International Foundation Chairman
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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

INTDIPCAT 04/24

Master of Arts in Teaching English to Speakers of Other Languages

January 1 – December 31, 2024

Anaheim University

A World-Class TESOL Faculty

Dr. David Nunan
Founding Dean
Anaheim University Graduate School of Education

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ANAHEIM UNIVERSITY

ABOUT ANAHEIM UNIVERSITY

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 of higher learning 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

ABOUT THE GRADUATE SCHOOL OF EDUCATION

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 toward 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 Directo

Master of Arts in TESOL Program Overview

Work Full Time and Study Online

The AU MA in TESOL degree program allows you to study online while working full time and fulfilling your personal responsibilities. All courses are taught online. In addition to the required online courses, students participate in two required 3-day online intensive seminars held once per year, which 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.

Standard Occupational Classification (SOC)Code: 25-1081

Experience AU's TESOL Faculty

One of the primary deciding factors for students who choose the Anaheim University Graduate School of Education's Master of Arts in TESOL is the quality of the 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 applied 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 distinguished linguists and 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 MaryAnn Christison and Andy Curtis who are former Presidents of TESOL, the world's largest language teaching organization. AU's TESOL faculty are speakers at various international TESOL conferences.

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 TESO

TUITION

MA in TESOL Degree Program	
Application Fee (Non-Refundable after 7 days)	$75
Registration Fee (Non-Refundable after 7 days)	$100
STRF Fee* (Non-Refundable, CA Residents Only)	$0
Course Fees	
Tuition Fee ($500 per credit x four credits):	$2,000/course taken
Records Fee:	$200/term
Per Course Fee Total	$2,200
Estimated Textbook Fee	$380
Transfer credit fee (per course) (optional)	$75
Research Reserve Found	$1,500
Thesis Fee	$2,700
Residential Session Fee	$3,000
Estimated Accommodation Fee	$1600
Thesis Binding Fee*** (optional)	$450
Original Transcript	No cost
Each Additional Transcript Copy	$25
Diploma	No cost
Replacement Diploma (optional)	$200
Replacement Cover (optional)	$100
Official Completion Letter (optional)	$35
Research Portfolio Track Total Fees and Charges for entire degree program	**$30,855**
Thesis Track Total Fees and Charges for entire degree program (Thesis track includes $2,700 Thesis Fee):	**$33,555**

Note: A student can plan on approximately $380 in textbook purchases during the program. A textbook list may be found in the online resources of the student website. Real-time classes do not require specific materials beyond what is already supplied for the course. ***Students choosing to do a thesis will spend a total of 2 terms and 8 units completing the thesis. They will also have the option of paying $450 to have their thesis professionally bound. Pay for only one course at a time 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.

Program Schedule

Real-time online classes are 90 minutes; the first hour is led by the professor and the final half-hour is for student-

Term 1: January 2 - March 4, 2024	EDU 540 Second Language Acquisition EDU 610 Thesis	TBA
Term 2: March 11 - May 12, 2024	EDU 550 Classroom Management & Observation EDU 610 Thesis	TBA
Term 3: May 20 - July 21, 2024	EDU 560 Second Language Classroom Research EDU 610 Thesis	TBA
Term 4: July 29 - September 29, 2024	EDU 570 Classroom-Based Evaluation EDU 610 Thesis	TBA
Term 5: October 7 - December 8, 2024	EDU 580 Second Language Curriculum Development EDU 610 Thesis	TBA

led discussion. All times are California/Pacific Time. Please note the schedule is subject to change.

All online class times are California/Pacific Time. Please note that California observes Daylight Savings Time each year from the second Sunday in March to the first Sunday in November.

PLEASE NOTE: Failure to take a required course when one is offered may prevent a student from completing his/her program in the allotted time, as all coursework must be completed before a student will be allowed to advance to the dissertation phase of the program. Schedules are subject to change.

Method of Instruction

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

Online Intensive Seminars: Anaheim University holds an annual three-day Online Intensive Seminar and students are required to attend two during their program.

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. Maximum time allotted to complete program - 3 years from date of matriculation. Students are required to enroll in a course every time a course that is needed for their program completion is offered. Students completing their thesis must remain enrolled each term until their program requirements have been completed in

their entirety and they have received final written approval that they have met all academic requirements for the completion of their degree program. Students may be granted an extension on the 3-year program length limit only after receiving written approval from the Program Director, the Office of the Registrar, and the Office of Financial Affairs.

Face-to Face Residential Sessions

A 4-day intensive online seminar is held once per year and Ed.D. in TESOL students are required to attend two 4-day sessions during their program. These seminars typically coincide with the weekend and provide an opportunity for students to learn from experts in their field as they discuss topics such as trends in TESOL and professional development in a collaborative learning environment.

Anaheim University holds face-to-face residential sessions in various locations around the world. Residential sessions have been held in Anaheim, Fullerton, Irvine, and San Diego in California, as well as in Honolulu, Hawaii; Seoul, South Korea; Tokyo, Japan; and Bogota, Colombia.

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.

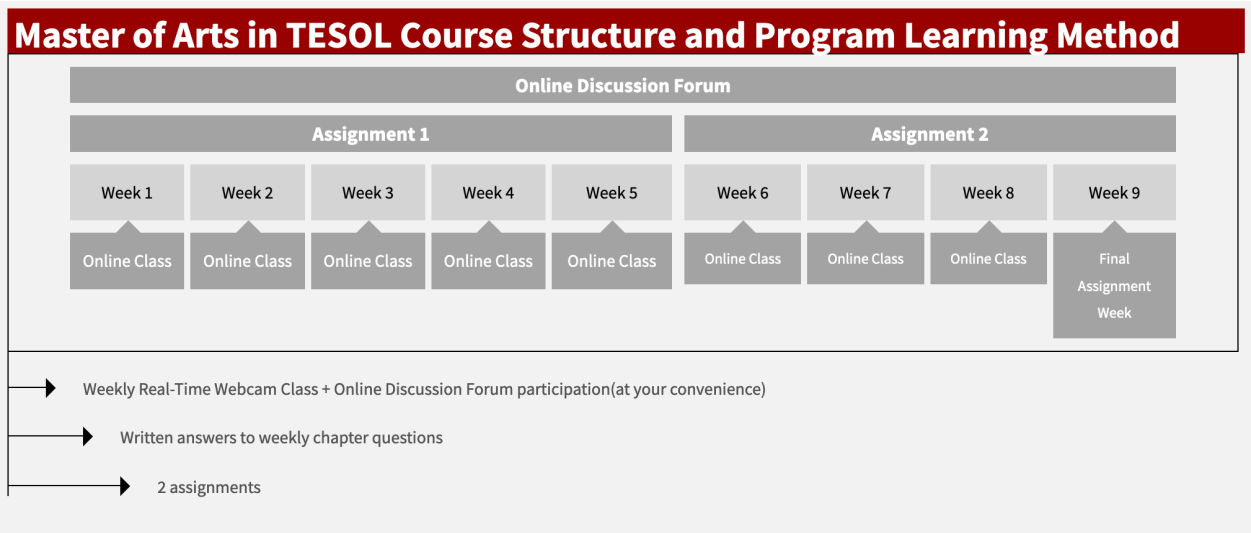
The MA schedule is set each year and typically announced in the Fall. Failure to take an available course when one is offered may prevent a student from completing his/her program in the allotted time. The maximum time allotted for completion of the MA program is 3 years. Students who have not completed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

Attendance at two four-day residential seminars is a requirement for graduation from the MA in TESOL program. The online intensive seminars taught by TESOL faculty are held over four days, typically in July or August. The tuition for the online intensive seminars is included in the total program price.

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:

- Look briefly through the set readings, the tutorial questions, and the assignment for the week's work. (15 minutes)
- Complete the set reading, making notes on the tutorial questions as you do. (4 hours)
- Discuss the tutorial questions / tasks with other students via the online discussion forum. (3 hours)
- Take part in one of the interactive tutorials. (1.5 hours)
- Review the transcript of the real-time online class and make notes. (1 hour)
- Further reading/note taking on the topic using the Anaheim library resources. (8 hours)
- Ongoing work on assessment 1 or 2. (2 hours 15 mins) Total: 20 hours for a 9-week course



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.

MA in 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 570 Classroom Based Education

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. Thesis students are required to complete the Collaborative Institutional Training Initiative (CITI) Social-Behavioral- Educational (SBE) Foundations certificate, which is a web-based human research protection education program.

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 Online Learning Community

AU's online learning community is a global network of students, graduates, faculty, researchers, and Global Learning Partners. The diversity of the student body adds to the richness of the learning experience and the global network of graduates provides for a world of possibilities. Numerous collaborations and a wide range of opportunities have resulted from this global network through which students are able to exchange information about the markets in which they live and work.

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 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.

Courses taught: EDU 706: Special Topics, EDU 731: Quantitative Research Methods, EDU 732: Dissertation Proposal Writing, EDU 570: Classroom-Based Evaluation, EDU733 Dissertation

ROD ELLIS, PH.D.

Vice-President of Academic Affairs & Ed.D. in TESOL Program Designer

"The Doctor of Education in TESOL 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. at 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

Courses taught: Residential Sessions

DAVID NUNAN, PH.D.

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
- 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

Courses taught: Residential Sessions

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

Courses taught: EDU 720: ELT Leadership and Management, EDU 703: Sociolinguistics and Language Teaching, EDU 732: Dissertation Proposal Writing, EDU 610: Thesis, EDU 721 Language Teacher Education , EDU 710 Curriculum Design / EDU 580 Second Language Curriculum Development , EDU 706 Special Topics

MARYANN CHRISTISON, PH.D.

TESOL 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

Courses taught: EDU 721: Language Teacher Education, EDU 710 Curriculum Design / EDU 580 Second Language Curriculum Development, EDU733 Dissertation, EDU711 Technology and English Language Teaching , EDU720 ELT Leadership and Management, EDU 560 Second Language Classroom Research, EDU 540 Second Language Acquisition

ANDY CURTIS, PH.D.

TESOL 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
- Courses taught: EDU720 ELT Leadership and Management

KEN BEATTY, PH.D.

TESOL 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 seminars, 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.

Courses taught: EDU 704/530: Discourse Analysis for Language Teachers, EDU 580: Second Language Curriculum Development, EDU 711 Technology and English Language Teaching

MARTHA CUMMINGS, PH.D.

TESOL 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.

Courses taught: EDU 550 Classroom Management & Observation & EDU 580 Second Language Curriculum Development

BRIAN TOMLINSON, PH.D.

TESOL 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.

Courses taught: EDU 712: ELT Materials Development, EDU 713: Special Topics: Instructed Second Language Acquisition Research & EDU570 Classroom-Based Evaluation

THOM HUDSON, PH.D.

TESOL 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

Courses taught: EDU570 Classroom-Based Evaluation , EDU 705 Language Testing / EDU 570 Classroom-Based Research

JO MYNARD, PH.D.

TESOL 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), University of Exeter, UK & M Phil in Applied Linguistics, 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)* & on editorial board of int'l research journals

Courses taught: EDU 702 Individual Learner Differences in Language Learning and Teaching / EDU 550 Classroom Management and Observation, EDU706 Learner Autonomy, EDU 550 Classroom Management & Observation

JOHN MACALISTER, PH.D.

TESOL Professor

"Kia ora tatou, and welcome. I'm excited to teach 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

Courses taught: EDU 710 Curriculum Design / EDU 580 Second Language Curriculum Development

ALESSANDRO BENATI, PH.D.

Associate TESOL Professor

"I am delighted to be one of the teaching members of Anaheim University. My research focuses on language processing and two general questions have guided my work: (i) what kinds of linguistic cues do second language learners use to understand sentences during language comprehension?; (ii) how can insights on second language processing improve instructed language learning? I will be teaching courses in second language acquisition and language teaching in the MA program, and I look forward to helping you develop a better understanding in these fields of enquiry."

- Ph.D. in Second Language Acquisition from University of Greenwich
- Known for his ground-breaking research on the pedagogical framework called processing instruction.
- He has coordinated national and international high-impact research projects which have been influential in determining educational policy and had an impact in providing effective language teacher training.
- Author and co-author of several research monographs and peer-reviewed articles in high-ranked journals.

Courses taught: EDU 706 Special Topics: Key Components in an experimental study, EDU 732 Dissertation Proposal Writing, EDU 510 Grammar for Language Teachers, EDU 713 Special Topic - Instructed Second Language Acquisition Research, EDU 700 Instructed Second Language Acquisition, EDU733 Dissertation, EDU 540 Second Language Acquisition

CASEY IEZZI, PH.D.

Associate TESOL Professor

"I am excited for the opportunity to work with you as you pursue a TESOL degree at Anaheim University! As a TESOL graduate, you will play a crucial role in improving the quality of language teaching worldwide, whether it be through innovative research, evidence-based teaching, program development, or advocacy. Please feel free to reach out at any time as you explore these career possibilities."

- Ph.D. in Applied Linguistics & MA in TESL from Northern Arizona University
- 20 years of experience teaching English as a second language to immigrants, refugees, and international students.
- Her book, Pedagogical Grammar, is used in graduate teacher-training programs throughout the world.
- Areas of expertise include corpus linguistics, second language acquisition, TESOL teacher education, and language program evaluation.
- Received the 2016 Exceptional Partnership Award from Boise State Service-Learning, for her long-standing partnerships with local ESL programs.

Courses taught: EDU510 Grammar for Language Teachers

TALIA ISAACS, PH.D.

Associate TESOL Professor

"I am delighted to share my passion for TESOL and applied linguistics through research-led teaching, helping students draw links between theoretical underpinnings, practical applications, and their experiences as language learners or teachers. Through helping students engage critically with core content to reflect on their own context and professional practice, I learn much from my students."

- Ph.D. in Second Language Education from McGill University
- Designed and taught a wide range of courses in applied linguistics and TESOL at four UK and Canadian universities, including in language testing, aural/oral communication, TESOL pedagogy and curriculum, second language acquisition, and research methods.
- Has led research and consultancy projects on language and communication and often serves in an assessment advisory capacity, most recently as a core expert group member for the OECD's PISA 2025 foreign language assessment questionnaire, and as a member of the TOEFL Committee of Examiners (ETS, 2020-24).

Courses taught: EDU 705 Language Testing / EDU 570 Classroom-Based Research

MASATOSHI SATO, PH.D.

Associate TESOL 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, Language Acquisition and a Master of Arts in Second Language Education from McGill University
- Has served as Professor in the Department of English 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.*
- Recipient of the 2014 American Council on the Teaching of Foreign Languages/ Modern Language Journal Paul Pimsleur Award.

Courses taught: EDU 700 Instructed Second Language Acquisition, EDU 713 Special Topics

NATSUKO SHINTANI, PH.D.

Associate TESOL Professor

"I am excited to join 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

Courses taught: EDU 731 Quantitative Research Methods

SCOTT AUBRY, PH.D.

Assistant TESOL 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.

Courses taught: EDU 701 Interlanguage Pragmatics and EDU 590 Research Methods in Language Learning

VIVIAN BUSSINGUER-KHAVARI, PH.D.

Assistant TESOL Professor

- Ph.D. in Applied Linguisitics, Kobe University
- Research interests include TESOL, intercultural communication, Performance-Assisted Learning (PAL), Performance in Education (PIE), and immigrant language education.

Courses taught: EDU 500 Second Language Teaching & Learning, EDU 701 Interlanguage Pragmatics, EDU 730 Qualitative Research Methods,

STEPHEN RYAN, PH.D.

Assistant TESOL Professor

- Ph.D., University of Nottingham & MA Linguistics (TESOL), University of Surrey
- Waseda University, Japan Professor
- Research and publications cover various aspects of psychology in language learning, including the award-winning Exploring Psychology in Language Learning and Teaching, co-authored with Marion Williams and Sarah Mercer, and The Psychology of the Language Learner Revisited, co-authored with Zoltan Dörnyei.
- Series editor for the Multilingual Matters book series Psychology of Language Learning and Teaching.

Courses taught: EDU 702 Individual Learner Differences in Language Learning and Teaching / EDU 550 Classroom Management and Observation

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

President

Andrew Honeycutt, DBA

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.

Chancellor

Peter Langenberg, J.D.

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.

Vice-President of Academic Affairs

Rod Ellis, Ph.D.

Dr. Rod Ellis is a distinguished professor 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 a Second Language Acquisition specialist, 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.

Provost

Tex Boggs, Ph.D.

Dr. Tex Boggs, Provost of Anaheim University, is the recipient of a Doctor of Philosophy (Ph.D.) degree from Cornell University and a Doctor of Humane Letters degree from the University of Maine Fort Kent. Dr. Boggs served as a faculty member, Director of Research, Dean, and Interim Vice President of Academic Affairs at Kentucky State University, as a Dean at the University of Kentucky, and as President of Western Wyoming Community College for twenty years. He has also served as Interim President of Antioch university Los Angeles for five years, Interim Vice President of Academic Affairs at Antioch University Los Angeles for two years, Interim President of the University of Maine at Fort Kent for one year, and Interim Vice President of the University of Maine at Fort Kent for one year. Outside of Higher Education, Dr. Boggs served two terms as a Senator in the Wyoming State Legislature, served for two years on the Western Interstate Commission for Higher Education, worked for the U.S. Agency for Economic Development in Vietnam as an economic development officer for six years, and served as a Peace Corps Volunteer in Thailand. Dr. Boggs and his wife Huong Lien have been married for fifty-six years and have three children and three grandchildren.

Dean of the Graduate School of Business

Robert Robertson, DBA

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.

MA in TESOL Designer, Sr. TESOL Professor, Grad. School of Education

David Nunan, Ph.D.

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 distinguished linguist and author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning. 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.

Graduate School of Education Chair of Research
TESOL Professor, Graduate School of Education

Hayo Reinders, Ph.D.

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.

Graduate TESOL Director

Luke Plonsky, Ph.D.

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 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.

CCO

David Bracey

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.

Student Services Director

Yasue Kawamorita, MA

Yasue Kawamorita is the Student Services Director at Anaheim University and has over 15 years of teaching experience in the U.S. and Japan. She graduated from Tamagawa University in Japan with a bachelor's degree in American literature and a certified teaching license for English secondary education. After working at high schools in Aomori, Japan, she enrolled at San Francisco State University, where she earned a Master of Arts in TESOL. After graduating from SFSU, she taught English to immigrants and young adults both in San Francisco and Tokyo. After living in Tokyo for 13 years, she moved to Orange County and started her career at Anaheim University.

POLICIES

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.

https://anaheim.edu/images/2024_Catalogs/AU-policiesandprocedures.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 4.05 is compatible with any standards-compliant web browser, including Google Chrome, Mozilla Firefox, Safari, and Microsoft Edge. Moodle is also available on mobile device browsers through MobileSafari and Google Chrome.

Please note that older "legacy" browsers have compatibility issues with Moodle 4.05. 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 Zoom. To attend the Zoom live sessions, students will need access to the following:

- Computer or mobile device. To find out the system requirement to operate Zoom, please follow the link below: https://support.zoom.us/hc/en-us/articles/201362023-Zoom-system-requirements-Windows-macOS-Linux
- An internet connection – broadband wired or wireless (3G or 4G/LTE)
- Speakers and a microphone – built-in, USB plug-in, or wireless Bluetooth
- A webcam or HD webcam - built-in, USB plug-in, or:
- An HD cam or HD camcorder with a video-capture card
- Virtual camera software for use with broadcasting software like OBS or IP cameras.

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.

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 by being enrolled and meeting all academic requirements, and financial obligations. Students are required to enroll in a course every time a course that is needed for their program completion is offered. Students completing theses, research portfolios, final capstone projects, or dissertations must remain enrolled each term until their program requirements have been completed in their entirety and they have received final written approval on the completion of their thesis, research portfolio, final capstone project, or dissertation. Any student who discontinues their studies with the University when a course that is needed for their program completion is offered will be dismissed from their program. Students who are dismissed from their program may have the opportunity to re-enroll (See Re-enrollment policy below). The University provides two exceptions to the requirement for continuous enrollment. Specifically, this policy does not apply to (1) students who are on active military duty, or (2) students who are on 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.

Re-enrollment

Former students who withdrew, or who were dismissed from a program due to failure to maintain Continuous Enrollment, and wish to resume their studies must re-apply for admission to the program. Prior enrollment does not guarantee acceptance to any program and re-enrollment will require approval from the Provost, the Registrar's Office, and the Business Affairs Division. Students re-enrolling must go through the entire application and enrollment process again and may be subject to new entrance, financial, and academic requirements as well as a review of their progress to date. Enrollment limitations as well as new policies and procedures could result in the student not being accepted, or affect the length and cost of the program.

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.

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:

- 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.

Medical Leave of Absence

The Petition for Medical Leave form must be submitted within 30 days from the start of the course for which the medical leave is being applied. The maximum period of a leave of absence is one (1) term per leave. Students may apply for a maximum of four (4) leaves of absence for medical reasons throughout their degree program, and students in non-degree programs may apply for a maximum of one (1) leave of absence for medical reasons. Each leave of absence equals one (1) term 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 leave. Medical issues requiring more than four (4) leaves of absence must be approved in writing by the university's administration. Students taking a medical leave of absence during the dissertation, thesis, research portfolio, or capstone project phase, will not have access to advisor/professor resources until they resume their studies. Program structure and requirements for completion are subject to change during the period of medical leave. The Petition for Special Medical Leave of Absence Form can be downloaded from the University website and requires a licensed physician's signature.

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 & records fee 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)	80% of tuition refunded	Refund: $1,760 (80% of $2,200)
Week 3 (days 15 – 21)	60% of tuition refunded	Refund: $1,320 (60% of $2,200)
Week 4 (days 22 – 28)	40% of tuition refunded	Refund: $ 880 (40% of $2,200)
Week 5 (days 29 – 35)	20% of tuition refunded	Refund: $ 440 (20% of $2,200)
Week 6 (days 36 – 42)	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 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 4-day residential session as follows

Hours Completed for the 24-hour residential Seminar	Percentage of Refundable Tuition	Sample Calculation Based on $1,500 for 24 hours of instruction
Up to 2.4 hours (10% of total hours)	90% of Online Intensive Seminar fee	Refund: $1,350 (90% of $1,500)
2.5 – 6 hours (25% of total hours)	75% of Online Intensive Seminar fee	Refund: $1,125 (75% of $1,500)

6 – 12 hours (50% of total hours)	50% of Online Intensive Seminar fee	Refund: $750 (50% of $1,500)
More than 12 hours	0% of Online Intensive Seminar 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: (888) 370-7589. 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 Us

How to Contact Anaheim University	
Dr. Andrew Honeycutt, President	president@anaheim.edu
Chief Communications Officer	online@anaheim.edu
Vice President of Administrative Affairs	vpadmin@anaheim.edu
Provost	provost@anaheim.edu
Administrative Director	admissions@anaheim.edu
Student Services	ausupport@anaheim.edu
Registrar	registrar@anaheim.edu
Technical Support	techsupport@anaheim.edu

Anaheim University Office of Admissions	
Toll-Free:	1-800-955-6040
Tel:	714-772-3330
Fax:	714-772-3331
E-mail	ausupport@anaheim.edu

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

Officers: Anaheim University, Inc.

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

Anaheim University is owned by Asia Pacific Educational Services, Inc.

TESOL Advisory Council

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	Senshu 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.

(888) 370-7589 or by fax (916) 263-1897

(916) 574-8900 or by 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 04/24

Master of Entrepreneurship

January 1 – December 31, 2024

Anaheim University
Carland Entrepreneurship Institute

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Anaheim University

About Anaheim University

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 of higher learning 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 impact 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:

Standard Occupational Classification (SOC)Code: 11-1021

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

Students can 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

Non-Refundable Fees	
Application Fee (Non-refundable after 7 days)	$75.00
Registration Fee (Non-refundable after 7 days)	$100.00
STRF Fee* (non-refundable; CA residents only)	$0.00
DUE UPON SUBMISSION OF THIS ENROLLMENT AGREEMENT	
Course Fees	
Tuition per course ($375 per credit x three credits)	$1,125.00
Records Fee per term	$200.00
TOTAL PER COURSE FEES	$1,325.00
Additional Fees	
Estimated Textbook Fees	$860.00
Research reserve fund	$1,500.00
Transfer Credit Fee (per course) (optional)	$75.00
Original Transcript	No cost
Each Additional Transcript Fee	$25.00
End of Program Fees	
Diploma	No cost
Replacement Diploma (optional)	$200.00
Replacement Cover (optional)	$100.00
Course Completion Letter (optional)	$35.00
TOTAL COST OF PROGRAM	$ 18,435.00*
Master of Entrepreneurship	
*Assumes completion in twelve terms.	

* The Student Tuition Recovery Fund (STRF) is administered by the California BPPE and applies only to California residents. The STRF fee is currently zero dollars ($0.00) 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: A student can plan on approximately $860 in textbook purchases during the program. A textbook list may be found in the online resources of the student website. Real-time classes do not require specific materials beyond what is already supplied for the course. Please see the refund policy in the policies and procedures catalog

Pay for only one course at a time.

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.

PROGRAM SCHEDULE

Term	Term Dates	Courses Offered	Live Online Webcam Seminar Dates
1	January 2 - Feb 11, 2024	BUS 510: International Economics BUS 615: Capstone	Jan 12, Feb 2
2	February 12 - March 24, 2024	BUS 520: International Human Resource Management ENT 560: Intellectual Property	Feb 23, Mar 8
3	March 25 - May5, 2024	BUS 530: International Accounting	Apr 5 and 26
4	May 6 - June 16, 2024	BUS 540: International Marketing	May 17, Jun 7
5	June 17 - July 28, 2024	BUS 550: International Management	Jun 28, Jul 12
6	August 5 - September 15, 2024	BUS 560: International Finance	Aug 16, Sep 6
7	September 16 - October 27, 2024	BUS 535: Triple Bottom Line Accountability and Management	Sep 27, Oct 4
8	October 28 - December 8, 2024	BUS 545: Green Marketing & Environmental Product Design/Recycling	Nov 8, Nov29

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 Program Director, the Office of the Registrar, and the Office of Financial Affairs.

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 Schedule & Evaluation Structure

Live Online Webcam Seminar Participation	10%
Online Discussion Forum Participation	20%
Individual Written Assignments	20%
Internet Assignment	15%
Team Project	15%
Final Research Paper	20%

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 Accounability & 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 Online Learning Community

AU's online learning community is a global network of students, graduates, faculty, researchers, and Global Learning Partners. The diversity of the student body adds to the richness of the learning experience and the global network of graduates provides for a world of possibilities. Numerous collaborations and a wide range of opportunities have resulted from this global network through which students are able to exchange information about the markets in which they live and work.

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, DBA

Dean, Akio Morita School of Business, Chair of Research, Professor

Dr. Robert Robertson holds a Ph.D. in Management and Organization (Stirling University, Scotland); Massachusetts Institute of Technology (MIT) Sloan School of Management Executive Certificate in Innovation and Strategy, 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.

Courses taught: BUS 520 International Human Resources Management, BUS 542 International Business Law & Practice, BUS 545 Green Marketing and Environmental Product Design, BUS 550 International Management, BUS 570 Intercultural Communications, BUS 610 International Business Capstone, ENT 612 Entrepreneurship Capstone, BUS 615 Sustainable Management Capstone, DBA 615 Leadership in Global and Multicultural Organizations, DBA 629 Global Strategy and Innovation Management, DBA 633 Ethics in Business and Management, DBA 635 Transforming Systems through Adaptive Leadership

CARLOS AQUINO, PH.D.

Professor

Holding a University of Sao Paolo Ph.D. in Science and Technology and a George Washington University MS in Structural Engineering, 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 gained recognition as Executive Director, Senior Director, Project Manager, Provost, Dean of Business, and Dean of Accreditation, among other capacities in organizations with followers that encompassed a clear diversity of cultures. Before moving to the U.S. 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, and 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, published more than 40 papers in refereed journals and conference proceedings.

Courses taught:
BUS 520 International Human Resource Management, DBA 560 International Finance, DBA 610 International Financial Management, DBA 617 International Supply Chain Management, DBA 623 Human Resources Management Science, DBA 645 Academic Research and Writing, DBA 810 Writing the Doctoral Dissertation Proposal and DBA 820 Writing the Doctoral Dissertation Proposal

VINCE CARTER, PH.D.

Professor

Dr. E. Vince Carter is a Professor at the Anaheim University Akio Morita School of Business and Kisho Kurokawa Green Institute. Vince's teaching approach develops learning blueprints to align structured Green Marketing skills with creative knowledge discovery. This dialectical dynamic embraces the spirit of Kisho Kurokawa's design philosophy of symbiosis for The Age of Life. Dr. Carter is a nationally recognized marketing educator, as well as an experienced researcher, consultant, and community volunteer. After graduating with Dean's List Honors from the Columbia Business School MBA program in International Business, Vince received his Ph.D. in Business Administration from the George Washington University School of Business, with Marketing as a primary field and Cybernetics & Systems Theory as a supporting field. With more than 40 years of combined professional and academic marketing expertise, Dr. Carter is a versatile and visionary professor whose intellectual approach furthers a quadrangular focus on marketing strategy, digital technology, ethnic culture, and ecological sustainability. His research in marketing strategy, consumer ethnicity/culture, sustainability marketing, and digital/social-media marketing has appeared in several peer-reviewed academic journals and conference proceedings. He was a member of the Editorial Review Board for the Marketing Management Journal (MMJ) and a past marketing strategy and social marketing reviewer for the Marketing Intelligence & Planning journal. In addition, Dr. Carter is a member of the American Marketing Association (AMA), Marketing Educators' Association (MEA), and Marketing Management Association (MMA). As part of his ongoing research efforts, Vince engages the Southern California Consumer Culture Community (SC4), Multicultural Marketing Resources (MMR), Network for Business Sustainability (NBSnet), GreenBiz, and The PhD Project.

Courses taught: BUS 545 Green Marketing & Environmental Product Design/Recycling, ENT 500 Entrepreneurial Innovation, DBA 612 Creative Entrepreneurship, DBA 635 Transforming Systems Through Adaptive Leadership,

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 including a Juris Doctorate in Law from New England School of Law, an LL.M, Taxation from the Washington Institute for Graduate Studies, a B.A. in Communication from Curry College and an A.S., Business Science (Accounting) From McIntosh College, and has been internationally published with over 80 manuscripts in print. In 2009 Dr. Diotalevi had a book published by Cengage 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.

Courses taught: DBA 640 International Business Law and Practice

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.

Courses taught: DBA 602 Intellectual Property

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.

Courses taught: BUS 575 International Supply Chain Management, DBA 617 International Supply Chain Management

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.

Courses taught: BUS 535: Triple Bottom Line Accountability and Management, BUS 555 Corporate Social Responsibility & Ethics, ENT 500 Entrepreneurial Innovation, ENT 540 Entrepreneurial Forecasting and Planning, ENT 580 Entrepreneurial Strategy, DBA 611 Sustainable Lifecycle Management, DBA 612 Creative Entrepreneurship, DBA 613 Organizational Development and Change Management, DBA 632 Social Entrepreneurship,

CHRIS RAYMOND, PH.D.

Professor

Dr. Christopher Raymond earned a Ph.D. in economics from the University of California, Santa Barbara, and later completed an international MBA from École National des Ponts et Chaussées in Paris, France. After earning his MBA, Dr. Raymond became an economics lecturer in the Management School at Imperial College, London. While there, he also served as Deputy Director of their Executive MBA program. In 1996, after five years in London, Dr. Raymond moved to Bangkok, Thailand, where he worked as a senior financial analyst and chief economist. In 2009, Dr. Raymond left the private sector and returned to academics, first in Thailand, and later in Cambodia. Dr. Raymond has been at the American University of Phnom Penh (AUPP) since 2015, teaching courses in finance, accounting, economics and statistics.

Courses taught: BUS 530 International Accounting, BUS 560 International Finance, DBA 610 International Financial Management, DBA 651 Sustainable Accounting Management

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.

Courses taught: DBA 621 Sustainable Project Management

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.

Courses taught: DBA 730: Seminar in International Finance

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.

Courses taught: BUS 510: International Economics, BUS 572: Seminar in International Business, DBA 627 Business Analytics, DBA 629 Global Strategy and Innovation Management

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.

Courses taught: DBA 617 International Supply Chain Management, DBA 625 Applied Research Methods- Qualitative and Quantitative

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

President

Andrew Honeycutt, DBA

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.

Chancellor

Peter Langenberg, J.D.

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.

Vice-President of Academic Affairs

Rod Ellis, Ph.D.

Dr. Rod Ellis is a distinguished professor 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 a Second Language Acquisition specialist, 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.

Provost

Tex Boggs, Ph.D.

Dr. Tex Boggs, Provost of Anaheim University, is the recipient of a Doctor of Philosophy (Ph.D.) degree from Cornell University and a Doctor of Humane Letters degree from the University of Maine Fort Kent. Dr. Boggs served as a faculty member, Director of Research, Dean, and Interim Vice President of Academic Affairs at Kentucky State University, as a Dean at the University of Kentucky, and as President of Western Wyoming Community College for twenty years. He has also served as Interim President of Antioch university Los Angeles for five years, Interim Vice President of Academic Affairs at Antioch University Los Angeles for two years, Interim President of the University of Maine at Fort Kent for one year, and Interim Vice President of the University of Maine at Fort Kent for one year. Outside of Higher Education, Dr. Boggs served two terms as a Senator in the Wyoming State Legislature, served for two years on the Western Interstate Commission for Higher Education, worked for the U.S. Agency for Economic Development in Vietnam as an economic development officer for six years, and served as a Peace Corps Volunteer in Thailand. Dr. Boggs and his wife Huong Lien have been married for fifty-six years and have three children and three grandchildren.

Dean of the Graduate School of Business

Robert Robertson, DBA

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.

MA in TESOL Designer, Sr. TESOL Professor, Grad. School of Education

David Nunan, Ph.D.

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 distinguished linguist and author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning. 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.

Graduate School of Education Chair of Research
TESOL Professor, Graduate School of Education

Hayo Reinders, Ph.D.

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.

Graduate TESOL Director

Luke Plonsky, Ph.D.

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 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.

CCO

David Bracey

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.

Student Services Director

Yasue Kawamorita, MA

Yasue Kawamorita is the Student Services Director at Anaheim University and has over 15 years of teaching experience in the U.S. and Japan. She graduated from Tamagawa University in Japan with a bachelor's degree in American literature and a certified teaching license for English secondary education. After working at high schools in Aomori, Japan, she enrolled at San Francisco State University, where she earned a Master of Arts in TESOL. After graduating from SFSU, she taught English to immigrants and young adults both in San Francisco and Tokyo. After living in Tokyo for 13 years, she moved to Orange County and started her career at Anaheim University.

Policies

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.

https://anaheim.edu/images/2024_Catalogs/AU-policiesandprocedures.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 4.05 is compatible with any standards-compliant web browser, including Google Chrome, Mozilla Firefox, Safari, and Microsoft Edge. Moodle is also available on mobile device browsers through MobileSafari and Google Chrome.

Please note that older "legacy" browsers have compatibility issues with Moodle 4.05. 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 Zoom. To attend the Zoom live sessions, students will need access to the following:

- Computer or mobile device. To find out the system requirement to operate Zoom, please follow the link below: https://support.zoom.us/hc/en-us/articles/201362023-Zoom-system-requirements-Windows-macOS-Linux
- An internet connection – broadband wired or wireless (3G or 4G/LTE)
- Speakers and a microphone – built-in, USB plug-in, or wireless Bluetooth
- A webcam or HD webcam - built-in, USB plug-in, or:
- An HD cam or HD camcorder with a video-capture card
- Virtual camera software for use with broadcasting software like OBS or IP cameras.

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.

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 by being enrolled and meeting all academic requirements, and financial obligations. Students are required to enroll in a course every time a course that is needed for their program completion is offered. Students completing theses, research portfolios, final capstone projects, or dissertations must remain enrolled each term until their program requirements have been completed in their entirety and they have received final written approval on the completion of their thesis, research portfolio, final capstone project, or dissertation. Any student who discontinues their studies with the University when a course that is needed for their program completion is offered will be dismissed from their program. Students who are dismissed from their program may have the opportunity to re-enroll (See Re-enrollment policy below). The University provides two exceptions to the requirement for continuous enrollment. Specifically, this policy does not apply to (1) students who are on active military duty, or (2) students who are on 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.

Re-enrollment

Former students who withdrew, or who were dismissed from a program due to failure to maintain Continuous Enrollment, and wish to resume their studies must re-apply for admission to the program. Prior enrollment does not guarantee acceptance to any program and re-enrollment will require approval from the Provost, the Registrar's Office, and the Business Affairs Division. Students re-enrolling must go through the entire application and enrollment process again and may be subject to new entrance, financial, and academic requirements as well as a review of their progress to date. Enrollment limitations as well as new policies and procedures could result in the student not being accepted, or affect the length and cost of the program.

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.

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:

- 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.

Medical Leave of Absence

The Petition for Medical Leave form must be submitted within 30 days from the start of the course for which the medical leave is being applied. The maximum period of a leave of absence is one (1) term per leave. Students may apply for a maximum of four (4) leaves of absence for medical reasons throughout their degree program, and students in non-degree programs may apply for a maximum of one (1) leave of absence for medical reasons. Each leave of absence equals one (1) term 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 leave. Medical issues requiring more than four (4) leaves of absence must be approved in writing by the university's administration. Students taking a medical leave of

absence during the dissertation, thesis, research portfolio, or capstone project phase, will not have access to advisor/professor resources until they resume their studies. Program structure and requirements for completion are subject to change during the period of medical leave. The Petition for Special Medical Leave of Absence Form can be downloaded from the University website and requires a licensed physician's signature.

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 $1,700 tuition & records fee for a 6 Week course**
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 monies 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 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 – 20 hours (50% of total hours)	50% of residential fee	Refund: $1,100 (50% of $2,200)
More than 20 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: (888) 370-7589. 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 Us

How to Contact Anaheim University

Dr. Andrew Honeycutt, President	president@anaheim.edu
Chief Communications Officer	online@anaheim.edu
Vice President of Administrative Affairs	vpadmin@anaheim.edu
Provost	provost@anaheim.edu
Administrative Director	admissions@anaheim.edu
Student Services	ausupport@anaheim.edu
Registrar	registrar@anaheim.edu
Technical Support	techsupport@anaheim.edu

Anaheim University Office of Admissions

Toll-Free:	1-800-955-6040
Tel:	714-772-3330
Fax:	714-772-3331
E-mail	ausupport@anaheim.edu

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

Officers: Anaheim University, Inc.

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

Anaheim University is owned by Asia Pacific Educational Services, Inc.

Business Advisory Council

Jim Kelly	Former VP Business Development. H.I.S. Int'l Tours
Shin Koyamada	"Last Samurai" Actor, Shinca Entertainment Founder, Japan-United States Sister City Association & Koyamada International Foundation Chairman
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

MBAENTCAT 04/24

International Master of Business Administration

January 1 – December 31, 2024

Anaheim University
Akio Morita School of Business

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Anaheim University

About Anaheim University

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 of higher learning 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

About the 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.

Mission of the Akio Morita 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.

Who is the Doctor of Business Administration (DBA) Program 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:

Standard Occupational Classification (SOC)Code: 11-1011

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	

Experience AU's Faculty

In addition to holding doctoral degrees from 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.

Anaheim University's Global Student Body

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.

Message 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

About the Doctor of Business Degree Program

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 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 MBA IN INTERNATIONAL BUSINESS 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 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 interacting daily by discussing weekly topics with their professor and classmates.

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.

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 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. Students are expected to enroll in a course every time a course that is needed for their program completion is offered. Students may be granted an extension to their program only after receiving written approval from the Program Director, the Office of the Registrar and the Office of Financial Affairs.

No Travel

Students around the world can study at an American university without traveling abroad.

Experienced Faculty

Students have the opportunity to learn from highly-qualified professors who hold doctoral degrees and have experience in various fields of business.

TUITION

Non-Refundable Fees	
Application Fee (Non-refundable after 7 days)	$75.00
Registration Fee (Non-refundable after 7 days)	$100.00
STRF Fee* (non-refundable; CA residents only)	$0.00
DUE UPON SUBMISSION OF THIS ENROLLMENT AGREEMENT	
Course Fees	
Tuition per course ($375 per credit x three credits)	$1,125.00
Records Fee per term	$200.00
TOTAL PER COURSE FEES	$1,325.00
Additional Fees	
Estimated Textbook Fees	$850.00
Research reserve fund	$1,500.00
Transfer Credit Fee (per course) (optional)	$75.00
Original Transcript No cost	
Each Additional Transcript Fee	$25.00
End of Program Fees	
Diploma	No cost
Replacement Diploma (optional)	$200.00
Replacement Cover (optional)	$100.00
Course Completion Letter (optional)	$35.00
TOTAL COST OF PROGRAM	$ 18,425.00*
International MBA Track	
*Assumes completion in twelve terms.	

Note: A student can plan on approximately $850 in textbook purchases during the program. A textbook list may be found in the online resources of the student website. Real-time classes do not require specific materials beyond what is already supplied for the course.

Affordable Pay-As-You-Learn System: Pay for only one course at a time. 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 zero dollars ($0) 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.

PROGRAM SCHEDULE

Term	Term Dates	Courses Offered	Live Online Webcam Seminar Dates
1	January 2 - Feb 11, 2024	BUS 510: International Economics BUS 615: Capstone	Jan 12, Feb 2
2	February 12 - March 24, 2024	BUS 520: International Human Resource Management ENT 560: Intellectual Property	Feb 23, Mar 8
3	March 25 - May5, 2024	BUS 530: International Accounting	Apr 5 and 26
4	May 6 - June 16, 2024	BUS 540: International Marketing	May 17, Jun 7
5	June 17 - July 28, 2024	BUS 550: International Management	Jun 28, Jul 12
6	August 5 - September 15, 2024	BUS 560: International Finance	Aug 16, Sep 6
7	September 16 - October 27, 2024	BUS 535: Triple Bottom Line Accountability and Management	Sep 27, Oct 4
8	October 28 - December 8, 2024	BUS 545: Green Marketing & Environmental Product Design/Recycling	Nov 8, Nov29

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 Strateg

MBA Requirements & Satisfactory Academic Process

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 may be granted an extension to their program only after receiving written approval from the Program Director, the Office of the Registrar and the Office of Financial Affairs.

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.

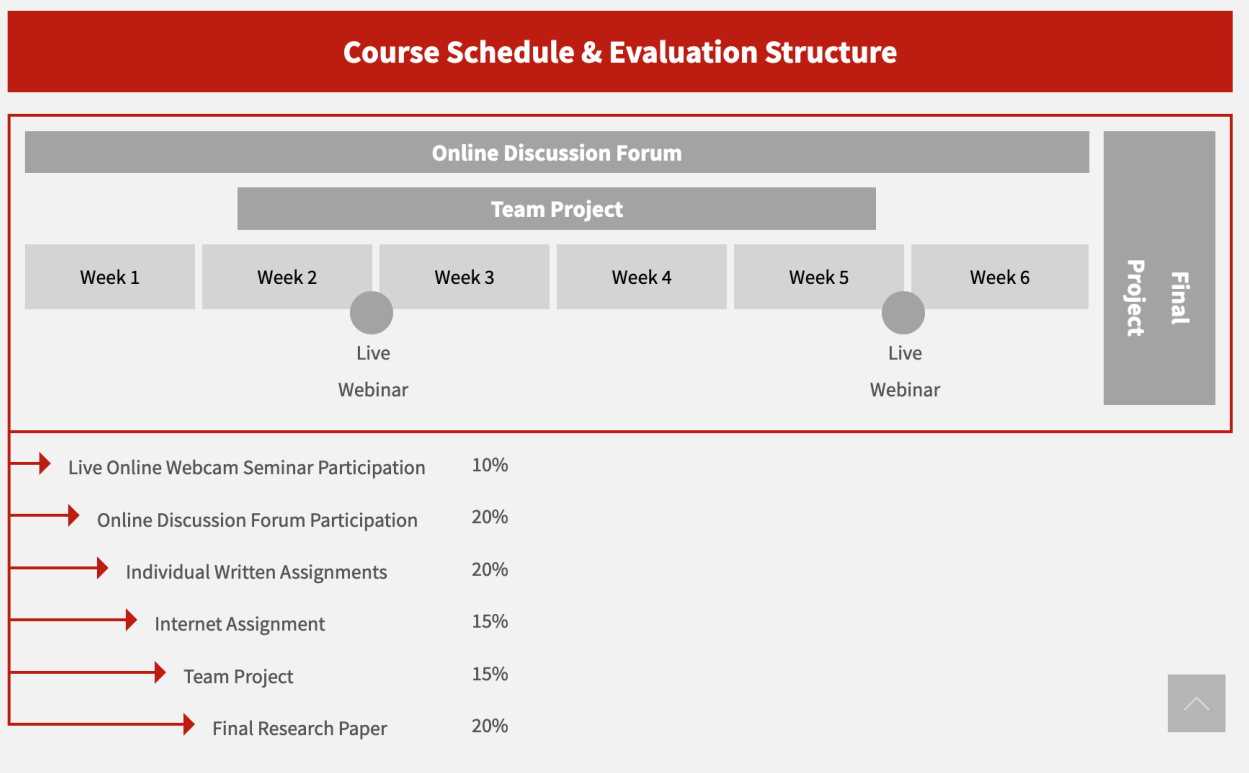
Program Study Suggestion

(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

Foundation 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 a 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 to 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.

ROBERT ROBERTSON, DBA

Dean, Akio Morita School of Business, Chair of Research, Professor

Dr. Robert Robertson holds a Ph.D. in Management and Organization (Stirling University, Scotland); Massachusetts Institute of Technology (MIT) Sloan School of Management Executive Certificate in Innovation and Strategy, 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.

Courses taught: BUS 520 International Human Resources Management, BUS 542 International Business Law & Practice, BUS 545 Green Marketing and Environmental Product Design, BUS 550 International Management, BUS 570 Intercultural Communications, BUS 610 International Business Capstone, ENT 612 Entrepreneurship Capstone, BUS 615 Sustainable Management Capstone, DBA 615 Leadership in Global and Multicultural Organizations, DBA 629 Global Strategy and Innovation Management, DBA 633 Ethics in Business and Management, DBA 635 Transforming Systems through Adaptive Leadership

CARLOS AQUINO, PH.D.

Professor

Holding a University of Sao Paolo Ph.D. in Science and Technology and a George Washington University MS in Structural Engineering, 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 gained recognition as Executive Director, Senior Director, Project Manager, Provost, Dean of Business, and Dean of Accreditation, among other capacities in organizations with followers that encompassed a clear diversity of cultures. Before moving to the U.S. 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, and 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, published more than 40 papers in refereed journals and conference proceedings.

Courses taught:
BUS 520 International Human Resource Management, DBA 560 International Finance, DBA 610 International Financial Management, DBA 617 International Supply Chain Management, DBA 623 Human Resources Management Science, DBA 645 Academic Research and Writing, DBA 810 Writing the Doctoral Dissertation Proposal and DBA 820 Writing the Doctoral Dissertation Proposal

VINCE CARTER, PH.D.

Professor

Dr. E. Vince Carter is a Professor at the Anaheim University Akio Morita School of Business and Kisho Kurokawa Green Institute. Vince's teaching approach develops learning blueprints to align structured Green Marketing skills with creative knowledge discovery. This dialectical dynamic embraces the spirit of Kisho Kurokawa's design philosophy of symbiosis for The Age of Life. Dr. Carter is a nationally recognized marketing educator, as well as an experienced researcher, consultant, and community volunteer. After graduating with Dean's List Honors from the Columbia Business School MBA program in International Business, Vince received his Ph.D. in Business Administration from the George Washington University School of Business, with Marketing as a primary field and Cybernetics & Systems Theory as a supporting field. With more than 40 years of combined professional and academic marketing expertise, Dr. Carter is a versatile and visionary professor whose intellectual approach furthers a quadrangular focus on marketing strategy, digital technology, ethnic culture, and ecological sustainability. His research in marketing strategy, consumer ethnicity/culture, sustainability marketing, and digital/social-media marketing has appeared in several peer-reviewed academic journals and conference proceedings. He was a member of the Editorial Review Board for the Marketing Management Journal (MMJ) and a past marketing strategy and social marketing reviewer for the Marketing Intelligence & Planning journal. In addition, Dr. Carter is a member of the American Marketing Association (AMA), Marketing Educators' Association (MEA), and Marketing Management Association (MMA). As part of his ongoing research efforts, Vince engages the Southern California Consumer Culture Community (SC4), Multicultural Marketing Resources (MMR), Network for Business Sustainability (NBSnet), GreenBiz, and The PhD Project.

Courses taught: BUS 545 Green Marketing & Environmental Product Design/Recycling, ENT 500 Entrepreneurial Innovation, DBA 612 Creative Entrepreneurship, DBA 635 Transforming Systems Through Adaptive Leadership,

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 including a Juris Doctorate in Law from New England School of Law, an LL.M, Taxation from the Washington Institute for Graduate Studies, a B.A. in Communication from Curry College and an A.S., Business Science (Accounting) From McIntosh College, and has been internationally published with over 80 manuscripts in print. In 2009 Dr. Diotalevi had a book published by Cengage 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.

Courses taught: DBA 640 International Business Law and Practice

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.

Courses taught: DBA 602 Intellectual Property

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.

Courses taught: BUS 575 International Supply Chain Management, DBA 617 International Supply Chain Management

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.

Courses taught: BUS 535: Triple Bottom Line Accountability and Management, BUS 555 Corporate Social Responsibility & Ethics, ENT 500 Entrepreneurial Innovation, ENT 540 Entrepreneurial Forecasting and Planning, ENT 580 Entrepreneurial Strategy, DBA 611 Sustainable Lifecycle Management, DBA 612 Creative Entrepreneurship, DBA 613 Organizational Development and Change Management, DBA 632 Social Entrepreneurship,

CHRIS RAYMOND, PH.D.

Professor

Dr. Christopher Raymond earned a Ph.D. in economics from the University of California, Santa Barbara, and later completed an international MBA from École National des Ponts et Chaussées in Paris, France. After earning his MBA, Dr. Raymond became an economics lecturer in the Management School at Imperial College, London. While there, he also served as Deputy Director of their Executive MBA program. In 1996, after five years in London, Dr. Raymond moved to Bangkok, Thailand, where he worked as a senior financial analyst and chief economist. In 2009, Dr. Raymond left the private sector and returned to academics, first in Thailand, and later in Cambodia. Dr.

Raymond has been at the American University of Phnom Penh (AUPP) since 2015, teaching courses in finance, accounting, economics and statistics.

Courses taught: BUS 530 International Accounting, BUS 560 International Finance, DBA 610 International Financial Management, DBA 651 Sustainable Accounting Management

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.

Courses taught: DBA 621 Sustainable Project Management

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.

Courses taught: DBA 730: Seminar in International Finance

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.

Courses taught: BUS 510: International Economics, BUS 572: Seminar in International Business, DBA 627 Business Analytics, DBA 629 Global Strategy and Innovation Management

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.

Courses taught: DBA 617 International Supply Chain Management, DBA 625 Applied Research Methods-Qualitative and Quantitative

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 twice 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 Online Learning Community

AU's online learning community is a global network of students, graduates, faculty, researchers, and Global Learning Partners. The diversity of the student body adds to the richness of the learning experience and the global network of graduates provides for a world of possibilities. Numerous collaborations and a wide range of opportunities have resulted from this global network through which students are able to exchange information about the markets in which they live and work.

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

President

Andrew Honeycutt, DBA

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.

Chancellor

Peter Langenberg, J.D.

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.

Vice-President of Academic Affairs

Rod Ellis, Ph.D.

Dr. Rod Ellis is a distinguished professor 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 a Second Language Acquisition specialist, 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.

Provost

Tex Boggs, Ph.D.

Dr. Tex Boggs, Provost of Anaheim University, is the recipient of a Doctor of Philosophy (Ph.D.) degree from Cornell University and a Doctor of Humane Letters degree from the University of Maine Fort Kent. Dr. Boggs served as a faculty member, Director of Research, Dean, and Interim Vice President of Academic Affairs at Kentucky State University, as a Dean at the University of Kentucky, and as President of Western Wyoming Community College for twenty years. He has also served as Interim President of Antioch university Los Angeles for five years, Interim Vice President of Academic Affairs at Antioch University Los Angeles for two years, Interim President of the University of Maine at Fort Kent for one year, and Interim Vice President of the University of Maine at Fort Kent for one year. Outside of Higher Education, Dr. Boggs served two terms as a Senator in the Wyoming State Legislature, served for two years on the Western Interstate Commission for Higher Education, worked for the U.S. Agency for Economic Development in Vietnam as an economic development officer for six years, and served as a Peace Corps Volunteer in Thailand. Dr. Boggs and his wife Huong Lien have been married for fifty-six years and have three children and three grandchildren.

Dean of the Graduate School of Business

Robert Robertson, DBA

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.

MA in TESOL Designer, Sr. TESOL Professor, Grad. School of Education

David Nunan, Ph.D.

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 distinguished linguist and author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning. 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.

Graduate School of Education Chair of Research
TESOL Professor, Graduate School of Education

Hayo Reinders, Ph.D.

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.

Graduate TESOL Director

Luke Plonsky, Ph.D.

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 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.

CCO

David Bracey

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.

Student Services Director

Yasue Kawamorita, MA

Yasue Kawamorita is the Student Services Director at Anaheim University and has over 15 years of teaching experience in the U.S. and Japan. She graduated from Tamagawa University in Japan with a bachelor's degree in American literature and a certified teaching license for English secondary education. After working at high schools in Aomori, Japan, she enrolled at San Francisco State University, where she earned a Master of Arts in TESOL. After graduating from SFSU, she taught English to immigrants and young adults both in San Francisco and Tokyo. After living in Tokyo for 13 years, she moved to Orange County and started her career at Anaheim University.

POLICIES

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.

https://anaheim.edu/images/2024_Catalogs/AU-policiesandprocedures.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 4.05 is compatible with any standards-compliant web browser, including Google Chrome, Mozilla Firefox, Safari, and Microsoft Edge. Moodle is also available on mobile device browsers through MobileSafari and Google Chrome.

Please note that older "legacy" browsers have compatibility issues with Moodle 4.05. 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 Zoom. To attend the Zoom live sessions, students will need access to the following:

- Computer or mobile device. To find out the system requirement to operate Zoom, please follow the link below: https://support.zoom.us/hc/en-us/articles/201362023-Zoom-system-requirements-Windows-macOS-Linux
- An internet connection – broadband wired or wireless (3G or 4G/LTE)
- Speakers and a microphone – built-in, USB plug-in, or wireless Bluetooth
- A webcam or HD webcam - built-in, USB plug-in, or:
- An HD cam or HD camcorder with a video-capture card
- Virtual camera software for use with broadcasting software like OBS or IP cameras.

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 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.

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 by being enrolled and meeting all academic requirements, and financial obligations. Students are required to enroll in a course every time a course that is needed for their program completion is offered. Students completing theses, research portfolios, final capstone projects, or dissertations must remain enrolled each term until their program requirements have been completed in their entirety and they have received final written approval on the completion of their thesis, research portfolio, final capstone project, or dissertation. Any student who discontinues their studies with the University when a course that is needed for their program completion is offered will be dismissed from their program. Students who are dismissed from their program may have the opportunity to re-enroll (See Re-enrollment policy below). The University provides two exceptions to the requirement for continuous enrollment. Specifically, this policy does not apply to (1) students who are on active military duty, or (2) students who are on 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.

Re-enrollment

Former students who withdrew, or who were dismissed from a program due to failure to maintain Continuous Enrollment, and wish to resume their studies must re-apply for admission to the program. Prior enrollment does not guarantee acceptance to any program and re-enrollment will require approval from the Provost, the Registrar's Office, and the Business Affairs Division. Students re-enrolling must go through the entire application and enrollment process again and may be subject to new entrance, financial, and academic requirements as well as a review of their progress to date. Enrollment limitations as well as new policies and procedures could result in the student not being accepted, or affect the length and cost of the program.

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:

- 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.

MEDICAL LEAVE OF ABSENCE

The Petition for Medical Leave form must be submitted within 30 days from the start of the course for which the medical leave is being applied. The maximum period of a leave of absence is one (1) term per leave. Students may apply for a maximum of four (4) leaves of absence for medical reasons throughout their degree program, and students in non-degree programs may apply for a maximum of one (1) leave of absence for medical reasons. Each leave of absence equals one (1) term 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 leave. Medical issues requiring more than four (4) leaves of absence must be approved in writing by the university's administration. Students taking a medical leave of absence during the dissertation, thesis, research portfolio, or capstone project phase, will not have access to advisor/professor resources until they resume their studies. Program structure and requirements for completion are subject to change during the period of medical leave. The Petition for Special Medical Leave of Absence Form can be downloaded from the University website and requires a licensed physician's signature.

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 $1,700 tuition & records fee for a 6 Week course**
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 monies 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 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: (888) 370-7589. 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 Us

How to Contact Anaheim University	
Dr. Andrew Honeycutt, President	president@anaheim.edu
Chief Communications Officer	online@anaheim.edu
Vice President of Administrative Affairs	vpadmin@anaheim.edu
Provost	provost@anaheim.edu
Administrative Director	admissions@anaheim.edu
Student Services	ausupport@anaheim.edu
Registrar	registrar@anaheim.edu
Technical Support	techsupport@anaheim.edu

Anaheim University Office of Admissions	
Toll-Free:	1-800-955-6040
Tel:	714-772-3330
Fax:	714-772-3331
E-mail	ausupport@anaheim.edu

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

Officers: Anaheim University, Inc.

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

Anaheim University is owned by Asia Pacific Educational Services, Inc.

Business Advisory Council

Jim Kelly	Former VP Business Development. H.I.S. Int'l Tours
Shin Koyamada	"Last Samurai" Actor, Shinca Entertainment Founder, Japan-United States Sister City Association & Koyamada International Foundation Chairman
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

INTMBACAT 04/24

MBA IN

SUSTAINABLE MANAGEMENT

January 1 – December 31, 2024

Anaheim University
Kisho Kurokawa Green Institute

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Anaheim University

About Anaheim University

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 of higher learning 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 was established as a unique, innovative and sustainable institution of higher learning to meet the educational

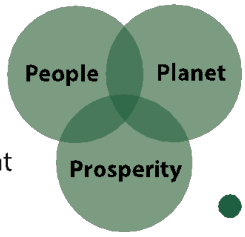
Anaheim University
Kisho Kurokawa Green Institute

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

Education Objectives

Anaheim University was established as a unique, innovative and sustainable institution of higher learning to meet the educational

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

PROGRAM FEES

Non-Refundable Fees	
Application Fee (Non-refundable after 7 days)	$75.00
Registration Fee (Non-refundable after 7 days)	$100.00
STRF Fee* (non-refundable; CA residents only)	$0.00
DUE UPON SUBMISSION OF THIS ENROLLMENT AGREEMENT	
Course Fees	
Tuition per course ($375 per credit x three credits)	$1,125.00
Records Fee per term	$200.00
TOTAL PER COURSE FEES	$1,325.00
Additional Fees	
Estimated Textbook Fees	$820.00
Research reserve fund	$1,500.00
Transfer Credit Fee (per course) (optional)	$75.00
Original Transcript	No cost
Each Additional Transcript Fee	$25.00
End of Program Fees	
Diploma	No cost
Replacement Diploma (optional)	$200.00
Replacement Cover (optional)	$100.00
Course Completion Letter (optional)	$35.00
TOTAL COST OF PROGRAM	$18,395.00*
Sustainable Management Track	

*Assumes completion in twelve terms.

Note: A student can plan on approximately $820.00 in textbook purchases during the program. A textbook list may be found in the online resources of the student website. Real-time classes do not require specific materials beyond what is already supplied for the course. Please see the 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 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 zero dollars ($0.00) 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.

Program Schedule

Term	Term Dates	Courses Offered	Live Online Webcam Seminar Dates
1	January 2 - Feb 11, 2024	BUS 510: International Economics BUS 615: Capstone	Jan 12, Feb 2
2	February 12 - March 24, 2024	BUS 520: International Human Resource Management ENT 560: Intellectual Property	Feb 23, Mar 8
3	March 25 - May5, 2024	BUS 530: International Accounting	Apr 5 and 26
4	May 6 - June 16, 2024	BUS 540: International Marketing	May 17, Jun 7
5	June 17 - July 28, 2024	BUS 550: International Management	Jun 28, Jul 12
6	August 5 - September 15, 2024	BUS 560: International Finance	Aug 16, Sep 6
7	September 16 - October 27, 2024	BUS 535: Triple Bottom Line Accountability and Management	Sep 27, Oct 4
8	October 28 - December 8, 2024	BUS 545: Green Marketing & Environmental Product Design/Recycling	Nov 8, Nov29

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 Program Director, the Office of the Registrar, and the Office of Financial Affairs.

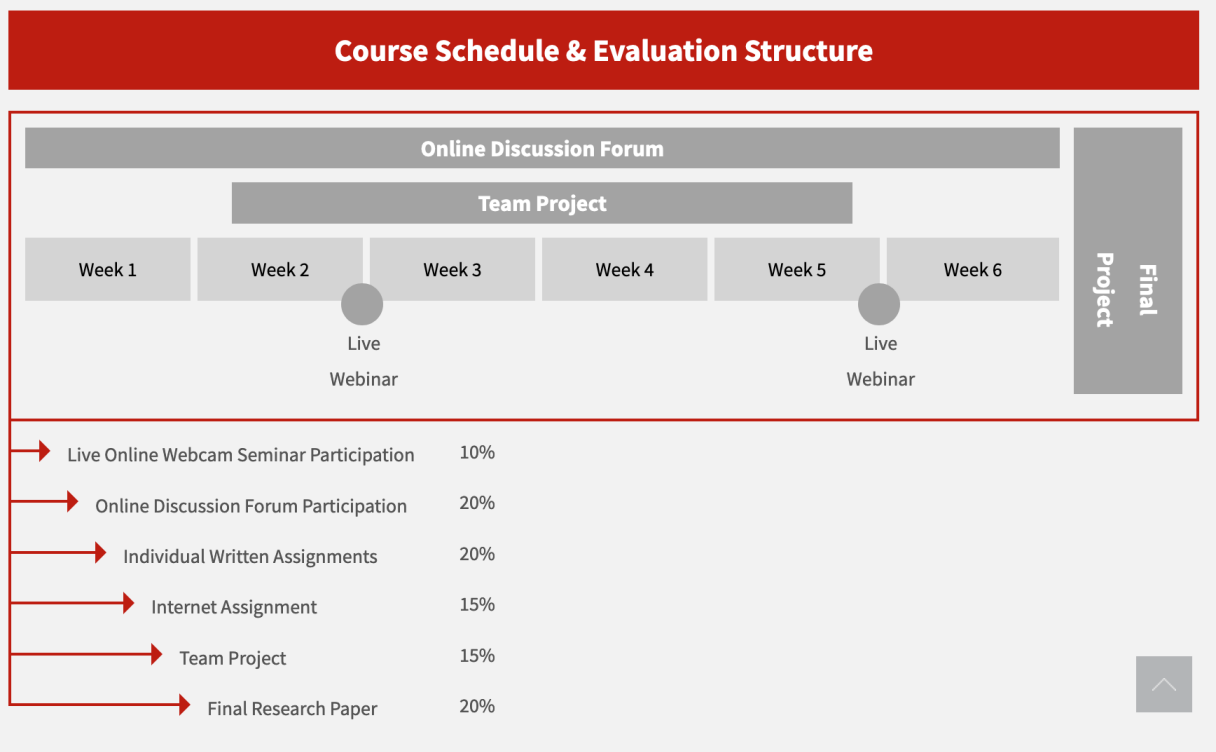
Students in the MBA in Global Sustainable Management program must complete a Sustainable Management Capstone as the final component of their program. For this capstone requirement, students learn how to develop a management plan for sustainability; evaluate how to find appropriate ways to impact systems; 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.



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 Online Learning Community

AU's online learning community is a global network of students, graduates, faculty, researchers, and Global Learning Partners. The diversity of the student body adds to the richness of the learning experience and the global network of graduates provides for a world of possibilities. Numerous collaborations and a wide range of opportunities have resulted from this global network through which students are able to exchange information about the markets in which they live and work.

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.

Akio Morita School of Business Faculty

Robert Robertson, DBA

Dean, Akio Morita School of Business, Chair of Research, Professor

Dr. Robert Robertson holds a Ph.D. in Management and Organization (Stirling University, Scotland); Massachusetts Institute of Technology (MIT) Sloan School of Management Executive Certificate in Innovation and Strategy, 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.

Courses taught: BUS 520 International Human Resources Management, BUS 542 International Business Law & Practice, BUS 545 Green Marketing and Environmental Product Design, BUS 550 International Management, BUS 570 Intercultural Communications, BUS 610 International Business Capstone, ENT 612 Entrepreneurship Capstone, BUS 615 Sustainable Management Capstone, DBA 615 Leadership in Global and Multicultural Organizations, DBA 629 Global Strategy and Innovation Management, DBA 633 Ethics in Business and Management, DBA 635 Transforming Systems through Adaptive Leadership

CARLOS AQUINO, PH.D.

Professor

Holding a University of Sao Paolo Ph.D. in Science and Technology and a George Washington University MS in Structural Engineering, 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 gained recognition as Executive Director, Senior Director, Project Manager, Provost, Dean of Business, and Dean of Accreditation, among other capacities in organizations with followers that encompassed a clear diversity of cultures. Before moving to the U.S. 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, and 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, published more than 40 papers in refereed journals and conference proceedings.

Courses taught:
BUS 520 International Human Resource Management, DBA 560 International Finance, DBA 610 International Financial Management, DBA 617 International Supply Chain Management, DBA 623 Human Resources Management Science, DBA 645 Academic Research and Writing, DBA 810 Writing the Doctoral Dissertation Proposal and DBA 820 Writing the Doctoral Dissertation Proposal

VINCE CARTER, PH.D.

Professor

Dr. E. Vince Carter is a Professor at the Anaheim University Akio Morita School of Business and Kisho Kurokawa Green Institute. Vince's teaching approach develops learning blueprints to align structured Green Marketing skills with creative knowledge discovery. This dialectical dynamic embraces the spirit of Kisho Kurokawa's design philosophy of symbiosis for The Age of Life. Dr. Carter is a nationally recognized marketing educator, as well as an experienced researcher, consultant, and community volunteer. After graduating with Dean's List Honors from the Columbia Business School MBA program in International Business, Vince received his Ph.D. in Business Administration from the George Washington University School of Business, with Marketing as a primary field and Cybernetics & Systems Theory as a supporting field. With more than 40 years of combined professional and academic marketing expertise, Dr. Carter is a versatile and visionary professor whose intellectual approach furthers a quadrangular focus on marketing strategy, digital technology, ethnic culture, and ecological sustainability. His research in marketing strategy, consumer ethnicity/culture, sustainability marketing, and digital/social-media marketing has appeared in several peer-reviewed academic journals and conference proceedings. He was a member of the Editorial Review Board for the Marketing Management Journal (MMJ) and a past marketing strategy and social marketing reviewer for the Marketing Intelligence & Planning journal. In addition, Dr. Carter is a member of the American Marketing Association (AMA), Marketing Educators' Association (MEA), and Marketing Management Association (MMA). As part of his ongoing research efforts, Vince engages the Southern California Consumer Culture Community (SC4), Multicultural Marketing Resources (MMR), Network for Business Sustainability (NBSnet), GreenBiz, and The PhD Project.

Courses taught: BUS 545 Green Marketing & Environmental Product Design/Recycling, ENT 500 Entrepreneurial Innovation, DBA 612 Creative Entrepreneurship, DBA 635 Transforming Systems Through Adaptive Leadership,

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 including a Juris Doctorate in Law from New England School of Law, an LL.M, Taxation from the Washington Institute for Graduate Studies, a B.A. in Communication from Curry College and an A.S., Business Science (Accounting) From McIntosh College, and has been internationally published with over 80 manuscripts in print. In 2009 Dr. Diotalevi had a book published by Cengage 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.

Courses taught: DBA 640 International Business Law and Practice

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.

Courses taught: DBA 602 Intellectual Property

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.

Courses taught: BUS 575 International Supply Chain Management, DBA 617 International Supply Chain Management

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.

Courses taught: BUS 535: Triple Bottom Line Accountability and Management, BUS 555 Corporate Social Responsibility & Ethics, ENT 500 Entrepreneurial Innovation, ENT 540 Entrepreneurial Forecasting and Planning, ENT 580 Entrepreneurial Strategy, DBA 611 Sustainable Lifecycle Management, DBA 612 Creative Entrepreneurship, DBA 613 Organizational Development and Change Management, DBA 632 Social Entrepreneurship,

CHRIS RAYMOND, PH.D.

Professor

Dr. Christopher Raymond earned a Ph.D. in economics from the University of California, Santa Barbara, and later completed an international MBA from École National des Ponts et Chaussées in Paris, France. After earning his MBA, Dr. Raymond became an economics lecturer in the Management School at Imperial College, London. While there, he also served as Deputy Director of their Executive MBA program. In 1996, after five years in London, Dr. Raymond moved to Bangkok, Thailand, where he worked as a senior financial analyst and chief economist. In 2009, Dr. Raymond left the private sector and returned to academics, first in Thailand, and later in Cambodia. Dr. Raymond has been at the American University of Phnom Penh (AUPP) since 2015, teaching courses in finance, accounting, economics and statistics.

Courses taught: BUS 530 International Accounting, BUS 560 International Finance, DBA 610 International Financial Management, DBA 651 Sustainable Accounting Management

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.

Courses taught: DBA 621 Sustainable Project Management

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.

Courses taught: DBA 730: Seminar in International Finance

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.

Courses taught: BUS 510: International Economics, BUS 572: Seminar in International Business, DBA 627 Business Analytics, DBA 629 Global Strategy and Innovation Management

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.

Courses taught: DBA 617 International Supply Chain Management, DBA 625 Applied Research Methods- Qualitative and Quantitative

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

President

Andrew Honeycutt, DBA

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.

Chancellor

Peter Langenberg, J.D.

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.

Vice-President of Academic Affairs

Rod Ellis, Ph.D.

Dr. Rod Ellis is a distinguished professor 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 a Second Language Acquisition specialist, 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.

Provost

Tex Boggs, Ph.D.

Dr. Tex Boggs, Provost of Anaheim University, is the recipient of a Doctor of Philosophy (Ph.D.) degree from Cornell University and a Doctor of Humane Letters degree from the University of Maine Fort Kent. Dr. Boggs served as a faculty member, Director of Research, Dean, and Interim Vice President of Academic Affairs at Kentucky State University, as a Dean at the University of Kentucky, and as President of Western Wyoming Community College for twenty years. He has also served as Interim President of Antioch university Los Angeles for five years, Interim Vice President of Academic Affairs at Antioch University Los Angeles for two years, Interim President of the University of Maine at Fort Kent for one year, and Interim Vice President of the University of Maine at Fort Kent for one year. Outside of Higher Education, Dr. Boggs served two terms as a Senator in the Wyoming State Legislature, served for two years on the Western Interstate Commission for Higher Education, worked for the U.S. Agency for Economic Development in Vietnam as an economic development officer for six years, and served as a Peace Corps Volunteer in Thailand. Dr. Boggs and his wife Huong Lien have been married for fifty-six years and have three children and three grandchildren.

Dean of the Graduate School of Business

Robert Robertson, DBA

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.

MA in TESOL Designer, Sr. TESOL Professor, Grad. School of Education

David Nunan, Ph.D.

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 distinguished linguist and author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning. 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.

Graduate School of Education Chair of Research
TESOL Professor, Graduate School of Education

Hayo Reinders, Ph.D.

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.

Graduate TESOL Director

Luke Plonsky, Ph.D.

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 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.

CCO

David Bracey

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.

Student Services Director

Yasue Kawamorita, MA

Yasue Kawamorita is the Student Services Director at Anaheim University and has over 15 years of teaching experience in the U.S. and Japan. She graduated from Tamagawa University in Japan with a bachelor's degree in American literature and a certified teaching license for English secondary education. After working at high schools in Aomori, Japan, she enrolled at San Francisco State University, where she earned a Master of Arts in TESOL. After graduating from SFSU, she taught English to immigrants and young adults both in San Francisco and Tokyo. After living in Tokyo for 13 years, she moved to Orange County and started her career at Anaheim University.

Policies

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.

https://anaheim.edu/images/2024_Catalogs/AU-policiesandprocedures.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 4.05 is compatible with any standards-compliant web browser, including Google Chrome, Mozilla Firefox, Safari, and Microsoft Edge. Moodle is also available on mobile device browsers through MobileSafari and Google Chrome.

Please note that older "legacy" browsers have compatibility issues with Moodle 4.05. 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 Zoom. To attend the Zoom live sessions, students will need access to the following:

- Computer or mobile device. To find out the system requirement to operate Zoom, please follow the link below: https://support.zoom.us/hc/en-us/articles/201362023-Zoom-system-requirements-Windows-macOS-Linux
- An internet connection – broadband wired or wireless (3G or 4G/LTE)
- Speakers and a microphone – built-in, USB plug-in, or wireless Bluetooth
- A webcam or HD webcam - built-in, USB plug-in, or:
- An HD cam or HD camcorder with a video-capture card
- Virtual camera software for use with broadcasting software like OBS or IP cameras.

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.

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 by being enrolled and meeting all academic requirements, and financial obligations. Students are required to enroll in a course every time a course that is needed for their program completion is offered. Students completing theses, research portfolios, final capstone projects, or dissertations must remain enrolled each term until their program requirements have been completed in their entirety and they have received final written approval on the completion of their thesis, research portfolio, final capstone project, or dissertation. Any student who discontinues their studies with the University when a course that is needed for their program completion is offered will be dismissed from their program. Students who are dismissed from their program may have the opportunity to re-enroll (See Re-enrollment policy below). The University provides two exceptions to the requirement for continuous enrollment. Specifically, this policy does not apply to (1) students who are on active military duty, or (2) students who are on 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.

Re-enrollment

Former students who withdrew, or who were dismissed from a program due to failure to maintain Continuous Enrollment, and wish to resume their studies must re-apply for admission to the program. Prior enrollment does not guarantee acceptance to any program and re-enrollment will require approval from the Provost, the Registrar's Office, and the Business Affairs Division. Students re-enrolling must go through the entire application and enrollment process again and may be subject to new entrance, financial, and academic requirements as well as a review of their progress to date. Enrollment limitations as well as new policies and procedures could result in the student not being accepted, or affect the length and cost of the program.

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.

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 by being enrolled and meeting all academic requirements, and financial obligations. Students are required to enroll in a course every time a course that is needed for their program completion is offered. Students completing theses, research portfolios, final capstone projects, or dissertations must remain enrolled each term until their program requirements have been completed in their entirety and they have received final written approval on the completion of their thesis, research portfolio, final capstone project, or dissertation.

Any student who discontinues their studies with the University for one or more terms may be dismissed from their program. Students who have been dismissed from a program and wish to resume their studies at a later date must re-apply for admission to the program. Prior enrollment does not guarantee acceptance to any program and will require permission from the Office of Academic Affairs, the Registrar's Office, and the Office of Financial Affairs. Students re-enrolling will go through the entire enrollment process again and may be subject to new entrance, financial and academic requirements as well as a review of their progress to date. Enrollment limitations as well as new policies and procedures could result in the student not being accepted, or affect the length and cost of the program.

The above policy does not apply to students who are on active military duty or who are on 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.

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:

- 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.

Medical Leave of Absence

The Petition for Medical Leave form must be submitted within 30 days from the start of the course for which the medical leave is being applied. The maximum period of a leave of absence is one (1) term per leave. Students may apply for a maximum of four (4) leaves of absence for medical reasons throughout their degree program, and students in non-degree programs may apply for a maximum of one (1) leave of absence for medical reasons. Each leave of absence equals one (1) term 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 leave. Medical issues requiring more than four (4) leaves of absence must be approved in writing by the university's administration. Students taking a medical leave of absence during the dissertation, thesis, research portfolio, or capstone project phase, will not have access to advisor/professor resources until they resume their studies. Program structure and requirements for completion are subject to change during the period of medical leave. The Petition for Special Medical Leave of Absence Form can be downloaded from the University website and requires a licensed physician's signature.

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 $1,700 tuition & records fee for a 6 Week course**
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 monies 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 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: (888) 370-7589. 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 Us

How to Contact Anaheim University	
Dr. Andrew Honeycutt, President	president@anaheim.edu
Chief Communications Officer	online@anaheim.edu
Vice President of Administrative Affairs	vpadmin@anaheim.edu
Provost	provost@anaheim.edu
Administrative Director	admissions@anaheim.edu
Student Services	ausupport@anaheim.edu
Registrar	registrar@anaheim.edu
Technical Support	techsupport@anaheim.edu

Anaheim University Office of Admissions	
Toll-Free:	1-800-955-6040
Tel:	714-772-3330
Fax:	714-772-3331
E-mail	ausupport@anaheim.edu

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

Officers: Anaheim University, Inc.

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

Anaheim University is owned by Asia Pacific Educational Services, Inc.

Business Advisory Council

Jim Kelly	Former VP Business Development. H.I.S. Int'l Tours
Shin Koyamada	"Last Samurai" Actor, Shinca Entertainment Founder, Japan-United States Sister City Association & Koyamada International Foundation Chairman
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

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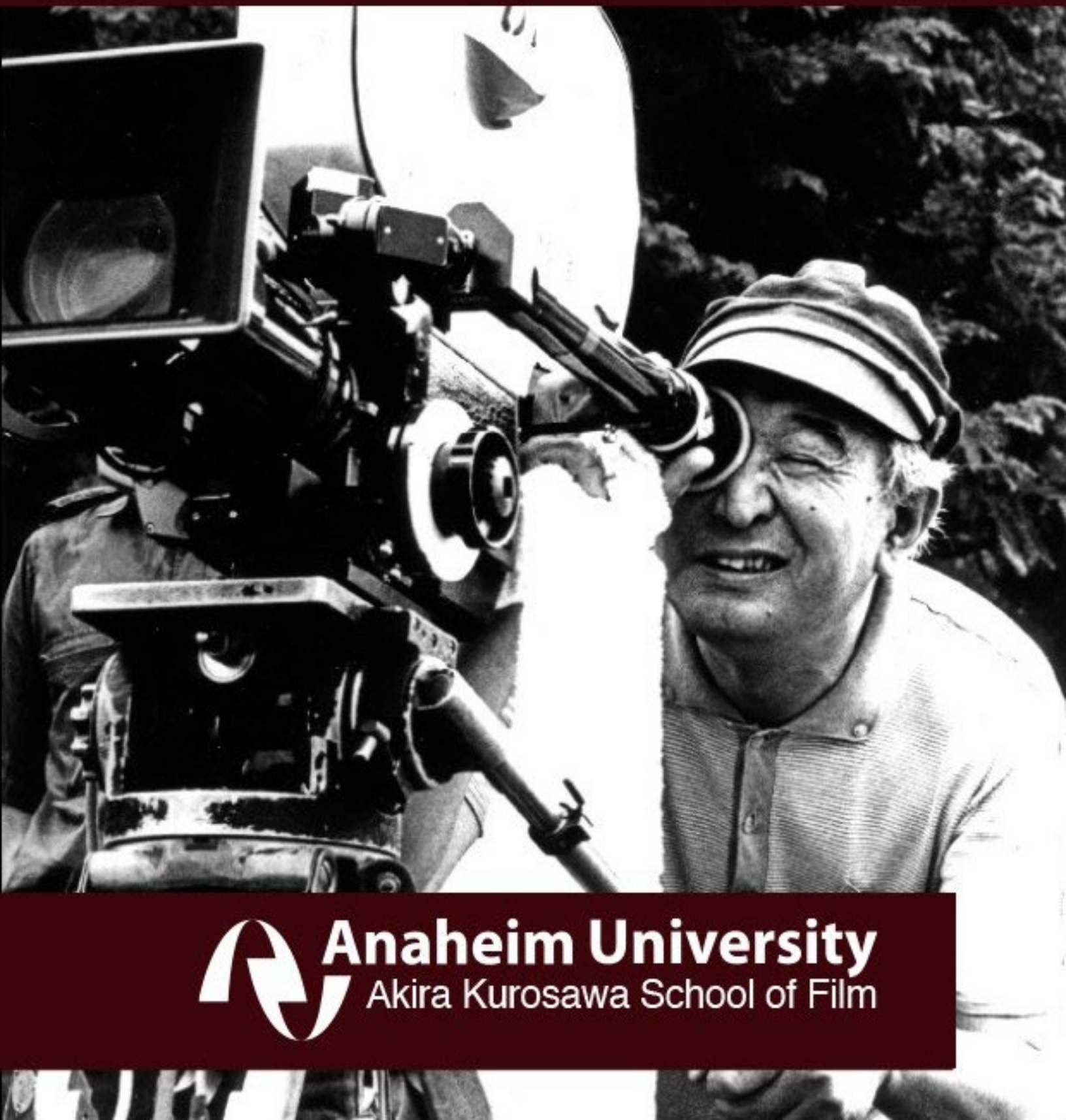
Anaheim University is accredited by the Distance Education Accrediting Commission (DEAC) 1601 18th St. NW, Suite 2, Washington D.C. 20009 USA (202) 234-5100 http://www.deac.org

GREENMBACAT 04/24

Online Master of Fine Arts in Digital Filmmaking

January 1 – December 31, 2024



Anaheim University
Akira Kurosawa School of Film

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Anaheim University

About Anaheim University

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 of higher learning 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 AKIRA KUROSAWA SCHOOL OF FILM

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 Sanjiro* to his last film *Madadayo*, Akira Kurosawa has been a maestro to my entire generation and to ev- ery 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

THE 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.

Standard Occupational Classification (SOC)Code: 27-2012

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.

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.

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 the date of matriculation. Students completing their thesis must remain enrolled each term until their program requirements have been completed in their entirety and they have received final written approval that they have met all academic requirements for the completion of their degree program. Students may be granted an extension on the four-year program length limit only after receiving written approval from the Program Director, the Office of the Registrar, and the Office of Financial Affairs.

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 4.05 is compatible with any standards-compliant web browser, including Google Chrome, Mozilla Firefox, Safari, and Microsoft Edge. Moodle is also available on mobile device browsers through MobileSafari and Google Chrome.

Please note that older "legacy" browsers have compatibility issues with Moodle 4.05. 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 Zoom. To attend the Zoom live sessions, students will need access to the following:

- Computer or mobile device. To find out the system requirement to operate Zoom, please follow the link below:
  - https://support.zoom.us/hc/en-us/articles/201362023-Zoom-system-requirements- Windows-macOS-Linux
- An internet connection – broadband wired or wireless (3G or 4G/LTE)
- Speakers and a microphone – built-in, USB plug-in, or wireless Bluetooth
- A webcam or HD webcam - built-in, USB plug-in, or:
  - An HD cam or HD camcorder with a video-capture card
  - Virtual camera software for use with broadcasting software like OBS or IP cameras.

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 DEGREE PROGRAM	
Non-Refundable Fees	
Application Fee (Non-refundable after 7 days)	$ 75.00
Registration Fee (Non-refundable after 7 days)	$ 100.00
STRF Fee* (non-refundable; CA residents only)	$ 0.00
DUE UPON SUBMISSION OF THIS ENROLLMENT AGREEMENT	
Course Fees	
Tuition per course ($500 per credit x four credits)	$ 2,000.00
Records Fee per term	$ 200.00
TOTAL PER COURSE FEES	$ 2,200.00
Additional Fees	
Estimated Textbook Fees	$ 1,000.00
Research reserve fund	$ 1,500.00
Residential Session Fee**	$ 2,200.00
Estimated Accommodation Fees (Transportation, Room & Board not included) **	$ 1,200.00
Transfer credit fee (per course) (optional)	$ 75.00
End of Program Fees	
Original Transcript	No cost
Diploma	No cost
Replacement Diploma (optional)	$ 200.00
Replacement Cover (optional)	$ 100.00
Each Additional Transcript (optional)	$ 25.00
Program Completion Letter (optional)	$ 35.00
TOTAL FEES AND CHARGES	
Total Cost of Program	$ 35,375

** The residential fee does not include housing, meals, or transportation; costs vary depending on the originating loca¬tion of the student and the chosen accommodations. Anaheim University endeavors to find housing at a reasonable cost for students.

Note: A student can plan on approximately $1,000 in textbook purchases during the program. A textbook list may be found in the online resources of the student website. Real-time classes do not require specific materials beyond what is already supplied for the course. Affordable Pay-As-You-Learn System: Pay for only one course at a time.

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 zero dollars ($0.00) 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.

Term 1: January 2 - March 4, 2024	MFA 510 Film Aesthetics MFA 591 Documentary Film Production	Fridays TBA
Term 2: March 11 - May 12, 2024	MFA 500 The Cinema of Akira Kurosawa in Global Context MFA 600 Thesis	Fridays TBA
Term 3: May 20 - July 21, 2024	MFA 570 The International Film Business MFA 600 Thesis	Fridays TBA
Term 4: July 29 - September 29, 2024	MFA 540 Screenwriting MFA 600 Thesis	Fridays TBA
Term 5: October 7 - December 8, 2024	MFA 580 Concepts of Post Production MFA 600 Thesis	Fridays TBA

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. All required courses must be completed prior to beginning the thesis project.

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 may be granted an extension to their program only after receiving written approval from the Program Director, the Office of the Registrar and the Office of Financial Affairs.

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. Thesis students are required to complete the Collaborative Institutional Training Initiative (CITI) Social-Behavioral- Educational (SBE) Foundations certificate, which is a web-based human research protection education program.

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 Online Learning Community

AU's online learning community is a global network of students, graduates, faculty, researchers, and Global Learning Partners. The diversity of the student body adds to the richness of the learning experience and the global network of graduates provides for a world of possibilities. Numerous collaborations and a wide range of opportunities have resulted from this global network through which students are able to exchange information about the markets in which they live and work.

Student Services and Tech Support

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 Tech Support 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.

AKIRA KUROSAWA SCHOOL OF FILM FACULTY

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 DIRECTOR 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.

Courses taught: MFA 598 Transnational Film Genre, MFA 560 Film Theory, MFA 570 The International Film Business, MFA 520 Intro to Digital Filmmaking, MFA 560 Film Theory, MFA 593 Producing for the Web, MFA 600 Thesis

HENRYK CYMERMAN,
MFA PROFESSOR

Henryk Cymerman was born in Poland and immigrated to New York in his mid-teens. He moved to Jerusalem to study sculpture at Bezalel Academy of Fine Arts and Design. Henryk discovered his interest in film through his exploration of mixed media art which prompted him to pursue his Masters in film at Tisch School of the Arts. After graduation, he made the transition into feature films as a Director of Photography and earned a spot in the International Cinematography Guild. In 1993, he moved with his family to Los Angeles to continue his work in feature productions. His films include, but are not limited to the following titles: "April Rain," "Brothers Three an American Gothic," "Scared," "Soap Girl," "Placebo Effect,"(for which he won an award) "Home Fries" [Second Unit,] "To the Limit," "Dream Boat," "Star Trek First Contact"[Second Unit.] Kodak, In Camera, and Fujifilm profiled him over the years. He traveled all over the world to visually record testimonials of over 300 Holocaust survivors for Steven Spielberg's "Survivors of the Shoah, Visual History Foundation." Henryk's professional teaching career started after graduate school when he was recruited by Dr. Annette Insdorf (Director of the Columbia University Graduate School of Film). This initial teaching experience prompted his future endeavors in university settings. The creativity and independence he fosters in his students fuels his love of teaching. Today Henryk lives in Los Angeles with his wife and children.

Courses taught: MFA 510 Film Aesthetics, MFA 510 Film Aesthetics

DALLAS KING,
MFA PROFESSOR

Holding an MFA in Directing / Production from the University of California Los Angeles (UCLA), Dallas King is an award-winning director, producer and experienced film instructor. Dallas has directed, written, and produced, and completed two feature films, KISS KISS, a hyper-stylized action thriller that premiered in Los Angeles and is available on every major platform including Amazon and iTunes. Following this, INK & RAIN, a sci-fi fantasy feature premiered in Beijing, China and is exclusively available on China's largest web network, iQiYi. Dallas produced the award-winning feature film documentary, THE BILL MURRAY EXPERIENCE, available on iTunes and Amazon and he completed the EDM TV Pilot, PLUR, which was funded and will be distributed by Fusion TV. His two award-winning short action films, LITTLE SOLDIER & MOST WANTED, made during his early years in film school still gross sales today and are available on Amazon and Walmart under the title, DEMON. Along the way, he directed a 10-episode docu-series, BWFC, for Banpresto Japan, owners of the Dragon Ball-Z franchise. His third narrative feature, U.Z.L.A. a horror film he directed and wrote, starts its film festival run in Winter 2022. His recent projects include a feature film thriller, SWAP, and an Indonesia-based horror film, NOT FOR SALE.

Courses taught: MFA 591 Documentary Film Production, MFA 530 Advanced Digital Filmmaking , MFA 593 Producing for the Web

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.

Courses taught: MFA 540 Screenwriting, MFA 580 Concepts of Post Production, MFA 600 Thesis

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.

Courses taught: MFA 520 Intro to Digital Filmmaking, MFA 530 Advanced Digital Filmmaking, MFA 591 Documentary Film Production, MFA 600 Thesis

ROBERT JONES,
MFA PROFESSOR

Robert Jones has been teaching and making award-winning films for over 50 years. He has an MFA in Film Producing from UCLA, as well as an MS in Film Production and a BA from Boston University. He has taught film at Loyola Marymount University and California State University Northridge, in Los Angeles, and at the University of Central Florida, Orlando, FL. His films can be seen at vimeo.com/manage/videos/410748357

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.

Courses taught: MFA 550 History of World Cinema

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

President

Andrew Honeycutt, DBA

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.

Chancellor

Peter Langenberg, J.D.

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.

Vice-President of Academic Affairs

Rod Ellis, Ph.D.

Dr. Rod Ellis is a distinguished professor 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 a Second Language Acquisition specialist, 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.

Provost

Tex Boggs, Ph.D.

Dr. Tex Boggs, Provost of Anaheim University, is the recipient of a Doctor of Philosophy (Ph.D.) degree from Cornell University and a Doctor of Humane Letters degree from the University of Maine Fort Kent. Dr. Boggs served as a faculty member, Director of Research, Dean, and Interim Vice President of Academic Affairs at Kentucky State University, as a Dean at the University of Kentucky, and as President of Western Wyoming Community College for twenty years. He has also served as Interim President of Antioch university Los Angeles for five years, Interim Vice President of Academic Affairs at Antioch University Los Angeles for two years, Interim President of the University of Maine at Fort Kent for one year, and Interim Vice President of the University of Maine at Fort Kent for one year. Outside of Higher Education, Dr. Boggs served two terms as a Senator in the Wyoming State Legislature, served for two years on the Western Interstate Commission for Higher Education, worked for the U.S. Agency for Economic Development in Vietnam as an economic development officer for six years, and served as a Peace Corps Volunteer in Thailand. Dr. Boggs and his wife Huong Lien have been married for fifty-six years and have three children and three grandchildren.

Dean of the Graduate School of Business

Robert Robertson, DBA

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.

MA in TESOL Designer, Sr. TESOL Professor, Grad. School of Education

David Nunan, Ph.D.

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 distinguished linguist and author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning. 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.

Graduate School of Education Chair of Research
TESOL Professor, Graduate School of Education

Hayo Reinders, Ph.D.

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.

Graduate TESOL Director

Luke Plonsky, Ph.D.

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 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.

CCO

David Bracey

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.

Student Services Director

Yasue Kawamorita, MA

Yasue Kawamorita is the Student Services Director at Anaheim University and has over 15 years of teaching experience in the U.S. and Japan. She graduated from Tamagawa University in Japan with a bachelor's degree in American literature and a certified teaching license for English secondary education. After working at high schools in Aomori, Japan, she enrolled at San Francisco State University, where she earned a Master of Arts in TESOL. After graduating from SFSU, she taught English to immigrants and young adults both in San Francisco and Tokyo. After living in Tokyo for 13 years, she moved to Orange County and started her career at Anaheim University.

Policies

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.

https://anaheim.edu/images/2024_Catalogs/AU-policiesandprocedures.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 4.05 is compatible with any standards-compliant web browser, including Google Chrome, Mozilla Firefox, Safari, and Microsoft Edge. Moodle is also available on mobile device browsers through MobileSafari and Google Chrome.

Please note that older "legacy" browsers have compatibility issues with Moodle 4.05. 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 Zoom. To attend the Zoom live sessions, students will need access to the following:

- Computer or mobile device. To find out the system requirement to operate Zoom, please follow the link below: https://support.zoom.us/hc/en-us/articles/201362023-Zoom-system-requirements-Windows-macOS-Linux
- An internet connection – broadband wired or wireless (3G or 4G/LTE)
- Speakers and a microphone – built-in, USB plug-in, or wireless Bluetooth
- A webcam or HD webcam - built-in, USB plug-in, or:
- An HD cam or HD camcorder with a video-capture card
- Virtual camera software for use with broadcasting software like OBS or IP cameras.

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.

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 by being enrolled and meeting all academic requirements, and financial obligations. Students are required to enroll in a course every time a course that is needed for their program completion is offered. Students completing theses, research portfolios, final capstone projects, or dissertations must remain enrolled each term until their program requirements have been completed in their entirety and they have received final written approval on the completion of their thesis, research portfolio, final capstone project, or dissertation. Any student who discontinues their studies with the University when a course that is needed for their program completion is offered will be dismissed from their program. Students who are dismissed from their program may have the opportunity to re-enroll (See Re-enrollment policy below). The University provides two exceptions to the requirement for continuous enrollment. Specifically, this policy does not apply to (1) students who are on active military duty, or (2) students who are on 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.

Re-enrollment

Former students who withdrew, or who were dismissed from a program due to failure to maintain Continuous Enrollment, and wish to resume their studies must re-apply for admission to the program. Prior enrollment does not guarantee acceptance to any program and re-enrollment will require approval from the Provost, the Registrar's Office, and the Business Affairs Division. Students re-enrolling must go through the entire application and enrollment process again and may be subject to new entrance, financial, and academic requirements as well as a review of their progress to date. Enrollment limitations as well as new policies and procedures could result in the student not being accepted, or affect the length and cost of the program.

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.

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:

- 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.

Medical Leave of Absence

The Petition for Medical Leave form must be submitted within 30 days from the start of the course for which the medical leave is being applied. The maximum period of a leave of absence is one (1) term per leave. Students may apply for a maximum of four (4) leaves of absence for medical reasons throughout their degree program, and students in non-degree programs may apply for a maximum of one (1) leave of absence for medical reasons. Each leave of absence equals one (1) term 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 leave. Medical issues requiring more than four (4) leaves of absence must be approved in writing by the university's administration. Students taking a medical leave of

absence during the dissertation, thesis, research portfolio, or capstone project phase, will not have access to advisor/professor resources until they resume their studies. Program structure and requirements for completion are subject to change during the period of medical leave. The Petition for Special Medical Leave of Absence Form can be downloaded from the University website and requires a licensed physician's signature.

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 $1,700 tuition & records fee for a 6 Week course**
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 monies 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 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 – 20 hours (50% of total hours)	50% of residential fee	Refund: $1,100 (50% of $2,200)
More than 20 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: (888) 370-7589. 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 Us

How to Contact Anaheim University

Dr. Andrew Honeycutt, President	president@anaheim.edu
Chief Communications Officer	online@anaheim.edu
Vice President of Administrative Affairs	vpadmin@anaheim.edu
Provost	provost@anaheim.edu
Administrative Director	admissions@anaheim.edu
Student Services	ausupport@anaheim.edu
Registrar	registrar@anaheim.edu
Technical Support	techsupport@anaheim.edu

Anaheim University Office of Admissions

Toll-Free:	1-800-955-6040
Tel:	714-772-3330
Fax:	714-772-3331
E-mail	ausupport@anaheim.edu

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

Officers: Anaheim University, Inc.

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

Anaheim University is owned by Asia Pacific Educational Services, Inc.

Business Advisory Council

Jim Kelly	Former VP Business Development. H.I.S. Int'l Tours
Shin Koyamada	"Last Samurai" Actor, Shinca Entertainment Founder, Japan-United States Sister City Association & Koyamada International Foundation Chairman
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

MFACAT 01/24

Graduate Certificate in Sustainable Management

January 1 – December 31, 2024

Anaheim University
Kisho Kurokawa Green Institute

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Anaheim University

About Anaheim University

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 of higher learning 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

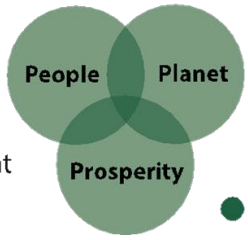
Anaheim University
Kisho Kurokawa Green Institute

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
- 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

Non-Refundable Fees	
Application Fee (Non-refundable after 7 days)	$75.00
Registration Fee (Non-refundable after 7 days)	$100.00
STRF Fee* (non-refundable; CA residents only)	$0.00
DUE UPON SUBMISSION OF THIS ENROLLMENT AGREEMENT	
Course Fees	
Tuition per course ($375 per credit x three credits)	$1,125.00
Records Fee per term	$200.00
TOTAL PER COURSE FEES	$1,325.00
Additional Fees	
Estimated Textbook Fees	$200.00
Transfer Credit Fee (per course) (optional)	$75.00
Original Transcript	No cost
Each Additional Transcript Fee	$25.00
End of Program Fees	
Diploma	No cost
Replacement Certificate (optional)	$100.00
Replacement Cover (optional)	$100.00
Course Completion Letter (optional)	$35.00
TOTAL COST OF PROGRAM	
Certificate in Sustainable Management	$4,350.00

*Assumes completion in three terms.

* The Student Tuition Recovery Fund (STRF) is administered by the California BPPE and applies only to California residents. The STRF fee is currently zero dollars ($0.00) 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.

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.

Program Schedule

Students select 3 of the following 10 courses:

Term	Term Dates	Courses Offered	Live Online Webcam Seminar Dates
1	January 2 - Feb 11, 2024	BUS 510: International Economics	Jan 12, Feb 2
2	February 12 - March 24, 2024	BUS 520: International Human Resource Management	Feb 23, Mar 8
3	March 25 - May5, 2024	BUS 530: International Accounting	Apr 5 and 26
4	May 6 - June 16, 2024	BUS 540: International Marketing	May 17, Jun 7
5	June 17 - July 28, 2024	BUS 550: International Management	Jun 28, Jul 12
6	August 5 - September 15, 2024	BUS 560: International Finance	Aug 16, Sep 6

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

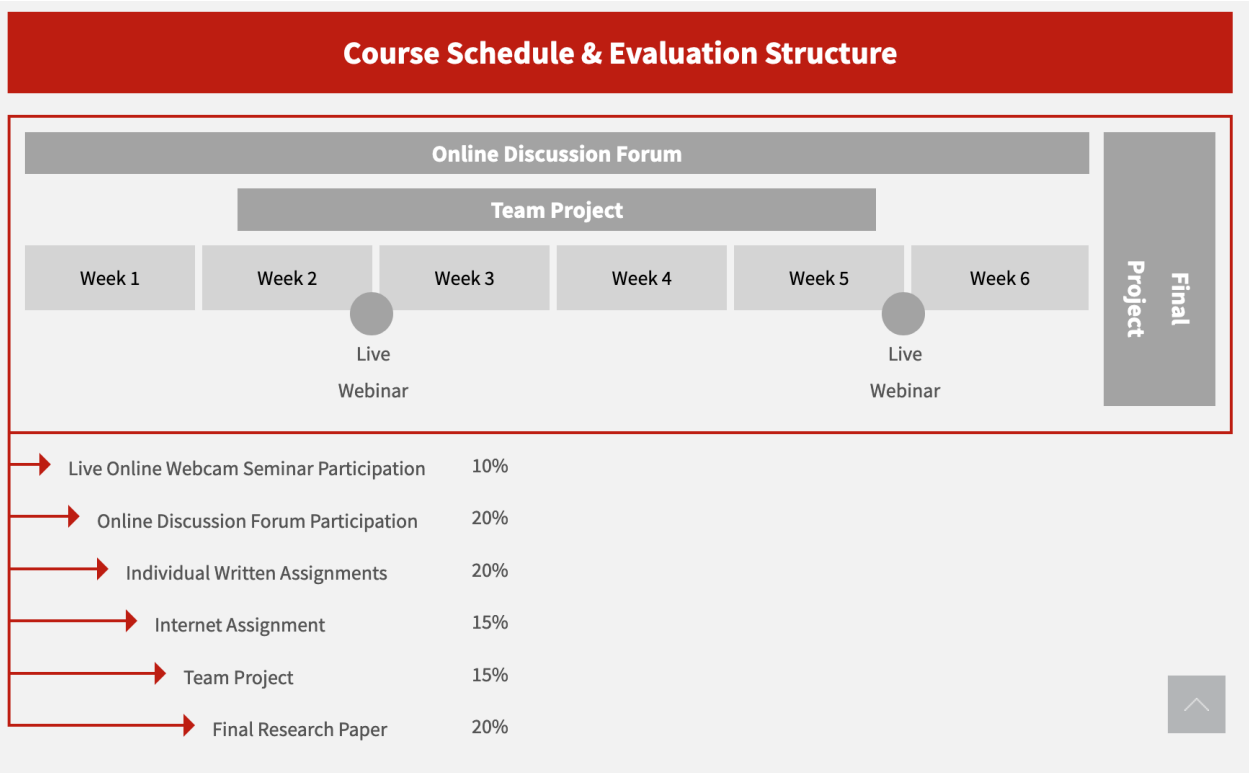
Students in the Graduate Certificate in Sustainable Management program select 3 out of 4 available sustainability courses, for a total of 9 units (3 courses, 3 units each). Each course is 6 weeks long. Students must maintain a 3.0 grade point average (GPA) in order to graduate from the program. Any students 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 may be granted an extension to their program only after receiving written approval from the Program Director, the Office of the Registrar and the Office of Financial Affairs.

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 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 Online Learning Community

AU's online learning community is a global network of students, graduates, faculty, researchers, and Global Learning Partners. The diversity of the student body adds to the richness of the learning experience and the global network of graduates provides for a world of possibilities. Numerous collaborations and a wide range of opportunities have resulted from this global network through which students are able to exchange information about the markets in which they live and work.

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.

Akio Morita School of Business Faculty

Robert Robertson, DBA

Dean, Akio Morita School of Business, Chair of Research, Professor

Dr. Robert Robertson holds a Ph.D. in Management and Organization (Stirling University, Scotland); Massachusetts Institute of Technology (MIT) Sloan School of Management Executive Certificate in Innovation and Strategy, 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.

Courses taught: BUS 520 International Human Resources Management, BUS 542 International Business Law & Practice, BUS 545 Green Marketing and Environmental Product Design, BUS 550 International Management, BUS 570 Intercultural Communications, BUS 610 International Business Capstone, ENT 612 Entrepreneurship Capstone, BUS 615 Sustainable Management Capstone, DBA 615 Leadership in Global and Multicultural Organizations, DBA 629 Global Strategy and Innovation Management, DBA 633 Ethics in Business and Management, DBA 635 Transforming Systems through Adaptive Leadership

Carlos Aquino, Ph.D.

Professor

Holding a University of Sao Paolo Ph.D. in Science and Technology and a George Washington University MS in Structural Engineering, 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 gained recognition as Executive Director, Senior Director, Project Manager, Provost, Dean of Business, and Dean of Accreditation, among other capacities in organizations with followers that encompassed a clear diversity of cultures. Before moving to the U.S. 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, and 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, published more than 40 papers in refereed journals and conference proceedings.

Courses taught:
BUS 520 International Human Resource Management, DBA 560 International Finance, DBA 610 International

Financial Management, DBA 617 International Supply Chain Management, DBA 623 Human Resources Management Science, DBA 645 Academic Research and Writing, DBA 810 Writing the Doctoral Dissertation Proposal and DBA 820 Writing the Doctoral Dissertation Proposal

VINCE CARTER, PH.D.

Professor

Dr. E. Vince Carter is a Professor at the Anaheim University Akio Morita School of Business and Kisho Kurokawa Green Institute. Vince's teaching approach develops learning blueprints to align structured Green Marketing skills with creative knowledge discovery. This dialectical dynamic embraces the spirit of Kisho Kurokawa's design philosophy of symbiosis for The Age of Life. Dr. Carter is a nationally recognized marketing educator, as well as an experienced researcher, consultant, and community volunteer. After graduating with Dean's List Honors from the Columbia Business School MBA program in International Business, Vince received his Ph.D. in Business Administration from the George Washington University School of Business, with Marketing as a primary field and Cybernetics & Systems Theory as a supporting field. With more than 40 years of combined professional and academic marketing expertise, Dr. Carter is a versatile and visionary professor whose intellectual approach furthers a quadrangular focus on marketing strategy, digital technology, ethnic culture, and ecological sustainability. His research in marketing strategy, consumer ethnicity/culture, sustainability marketing, and digital/social-media marketing has appeared in several peer-reviewed academic journals and conference proceedings. He was a member of the Editorial Review Board for the Marketing Management Journal (MMJ) and a past marketing strategy and social marketing reviewer for the Marketing Intelligence & Planning journal. In addition, Dr. Carter is a member of the American Marketing Association (AMA), Marketing Educators' Association (MEA), and Marketing Management Association (MMA). As part of his ongoing research efforts, Vince engages the Southern California Consumer Culture Community (SC4), Multicultural Marketing Resources (MMR), Network for Business Sustainability (NBSnet), GreenBiz, and The PhD Project.

Courses taught: BUS 545 Green Marketing & Environmental Product Design/Recycling, ENT 500 Entrepreneurial Innovation, DBA 612 Creative Entrepreneurship, DBA 635 Transforming Systems Through Adaptive Leadership,

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 including a Juris Doctorate in Law from New England School of Law, an LL.M, Taxation from the Washington Institute for Graduate Studies, a B.A. in Communication from Curry College and an A.S., Business Science (Accounting) From McIntosh College, and has been internationally published with over 80 manuscripts in print. In 2009 Dr. Diotalevi had a book published by Cengage 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.

Courses taught: DBA 640 International Business Law and Practice

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.

Courses taught: DBA 602 Intellectual Property

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.

Courses taught: BUS 575 International Supply Chain Management, DBA 617 International Supply Chain Management

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.

Courses taught: BUS 535: Triple Bottom Line Accountability and Management, BUS 555 Corporate Social Responsibility & Ethics, ENT 500 Entrepreneurial Innovation, ENT 540 Entrepreneurial Forecasting and Planning, ENT 580 Entrepreneurial Strategy, DBA 611 Sustainable Lifecycle Management, DBA 612 Creative

Entrepreneurship, DBA 613 Organizational Development and Change Management, DBA 632 Social Entrepreneurship,

Chris Raymond, Ph.D.

Professor

Dr. Christopher Raymond earned a Ph.D. in economics from the University of California, Santa Barbara, and later completed an international MBA from École National des Ponts et Chaussées in Paris, France. After earning his MBA, Dr. Raymond became an economics lecturer in the Management School at Imperial College, London. While there, he also served as Deputy Director of their Executive MBA program. In 1996, after five years in London, Dr. Raymond moved to Bangkok, Thailand, where he worked as a senior financial analyst and chief economist. In 2009, Dr. Raymond left the private sector and returned to academics, first in Thailand, and later in Cambodia. Dr.

Raymond has been at the American University of Phnom Penh (AUPP) since 2015, teaching courses in finance, accounting, economics and statistics.

Courses taught: BUS 530 International Accounting, BUS 560 International Finance, DBA 610 International Financial Management, DBA 651 Sustainable Accounting Management

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.

Courses taught: DBA 621 Sustainable Project Management

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.

Courses taught: DBA 730: Seminar in International Finance

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.

Courses taught: BUS 510: International Economics, BUS 572: Seminar in International Business, DBA 627 Business Analytics, DBA 629 Global Strategy and Innovation Management

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.

Courses taught: DBA 617 International Supply Chain Management, DBA 625 Applied Research Methods- Qualitative and Quantitative

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

President

Andrew Honeycutt, DBA

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.

Chancellor

Peter Langenberg, J.D.

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.

Vice-President of Academic Affairs

Rod Ellis, Ph.D.

Dr. Rod Ellis is a distinguished professor 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 a Second Language Acquisition specialist, 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.

Provost

Tex Boggs, Ph.D.

Dr. Tex Boggs, Provost of Anaheim University, is the recipient of a Doctor of Philosophy (Ph.D.) degree from Cornell University and a Doctor of Humane Letters degree from the University of Maine Fort Kent. Dr. Boggs served as a faculty member, Director of Research, Dean, and Interim Vice President of Academic Affairs at Kentucky State University, as a Dean at the University of Kentucky, and as President of Western Wyoming Community College for twenty years. He has also served as Interim President of Antioch university Los Angeles for five years, Interim Vice President of Academic Affairs at Antioch University Los Angeles for two years, Interim President of the University of Maine at Fort Kent for one year, and Interim Vice President of the University of Maine at Fort Kent for one year. Outside of Higher Education, Dr. Boggs served two terms as a Senator in the Wyoming State Legislature, served for two years on the Western Interstate Commission for Higher Education, worked for the U.S. Agency for Economic Development in Vietnam as an economic development officer for six years, and served as a Peace Corps Volunteer in Thailand. Dr. Boggs and his wife Huong Lien have been married for fifty-six years and have three children and three grandchildren.

Dean of the Graduate School of Business

Robert Robertson, DBA

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.

MA in TESOL Designer, Sr. TESOL Professor, Grad. School of Education

David Nunan, Ph.D.

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 distinguished linguist and author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning. 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.

Graduate School of Education Chair of Research
TESOL Professor, Graduate School of Education

Hayo Reinders, Ph.D.

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.

Graduate TESOL Director

Luke Plonsky, Ph.D.

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 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.

CCO

David Bracey

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.

Student Services Director

Yasue Kawamorita, MA

Yasue Kawamorita is the Student Services Director at Anaheim University and has over 15 years of teaching experience in the U.S. and Japan. She graduated from Tamagawa University in Japan with a bachelor's degree in American literature and a certified teaching license for English secondary education. After working at high schools in Aomori, Japan, she enrolled at San Francisco State University, where she earned a Master of Arts in TESOL. After graduating from SFSU, she taught English to immigrants and young adults both in San Francisco and Tokyo. After living in Tokyo for 13 years, she moved to Orange County and started her career at Anaheim University.

Policies

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.

https://anaheim.edu/images/2024_Catalogs/AU-policiesandprocedures.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 4.05 is compatible with any standards-compliant web browser, including Google Chrome, Mozilla Firefox, Safari, and Microsoft Edge. Moodle is also available on mobile device browsers through MobileSafari and Google Chrome.

Please note that older "legacy" browsers have compatibility issues with Moodle 4.05. 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 Zoom. To attend the Zoom live sessions, students will need access to the following:

- Computer or mobile device. To find out the system requirement to operate Zoom, please follow the link below:
  https://support.zoom.us/hc/en-us/articles/201362023-Zoom-system-requirements-Windows-macOS-Linux
- An internet connection – broadband wired or wireless (3G or 4G/LTE)
- Speakers and a microphone – built-in, USB plug-in, or wireless Bluetooth
- A webcam or HD webcam - built-in, USB plug-in, or:
- An HD cam or HD camcorder with a video-capture card
- Virtual camera software for use with broadcasting software like OBS or IP cameras.

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.

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 by being enrolled and meeting all academic requirements, and financial obligations. Students are required to enroll in a course every time a course that is needed for their program completion is offered. Students completing theses, research portfolios, final capstone projects, or dissertations must remain enrolled each term until their program requirements have been completed in their entirety and they have received final written approval on the completion of their thesis, research portfolio, final capstone project, or dissertation. Any student who discontinues their studies with the University when a course that is needed for their program completion is offered will be dismissed from their program. Students who are dismissed from their program may have the opportunity to re-enroll (See Re-enrollment policy below). The University provides two exceptions to the requirement for continuous enrollment. Specifically, this policy does not apply to (1) students who are on active military duty, or (2) students who are on 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.

Re-enrollment

Former students who withdrew, or who were dismissed from a program due to failure to maintain Continuous Enrollment, and wish to resume their studies must re-apply for admission to the program. Prior enrollment does not guarantee acceptance to any program and re-enrollment will require approval from the Provost, the Registrar's Office, and the Business Affairs Division. Students re-enrolling must go through the entire application and enrollment process again and may be subject to new entrance, financial, and academic requirements as well as a review of their progress to date. Enrollment limitations as well as new policies and procedures could result in the student not being accepted, or affect the length and cost of the program.

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.

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.

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:

- 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.

Medical Leave of Absence

The Petition for Medical Leave form must be submitted within 30 days from the start of the course for which the medical leave is being applied. The maximum period of a leave of absence is one (1) term per leave. Students may apply for a maximum of four (4) leaves of absence for medical reasons throughout their degree program, and students in non-degree programs may apply for a maximum of one (1) leave of absence for medical reasons. Each leave of absence equals one (1) term 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 leave. Medical issues requiring more than four (4) leaves of absence must be approved in writing by the university's administration. Students taking a medical leave of absence during the dissertation, thesis, research portfolio, or capstone project phase, will not have access to advisor/professor resources until they resume their studies. Program structure and requirements for completion are subject to change during the period of medical leave. The Petition for Special Medical Leave of Absence Form can be downloaded from the University website and requires a licensed physician's signature.

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 $1,700 tuition & records fee for a 6 Week course**
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 monies 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 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: (888) 370-7589. 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 Us

How to Contact Anaheim University	
Dr. Andrew Honeycutt, President	president@anaheim.edu
Chief Communications Officer	online@anaheim.edu
Vice President of Administrative Affairs	vpadmin@anaheim.edu
Provost	provost@anaheim.edu
Administrative Director	admissions@anaheim.edu
Student Services	ausupport@anaheim.edu
Registrar	registrar@anaheim.edu
Technical Support	techsupport@anaheim.edu

Anaheim University Office of Admissions	
Toll-Free:	1-800-955-6040
Tel:	714-772-3330
Fax:	714-772-3331
E-mail	ausupport@anaheim.edu

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

Officers: Anaheim University, Inc.

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

Anaheim University is owned by Asia Pacific Educational Services, Inc.

Business Advisory Council

Jim Kelly	Former VP Business Development. H.I.S. Int'l Tours
Shin Koyamada	"Last Samurai" Actor, Shinca Entertainment Founder, Japan-United States Sister City Association & Koyamada International Foundation Chairman
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

GREENCERTCAT 04/24

Graduate Diploma in Sustainable Management

January 1 – December 31, 2024

Anaheim University
Kisho Kurokawa Green Institute

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Anaheim University

About Anaheim University

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 of higher learning 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.

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

ONLINE GRADUATE DIPLOMA IN SUSTAINABLE MANAGEMENT PROGRAM OVERVIEW

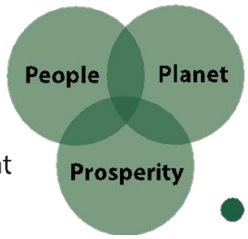
Anaheim University
Kisho Kurokawa Green Institute

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
- 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

Students can 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

EDUCATIONAL OBJECTIVES

The Graduate Diploma 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 Graduate Diploma 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 (Standard Occupational Classification (SOC)Code: 11-1021).

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. Students may be granted an extension to their program only after receiving written approval from the Program Director, the Office of the Registrar and the Office of Financial Affairs.

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	
Non-Refundable Fees	
Application Fee (Non-refundable after 7 days)	$75.00
Registration Fee (Non-refundable after 7 days)	$100.00
STRF Fee* (non-refundable; CA residents only)	$0.00
DUE UPON SUBMISSION OF THIS ENROLLMENT AGREEMENT	
Course Fees	
Tuition per course ($375 per credit x three credits)	$1,125.00
Records Fee per term	$200.00
TOTAL PER COURSE FEES	$1,325.00
Additional Fees	
Estimated Textbook Fees	$400.00
Transfer Credit Fee (per course) (optional)	$75.00
Original Transcript	No cost
Each Additional Transcript Fee	$25.00
End of Program Fees	
Diploma	No cost
Replacement Diploma (optional)	$200.00
Replacement Cover (optional)	$100.00
Course Completion Letter (optional)	$35.00
TOTAL COST OF PROGRAM	
Diploma in Sustainable Management	$8,525.00*

*Assumes completion in six terms.

Note: Books & materials will be extra, and are expected to average

U.S. $200 per course.

Pay for only one course at a time.

Please see the 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.

Note: A student can plan on approximately $400 in textbook purchases during the program. A textbook list may be found in the online resources of the student website. Real-time classes do not require specific materials beyond what is already supplied for the course.

* The Student Tuition Recovery Fund (STRF) is administered by the California BPPE and applies only to California residents. The STRF fee is currently zero dollars ($0.00) 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.

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.

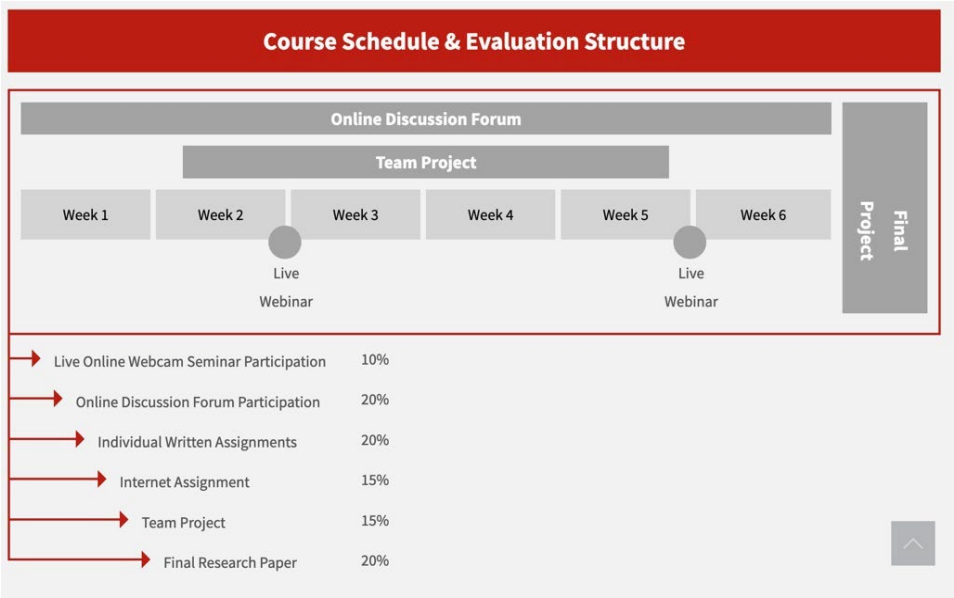
Students who need additional time must receive permission from the Dean or Program Director. Students who need additional time must receive permission from the Program Director, the Office of the Registrar, and the Office of Financial Affairs.

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.



Program Schedule

Students select six of the following 10 courses:

Term	Term Dates	Courses Offered	Live Online Webcam Seminar Dates
1	January 2 - Feb 11, 2024	BUS 510: International Economics	Jan 12, Feb 2
2	February 12 - March 24, 2024	BUS 520: International Human Resource Management	Feb 23, Mar 8
3	March 25 - May5, 2024	BUS 530: International Accounting	Apr 5 and 26
4	May 6 - June 16, 2024	BUS 540: International Marketing	May 17, Jun 7
5	June 17 - July 28, 2024	BUS 550: International Management	Jun 28, Jul 12
6	August 5 - September 15, 2024	BUS 560: International Finance	Aug 16, Sep 6

Course Descriptions

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 a significant increase in performance.

Akio Morita School of Business Faculty

Robert Robertson, DBA

Dean, Akio Morita School of Business, Chair of Research, Professor

Dr. Robert Robertson holds a Ph.D. in Management and Organization (Stirling University, Scotland); Massachusetts Institute of Technology (MIT) Sloan School of Management Executive Certificate in Innovation and Strategy, 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.

Courses taught: BUS 520 International Human Resources Management, BUS 542 International Business Law & Practice, BUS 545 Green Marketing and Environmental Product Design, BUS 550 International Management, BUS 570 Intercultural Communications, BUS 610 International Business Capstone, ENT 612 Entrepreneurship Capstone, BUS 615 Sustainable Management Capstone, DBA 615 Leadership in Global and Multicultural Organizations, DBA 629 Global Strategy and Innovation Management, DBA 633 Ethics in Business and Management, DBA 635 Transforming Systems through Adaptive Leadership

Carlos Aquino, Ph.D.

Professor

Holding a University of Sao Paolo Ph.D. in Science and Technology and a George Washington University MS in Structural Engineering, 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 gained recognition as Executive Director, Senior Director, Project Manager, Provost, Dean of Business, and Dean of Accreditation, among other capacities in organizations with followers that encompassed a clear diversity of cultures. Before moving to the U.S. 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, and 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, published more than 40 papers in refereed journals and conference proceedings.

Courses taught:
BUS 520 International Human Resource Management, DBA 560 International Finance, DBA 610 International Financial Management, DBA 617 International Supply Chain Management, DBA 623 Human Resources Management Science, DBA 645 Academic Research and Writing, DBA 810 Writing the Doctoral Dissertation Proposal and DBA 820 Writing the Doctoral Dissertation Proposal

VINCE CARTER, PH.D.

Professor

Dr. E. Vince Carter is a Professor at the Anaheim University Akio Morita School of Business and Kisho Kurokawa Green Institute. Vince's teaching approach develops learning blueprints to align structured Green Marketing skills with creative knowledge discovery. This dialectical dynamic embraces the spirit of Kisho Kurokawa's design philosophy of symbiosis for The Age of Life. Dr. Carter is a nationally recognized marketing educator, as well as an experienced researcher, consultant, and community volunteer. After graduating with Dean's List Honors from the Columbia Business School MBA program in International Business, Vince received his Ph.D. in Business Administration from the George Washington University School of Business, with Marketing as a primary field and Cybernetics & Systems Theory as a supporting field. With more than 40 years of combined professional and academic marketing expertise, Dr. Carter is a versatile and visionary professor whose intellectual approach furthers a quadrangular focus on marketing strategy, digital technology, ethnic culture, and ecological sustainability. His research in marketing strategy, consumer ethnicity/culture, sustainability marketing, and digital/social-media marketing has appeared in several peer-reviewed academic journals and conference proceedings. He was a member of the Editorial Review Board for the Marketing Management Journal (MMJ) and a past marketing strategy and social marketing reviewer for the Marketing Intelligence & Planning journal. In addition, Dr. Carter is a member of the American Marketing Association (AMA), Marketing Educators' Association (MEA), and Marketing Management Association (MMA). As part of his ongoing research efforts, Vince engages the Southern California Consumer Culture Community (SC4), Multicultural Marketing Resources (MMR), Network for Business Sustainability (NBSnet), GreenBiz, and The PhD Project.

Courses taught: BUS 545 Green Marketing & Environmental Product Design/Recycling, ENT 500 Entrepreneurial Innovation, DBA 612 Creative Entrepreneurship, DBA 635 Transforming Systems Through Adaptive Leadership,

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 including a Juris Doctorate in Law from New England School of Law, an LL.M, Taxation from the Washington Institute for Graduate Studies, a B.A. in Communication from Curry College and an A.S., Business Science (Accounting) From McIntosh College, and has been internationally published with over 80 manuscripts in print. In 2009 Dr. Diotalevi had a book published by Cengage 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.

Courses taught: DBA 640 International Business Law and Practice

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.

Courses taught: DBA 602 Intellectual Property

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.

Courses taught: BUS 575 International Supply Chain Management, DBA 617 International Supply Chain Management

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.

Courses taught: BUS 535: Triple Bottom Line Accountability and Management, BUS 555 Corporate Social Responsibility & Ethics, ENT 500 Entrepreneurial Innovation, ENT 540 Entrepreneurial Forecasting and Planning, ENT 580 Entrepreneurial Strategy, DBA 611 Sustainable Lifecycle Management, DBA 612 Creative Entrepreneurship, DBA 613 Organizational Development and Change Management, DBA 632 Social Entrepreneurship,

CHRIS RAYMOND, PH.D.

Professor

Dr. Christopher Raymond earned a Ph.D. in economics from the University of California, Santa Barbara, and later completed an international MBA from École National des Ponts et Chaussées in Paris, France. After earning his MBA, Dr. Raymond became an economics lecturer in the Management School at Imperial College, London. While there, he also served as Deputy Director of their Executive MBA program. In 1996, after five years in London, Dr. Raymond moved to Bangkok, Thailand, where he worked as a senior financial analyst and chief economist. In 2009, Dr. Raymond left the private sector and returned to academics, first in Thailand, and later in Cambodia. Dr.

Raymond has been at the American University of Phnom Penh (AUPP) since 2015, teaching courses in finance, accounting, economics and statistics.

Courses taught: BUS 530 International Accounting, BUS 560 International Finance, DBA 610 International Financial Management, DBA 651 Sustainable Accounting Management

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.

Courses taught: DBA 621 Sustainable Project Management

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.

Courses taught: DBA 730: Seminar in International Finance

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.

Courses taught: BUS 510: International Economics, BUS 572: Seminar in International Business, DBA 627 Business Analytics, DBA 629 Global Strategy and Innovation Management

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.

Courses taught: DBA 617 International Supply Chain Management, DBA 625 Applied Research Methods-Qualitative and Quantitative

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 twice 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 Online Learning Community

AU's online learning community is a global network of students, graduates, faculty, researchers, and Global Learning Partners. The diversity of the student body adds to the richness of the learning experience and the global network of graduates provides for a world of possibilities. Numerous collaborations and a wide range of opportunities have resulted from this global network through which students are able to exchange information about the markets in which they live and work.

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

President

Andrew Honeycutt, DBA

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.

Chancellor

Peter Langenberg, J.D.

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.

Vice-President of Academic Affairs

Rod Ellis, Ph.D.

Dr. Rod Ellis is a distinguished professor 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 a Second Language Acquisition specialist, 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.

Provost

Tex Boggs, Ph.D.

Dr. Tex Boggs, Provost of Anaheim University, is the recipient of a Doctor of Philosophy (Ph.D.) degree from Cornell University and a Doctor of Humane Letters degree from the University of Maine Fort Kent. Dr. Boggs served as a faculty member, Director of Research, Dean, and Interim Vice President of Academic Affairs at Kentucky State University, as a Dean at the University of Kentucky, and as President of Western Wyoming Community College for twenty years. He has also served as Interim President of Antioch university Los Angeles for five years, Interim Vice President of Academic Affairs at Antioch University Los Angeles for two years, Interim President of the University of Maine at Fort Kent for one year, and Interim Vice President of the University of Maine at Fort Kent for one year. Outside of Higher Education, Dr. Boggs served two terms as a Senator in the Wyoming State Legislature, served for two years on the Western Interstate Commission for Higher Education, worked for the U.S. Agency for Economic Development in Vietnam as an economic development officer for six years, and served as a Peace Corps Volunteer in Thailand. Dr. Boggs and his wife Huong Lien have been married for fifty-six years and have three children and three grandchildren.

Dean of the Graduate School of Business

Robert Robertson, DBA

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.

MA in TESOL Designer, Sr. TESOL Professor, Grad. School of Education

David Nunan, Ph.D.

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 distinguished linguist and author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning. 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.

Graduate School of Education Chair of Research
TESOL Professor, Graduate School of Education

Hayo Reinders, Ph.D.

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.

GRADUATE TESOL DIRECTOR

Luke Plonsky, Ph.D.

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 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.

CCO

David Bracey

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.

STUDENT SERVICES DIRECTOR

Yasue Kawamorita, MA

Yasue Kawamorita is the Student Services Director at Anaheim University and has over 15 years of teaching experience in the U.S. and Japan. She graduated from Tamagawa University in Japan with a bachelor's degree in American literature and a certified teaching license for English secondary education. After working at high schools in Aomori, Japan, she enrolled at San Francisco State University, where she earned a Master of Arts in TESOL. After graduating from SFSU, she taught English to immigrants and young adults both in San Francisco and Tokyo. After living in Tokyo for 13 years, she moved to Orange County and started her career at Anaheim University.

POLICIES

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.

https://anaheim.edu/images/2024_Catalogs/AU-policiesandprocedures.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 4.05 is compatible with any standards-compliant web browser, including Google Chrome, Mozilla Firefox, Safari, and Microsoft Edge. Moodle is also available on mobile device browsers through MobileSafari and Google Chrome.

Please note that older "legacy" browsers have compatibility issues with Moodle 4.05. 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 Zoom. To attend the Zoom live sessions, students will need access to the following:

- Computer or mobile device. To find out the system requirement to operate Zoom, please follow the link below:
  https://support.zoom.us/hc/en-us/articles/201362023-Zoom-system-requirements-Windows-macOS-Linux
- An internet connection – broadband wired or wireless (3G or 4G/LTE)
- Speakers and a microphone – built-in, USB plug-in, or wireless Bluetooth
- A webcam or HD webcam - built-in, USB plug-in, or:
- An HD cam or HD camcorder with a video-capture card
- Virtual camera software for use with broadcasting software like OBS or IP cameras.

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.

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 by being enrolled and meeting all academic requirements, and financial obligations. Students are required to enroll in a course every time a course that is needed for their program completion is offered. Students completing theses, research portfolios, final capstone projects, or dissertations must remain enrolled each term until their program requirements have been completed in their entirety and they have received final written approval on the completion of their thesis, research portfolio, final capstone project, or dissertation. Any student who discontinues their studies with the University when a course that is needed for their program completion is offered will be dismissed from their program. Students who are dismissed from their program may have the opportunity to re-enroll (See Re-enrollment policy below). The University provides two exceptions to the requirement for continuous enrollment. Specifically, this policy does not apply to (1) students who are on active military duty, or (2) students who are on 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.

Re-enrollment

Former students who withdrew, or who were dismissed from a program due to failure to maintain Continuous Enrollment, and wish to resume their studies must re-apply for admission to the program. Prior enrollment does not guarantee acceptance to any program and re-enrollment will require approval from the Provost, the Registrar's Office, and the Business Affairs Division. Students re-enrolling must go through the entire application and enrollment process again and may be subject to new entrance, financial, and academic requirements as well as a review of their progress to date. Enrollment limitations as well as new policies and procedures could result in the student not being accepted, or affect the length and cost of the program.

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.

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 by being enrolled and meeting all academic requirements, and financial obligations. Students are required to enroll in a course every time a course that is needed for their program completion is offered. Students completing theses, research portfolios, final capstone projects, or dissertations must remain enrolled each term until their program requirements have been completed in their entirety and they have received final written approval on the completion of their thesis, research portfolio, final capstone project, or dissertation.

Any student who discontinues their studies with the University for one or more terms may be dismissed from their program. Students who have been dismissed from a program and wish to resume their studies at a later date must re-apply for admission to the program. Prior enrollment does not guarantee acceptance to any program and will require permission from the Office of Academic Affairs, the Registrar's Office, and the Office of Financial Affairs. Students re-enrolling will go through the entire enrollment process again and may be subject to new entrance, financial and academic requirements as well as a review of their progress to date. Enrollment limitations as well as new policies and procedures could result in the student not being accepted, or affect the length and cost of the program.

The above policy does not apply to students who are on active military duty or who are on 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.

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:

- 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.

Medical Leave of Absence

The Petition for Medical Leave form must be submitted within 30 days from the start of the course for which the medical leave is being applied. The maximum period of a leave of absence is one (1) term per leave. Students may apply for a maximum of four (4) leaves of absence for medical reasons throughout their degree program, and students in non-degree programs may apply for a maximum of one (1) leave of absence for medical reasons. Each leave of absence equals one (1) term 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 leave. Medical issues requiring more than four (4) leaves of absence must be approved in writing by the university's administration. Students taking a medical leave of absence during the dissertation, thesis, research portfolio, or capstone project phase, will not have access to advisor/professor resources until they resume their studies. Program structure and requirements for completion are subject to change during the period of medical leave. The Petition for Special Medical Leave of Absence Form can be downloaded from the University website and requires a licensed physician's signature.

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 $1,700 tuition & records fee for a 6 Week course**
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 monies 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 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: (888) 370-7589. 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 Us

How to Contact Anaheim University	
Dr. Andrew Honeycutt, President	president@anaheim.edu
Chief Communications Officer	online@anaheim.edu
Vice President of Administrative Affairs	vpadmin@anaheim.edu
Provost	provost@anaheim.edu
Administrative Director	admissions@anaheim.edu
Student Services	ausupport@anaheim.edu
Registrar	registrar@anaheim.edu
Technical Support	techsupport@anaheim.edu

Anaheim University Office of Admissions	
Toll-Free:	1-800-955-6040
Tel:	714-772-3330
Fax:	714-772-3331
E-mail	ausupport@anaheim.edu

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

Officers: Anaheim University, Inc.

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

Anaheim University is owned by Asia Pacific Educational Services, Inc.

Business Advisory Council

Jim Kelly	Former VP Business Development. H.I.S. Int'l Tours
Shin Koyamada	"Last Samurai" Actor, Shinca Entertainment Founder, Japan-United States Sister City Association & Koyamada International Foundation Chairman
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

GREENDIPCAT 01/24

Certificate in Teaching English to Speakers of Other Languages

January 1 – December 31, 2024

Anaheim University
David Nunan TESOL Institute

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ANAHEIM UNIVERSITY

ABOUT ANAHEIM UNIVERSITY

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 of higher learning 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.

DAVID NUNAN TESOL INSTITUTE

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

"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."

- 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

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 distinguished linguist and author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning. 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.

Instructor

Jimalee Sowell, MA

Jimalee Sowell is a Ph.D. candidate in Composition and Applied Linguistics at Indiana University of Pennsylvania and holds an MA in TESOL degree from SIT Graduate Institute. Ms. Sowell has worked as an English language teacher and teacher trainer since 2000. Ms. Sowell has worked in a variety of contexts including South Korea, Malaysia, Bangladesh, Ecuador, Uganda, Cambodia, Vietnam, and Côte d'Ivoire. Her research interests include writing instruction, peace education, genre analysis, disability studies, large class pedagogy, and teacher education.

About the Certificate in Teaching English to Speakers of Other Languages (TESOL)

Program Objectives

- 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 pre-task, 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.

Work Full Time & Study Online

Anaheim University's Online Certificate in TEYL (Teaching English to Young Learners) was designed by the Director of the Anaheim University David Nunan TESOL Institute and distinguished 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. Standard Occupational Classification (SOC)Code: 25-3011

Course Overview

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.

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 ($350 per credit x 3 credits):	$1,050
Records Fee:	$50
Digital Textbook	$20
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 charge
Replacement Certificate	$100 (optional)
Certificate Cover	$100 (optional)
Course Completion Letter	$35 (optional)
TOTAL:	$1,270

* The Student Tuition Recovery Fund (STRF) is administered by the California BPPE and applies only to California residents. The STRF fee is currently two dollars and fifty cents ($2.50) 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* The Student Tuition Recovery Fund (STRF) is administered by the California BPPE and applies only to California residents. The STRF fee is currently zero ($0) 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.

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 Schedule

Students can enroll any month. New courses begin on the first Monday of the month.

Tuesday, January 2, 2024	Monday, July 1, 2024
Monday, February 5, 2024	Monday, August 5, 2024
Monday, March 4, 2024	Monday, September 2, 2024
Monday, April 1, 2024	Monday, October 7, 2024
Monday, May 6, 2024	Monday, November 4, 2024
Monday, June 3, 2024	Monday, December 2, 2024

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 (watching video, reviewing PowerPoint, taking notes, reflecting on notes)
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 Online Learning Community

AU's online learning community is a global network of students, graduates, faculty, researchers, and Global Learning Partners. The diversity of the student body adds to the richness of the learning experience and the global network of graduates provides for a world of possibilities. Numerous collaborations and a wide range of opportunities have resulted from this global network through which students are able to exchange information about the markets in which they live and work.

Student Services and Tech Support

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 Tech Support 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

President

Andrew Honeycutt, DBA

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.

Chancellor

Peter Langenberg, J.D.

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.

Vice-President of Academic Affairs

Rod Ellis, Ph.D.

Dr. Rod Ellis is a distinguished professor 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 a Second Language Acquisition specialist, 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.

Provost

Tex Boggs, Ph.D.

Dr. Tex Boggs, Provost of Anaheim University, is the recipient of a Doctor of Philosophy (Ph.D.) degree from Cornell University and a Doctor of Humane Letters degree from the University of Maine Fort Kent. Dr. Boggs served as a faculty member, Director of Research, Dean, and Interim Vice President of Academic Affairs at Kentucky State University, as a Dean at the University of Kentucky, and as President of Western Wyoming Community College for twenty years. He has also served as Interim President of Antioch university Los Angeles for five years, Interim Vice President of Academic Affairs at Antioch University Los Angeles for two years, Interim President of the University of Maine at Fort Kent for one year, and Interim Vice President of the University of Maine at Fort Kent for one year. Outside of Higher Education, Dr. Boggs served two terms as a Senator in the Wyoming State Legislature, served for two years on the Western Interstate Commission for Higher Education, worked for the U.S. Agency for Economic Development in Vietnam as an economic development officer for six years, and served as a Peace Corps Volunteer in Thailand. Dr. Boggs and his wife Huong Lien have been married for fifty-six years and have three children and three grandchildren.

Dean of the Graduate School of Business

Robert Robertson, DBA

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.

MA in TESOL Designer, Sr. TESOL Professor, Grad. School of Education

David Nunan, Ph.D.

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 distinguished linguist and author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning. 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.

Graduate School of Education Chair of Research
TESOL Professor, Graduate School of Education

Hayo Reinders, Ph.D.

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.

Graduate TESOL Director

Luke Plonsky, Ph.D.

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 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.

CCO

David Bracey

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.

Student Services Director

Yasue Kawamorita, MA

Yasue Kawamorita is the Student Services Director at Anaheim University and has over 15 years of teaching experience in the U.S. and Japan. She graduated from Tamagawa University in Japan with a bachelor's degree in American literature and a certified teaching license for English secondary education. After working at high schools in Aomori, Japan, she enrolled at San Francisco State University, where she earned a Master of Arts in TESOL. After graduating from SFSU, she taught English to immigrants and young adults both in San Francisco and Tokyo. After living in Tokyo for 13 years, she moved to Orange County and started her career at Anaheim University.

POLICIES

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.

https://anaheim.edu/images/2024_Catalogs/AU-policiesandprocedures.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 4.05 is compatible with any standards-compliant web browser, including Google Chrome, Mozilla Firefox, Safari, and Microsoft Edge. Moodle is also available on mobile device browsers through MobileSafari and Google Chrome.

Please note that older "legacy" browsers have compatibility issues with Moodle 4.05. 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

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.

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 by being enrolled and meeting all academic requirements, and financial obligations. Students are required to enroll in a course every time a course that is

needed for their program completion is offered. Students completing theses, research portfolios, final capstone projects, or dissertations must remain enrolled each term until their program requirements have been completed in their entirety and they have received final written approval on the completion of their thesis, research portfolio, final capstone project, or dissertation. Any student who discontinues their studies with the University when a course that is needed for their program completion is offered will be dismissed from their program. Students who are dismissed from their program may have the opportunity to re-enroll (See Re-enrollment policy below). The University provides two exceptions to the requirement for continuous enrollment. Specifically, this policy does not apply to (1) students who are on active military duty, or (2) students who are on 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.

Re-enrollment

Former students who withdrew, or who were dismissed from a program due to failure to maintain Continuous Enrollment, and wish to resume their studies must re-apply for admission to the program. Prior enrollment does not guarantee acceptance to any program and re-enrollment will require approval from the Provost, the Registrar's Office, and the Business Affairs Division. Students re-enrolling must go through the entire application and enrollment process again and may be subject to new entrance, financial, and academic requirements as well as a review of their progress to date. Enrollment limitations as well as new policies and procedures could result in the student not being accepted, or affect the length and cost of the program.

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:

- 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.

Medical Leave of Absence

The Petition for Medical Leave form must be submitted within 30 days from the start of the course for which the medical leave is being applied. The maximum period of a leave of absence is one (1) term per leave. Students may apply for a maximum of four (4) leaves of absence for medical reasons throughout their degree program, and students in non-degree programs may apply for a maximum of one (1) leave of absence for medical reasons. Each leave of absence equals one (1) term 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 leave. Medical issues requiring more than four (4) leaves of absence must be approved in writing by the university's administration. Students taking a medical leave of absence during the dissertation, thesis, research portfolio, or capstone project phase, will not have access to advisor/professor resources until they resume their studies. Program structure and requirements for completion are subject to change during the period of medical leave. The Petition for Special Medical Leave of Absence Form can be downloaded from the University website and requires a licensed physician's signature.

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 & records fee for a 15-Week course***
Week 1 (days 0 - 7)	*100% of tuition refunded*	*Refund: $750 (100% of $750)*
Week 2 (days 8 – 14)	*80% of tuition refunded*	*Refund: $600 (80% of $750)*
Week 3 (days 15 – 21)	*70% of tuition refunded*	*Refund: $525 (70% of $750)*
Week 4 (days 22 – 28)	*60% of tuition refunded*	*Refund: $450 (60% of $750)*
Week 5 (days 29 – 35)	*50% of tuition refunded*	*Refund: $375 (50% of $750)*
Week 6 (days 36 – 42)	*40% of tuition refunded*	*Refund: $300 (40% of $750)*
Week 7 (days 43 – 49)	*30% of tuition refunded*	*Refund: $225 (30% of $750)*
Week 8 (days 50 – 56)	*20% of tuition refunded*	*Refund: $150 (20% of $750)*
Week 9 (days 57 – 63)	*10% of tuition refunded*	*Refund: $ 75 (10% 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: (888) 370-7589. 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 Us

How to Contact Anaheim University

Dr. Andrew Honeycutt, President	president@anaheim.edu
Chief Communications Officer	online@anaheim.edu
Vice President of Administrative Affairs	vpadmin@anaheim.edu
Provost	provost@anaheim.edu
Administrative Director	admissions@anaheim.edu
Student Services	ausupport@anaheim.edu
Registrar	registrar@anaheim.edu
Technical Support	techsupport@anaheim.edu

Anaheim University Office of Admissions

Toll-Free:	1-800-955-6040
Tel:	714-772-3330
Fax:	714-772-3331
E-mail	ausupport@anaheim.edu

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

Officers: Anaheim University, Inc.

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

Anaheim University is owned by Asia Pacific Educational Services, Inc.

TESOL Advisory Council

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	Senshu 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.

(888) 370-7589 or by fax (916) 263-1897

(916) 574-8900 or by 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 04/24

Undergraduate Diploma in TESOL

January 1 – December 31, 2024

Anaheim University
David Nunan TESOL Institute

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About Anaheim University

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.

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 of higher learning 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.

David Nunan TESOL Institute

Mission of the 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 and 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. Standard Occupational Classification (SOC)Code: 25-3011

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

Online learning: Textbooks; video lectures, quizzes, exam & 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. Maximum time allotted to complete program - 2 years from date of matriculation. 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. Students are required to enroll in a course every time a course that is needed for their program completion is offered. Students may be granted an extension on the 2-year program length limit only after receiving written approval from the Program Director, the Office of the Registrar, and the Office of Financial Affairs.

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, activ- ity 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 re- source 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	***per week total***

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

TUITION FEES

UNDERGRADUATE DIPLOMA in TESOL PROGRAM	
Non-Refundable 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
Per Course Fees	
Tuition Fee	$1,050 / course taken
Records Fee	$50 / course taken
Estimated Textbook Fees	$30
Digital Textbook	$20 / course taken
Per Course Fee Total:	$1,120
Diploma	No cost
Replacement Diploma	$100 (optional)
Replacement Cover	$100 (optional)
Course Completion Letter	$35 (optional)
Program Total	$4,660

*Assumes completion in 4 terms.
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.

Pay-As-You-Learn System: Pay for only one course at a time. 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.

Note: Program fees do not include textbooks. A student can plan on approximately $30 in textbook purchases per course. A textbook list may be found in the online resources of the student website. Real-time classes do not require specific materials beyond what is already supplied for the course.

**Assumes completion in 4 terms.
* The Student Tuition Recovery Fund (STRF) is administered by the California BPPE and applies only to California residents. The fee is currently zero dollars ($0) 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.

Program Schedule

Students can enroll any month. New courses begin on the first Monday of the month.

Tuesday, January 2, 2024	Monday, July 1, 2024
Monday, February 5, 2024	Monday, August 5, 2024
Monday, March 4, 2024	Monday, September 2, 2024
Monday, April 1, 2024	Monday, October 7, 2024
Monday, May 6, 2024	Monday, November 4, 2024
Monday, June 3, 2024	Monday, December 2, 2024

Message from Dr. David Nunan, David Nunan TESOL Institute Director

"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."

- 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

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 distinguished linguist and author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning. 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.

Instructor

Jimalee Sowell, MA

Jimalee Sowell is a Ph.D. candidate in Composition and Applied Linguistics at Indiana University of Pennsylvania and holds an MA in TESOL degree from SIT Graduate Institute. Ms. Sowell has worked as an English language teacher and teacher trainer since 2000. Ms. Sowell has worked in a variety of contexts including South Korea, Malaysia, Bangladesh, Ecuador, Uganda, Cambodia, Vietnam, and Côte d'Ivoire. Her research interests include writing instruction, peace education, genre analysis, disability studies, large class pedagogy, and teacher education.

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

President

Andrew Honeycutt, DBA

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.

Chancellor

Peter Langenberg, J.D.

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.

Vice-President of Academic Affairs

Rod Ellis, Ph.D.

Dr. Rod Ellis is a distinguished professor 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 a Second Language Acquisition specialist, 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.

PROVOST

Tex Boggs, Ph.D.

Dr. Tex Boggs, Provost of Anaheim University, is the recipient of a Doctor of Philosophy (Ph.D.) degree from Cornell University and a Doctor of Humane Letters degree from the University of Maine Fort Kent. Dr. Boggs served as a faculty member, Director of Research, Dean, and Interim Vice President of Academic Affairs at Kentucky State University, as a Dean at the University of Kentucky, and as President of Western Wyoming Community College for twenty years. He has also served as Interim President of Antioch university Los Angeles for five years, Interim Vice President of Academic Affairs at Antioch University Los Angeles for two years, Interim President of the University of Maine at Fort Kent for one year, and Interim Vice President of the University of Maine at Fort Kent for one year. Outside of Higher Education, Dr. Boggs served two terms as a Senator in the Wyoming State Legislature, served for two years on the Western Interstate Commission for Higher Education, worked for the U.S. Agency for Economic Development in Vietnam as an economic development officer for six years, and served as a Peace Corps Volunteer in Thailand. Dr. Boggs and his wife Huong Lien have been married for fifty-six years and have three children and three grandchildren.

DEAN OF THE GRADUATE SCHOOL OF BUSINESS

Robert Robertson, DBA

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.

MA IN TESOL DESIGNER, SR. TESOL PROFESSOR, GRAD. SCHOOL OF EDUCATION

David Nunan, Ph.D.

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 distinguished linguist and author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning. 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.

Graduate School of Education Chair of Research
TESOL Professor, Graduate School of Education

Hayo Reinders, Ph.D.

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.

Graduate TESOL Director

Luke Plonsky, Ph.D.

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 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.

CCO

David Bracey

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.

Student Services Director

Yasue Kawamorita, MA

Yasue Kawamorita is the Student Services Director at Anaheim University and has over 15 years of teaching experience in the U.S. and Japan. She graduated from Tamagawa University in Japan with a bachelor's degree in American literature and a certified teaching license for English secondary education. After working at high schools in Aomori, Japan, she enrolled at San Francisco State University, where she earned a Master of Arts in TESOL. After graduating from SFSU, she taught English to immigrants and young adults both in San Francisco and Tokyo. After living in Tokyo for 13 years, she moved to Orange County and started her career at Anaheim University.

POLICIES

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.

https://anaheim.edu/images/2024_Catalogs/AU-policiesandprocedures.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 4.05 is compatible with any standards-compliant web browser, including Google Chrome, Mozilla Firefox, Safari, and Microsoft Edge. Moodle is also available on mobile device browsers through MobileSafari and Google Chrome.

Please note that older "legacy" browsers have compatibility issues with Moodle 4.05. 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

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.

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 by being enrolled and meeting all academic requirements, and financial obligations. Students are required to enroll in a course every time a course that is

needed for their program completion is offered. Students completing theses, research portfolios, final capstone projects, or dissertations must remain enrolled each term until their program requirements have been completed in their entirety and they have received final written approval on the completion of their thesis, research portfolio, final capstone project, or dissertation. Any student who discontinues their studies with the University when a course that is needed for their program completion is offered will be dismissed from their program. Students who are dismissed from their program may have the opportunity to re-enroll (See Re-enrollment policy below). The University provides two exceptions to the requirement for continuous enrollment. Specifically, this policy does not apply to (1) students who are on active military duty, or (2) students who are on 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.

Re-enrollment

Former students who withdrew, or who were dismissed from a program due to failure to maintain Continuous Enrollment, and wish to resume their studies must re-apply for admission to the program. Prior enrollment does not guarantee acceptance to any program and re-enrollment will require approval from the Provost, the Registrar's Office, and the Business Affairs Division. Students re-enrolling must go through the entire application and enrollment process again and may be subject to new entrance, financial, and academic requirements as well as a review of their progress to date. Enrollment limitations as well as new policies and procedures could result in the student not being accepted, or affect the length and cost of the program.

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:

- 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.

Medical Leave of Absence

The Petition for Medical Leave form must be submitted within 30 days from the start of the course for which the medical leave is being applied. The maximum period of a leave of absence is one (1) term per leave. Students may apply for a maximum of four (4) leaves of absence for medical reasons throughout their degree program, and students in non-degree programs may apply for a maximum of one (1) leave of absence for medical reasons. Each leave of absence equals one (1) term 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 leave. Medical issues requiring more than four (4) leaves of absence must be approved in writing by the university's administration. Students taking a medical leave of absence during the dissertation, thesis, research portfolio, or capstone project phase, will not have access to advisor/professor resources until they resume their studies. Program structure and requirements for completion are subject to change during the period of medical leave. The Petition for Special Medical Leave of Absence Form can be downloaded from the University website and requires a licensed physician's signature.

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 & records fee for a 15-Week course***
Week 1 (days 0 - 7)	*100% of tuition refunded*	*Refund: $750 (100% of $750)*
Week 2 (days 8 – 14)	*80% of tuition refunded*	*Refund: $600 (80% of $750)*
Week 3 (days 15 – 21)	*70% of tuition refunded*	*Refund: $525 (70% of $750)*
Week 4 (days 22 – 28)	*60% of tuition refunded*	*Refund: $450 (60% of $750)*
Week 5 (days 29 – 35)	*50% of tuition refunded*	*Refund: $375 (50% of $750)*
Week 6 (days 36 – 42)	*40% of tuition refunded*	*Refund: $300 (40% of $750)*
Week 7 (days 43 – 49)	*30% of tuition refunded*	*Refund: $225 (30% of $750)*
Week 8 (days 50 – 56)	*20% of tuition refunded*	*Refund: $150 (20% of $750)*
Week 9 (days 57 – 63)	*10% of tuition refunded*	*Refund: $ 75 (10% 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: (888) 370-7589. 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 Us

How to Contact Anaheim University	
Dr. Andrew Honeycutt, President	president@anaheim.edu
Chief Communications Officer	online@anaheim.edu
Vice President of Administrative Affairs	vpadmin@anaheim.edu
Provost	provost@anaheim.edu
Administrative Director	admissions@anaheim.edu
Student Services	ausupport@anaheim.edu
Registrar	registrar@anaheim.edu
Technical Support	techsupport@anaheim.edu

Anaheim University Office of Admissions

Toll-Free:	1-800-955-6040
Tel:	714-772-3330
Fax:	714-772-3331
E-mail	ausupport@anaheim.edu

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

Officers: Anaheim University, Inc.

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

Anaheim University is owned by Asia Pacific Educational Services, Inc.

TESOL Advisory Council

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	Senshu 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.

(888) 370-7589 or by fax (916) 263-1897

(916) 574-8900 or by 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

GDCAT 04/24

Certificate in Teaching English to Young Learners

January 1 – December 31, 2024

Anaheim University
David Nunan TESOL Institute

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ANAHEIM UNIVERSITY

ABOUT ANAHEIM UNIVERSITY

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 of higher learning 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.

DAVID NUNAN TESOL INSTITUTE

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

"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."

- 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

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 groundbreaking interactive online learning system. Dr. Nunan is a distinguished linguist and author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning. In 2000, David Nunan served as President of TESOL, the world's largest language teaching association. David Nunan 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.

INSTRUCTOR

Jimalee Sowell, MA

Jimalee Sowell is a Ph.D. candidate in Composition and Applied Linguistics at Indiana University of Pennsylvania and holds an MA in TESOL degree from SIT Graduate Institute. Ms. Sowell has worked as an English language teacher and teacher trainer since 2000. Ms. Sowell has worked in a variety of contexts including South Korea, Malaysia, Bangladesh, Ecuador, Uganda, Cambodia, Vietnam, and Côte d'Ivoire. Her research interests include writing instruction, peace education, genre analysis, disability studies, large class pedagogy, and teacher education.

ABOUT THE CERTIFICATE IN TEACHING ENGLISH TO YOUNG LEARNERS (TEYL)

PROGRAM OBJECTIVES

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

Work Full -Time and Study Online

Anaheim University's Online Certificate in TEYL (Teaching English to Young Learners) was designed by the Director of the Anaheim University David Nunan TESOL Institute and distinguished 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. Standard Occupational Classification (SOC)Code: 25-2011

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.

PROGRAM FEES

Teaching English to Young Learners 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:	$1,050
Records Fee:	$50
Digital Textbook	$20
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 charge
Replacement Certificate	$100 (optional)
Certificate Cover	$100 (optional)
Course Completion Letter	$35 (optional)
TOTAL:	$1,270

* The Student Tuition Recovery Fund (STRF) is administered by the California BPPE and applies only to California residents. The STRF fee is currently zero ($0) 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.

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 SCHEDULE

Students can enroll any month. New courses begin on the first Monday of the month.

Tuesday, January 2, 2024	Monday, July 1, 2024
Monday, February 5, 2024	Monday, August 5, 2024
Monday, March 4, 2024	Monday, September 2, 2024
Monday, April 1, 2024	Monday, October 7, 2024
Monday, May 6, 2024	Monday, November 4, 2024
Monday, June 3, 2024	Monday, December 2, 2024

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 (watching video, reviewing PowerPoint, taking notes, reflecting on notes)
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 Online Learning Community

AU's online learning community is a global network of students, graduates, faculty, researchers, and Global Learning Partners. The diversity of the student body adds to the richness of the learning experience and the global network of graduates provides for a world of possibilities. Numerous collaborations and a wide range of opportunities have resulted from this global network through which students are able to exchange information about the markets in which they live and work.

Student Services and Tech Support

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 Tech Support 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

President

Andrew Honeycutt, DBA

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.

CHANCELLOR

Peter Langenberg, J.D.

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.

VICE-PRESIDENT OF ACADEMIC AFFAIRS

Rod Ellis, Ph.D.

Dr. Rod Ellis is a distinguished professor 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 a Second Language Acquisition specialist, 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.

PROVOST

Tex Boggs, Ph.D.

Dr. Tex Boggs, Provost of Anaheim University, is the recipient of a Doctor of Philosophy (Ph.D.) degree from Cornell University and a Doctor of Humane Letters degree from the University of Maine Fort Kent. Dr. Boggs served as a faculty member, Director of Research, Dean, and Interim Vice President of Academic Affairs at Kentucky State University, as a Dean at the University of Kentucky, and as President of Western Wyoming Community College for twenty years. He has also served as Interim President of Antioch university Los Angeles for five years, Interim Vice President of Academic Affairs at Antioch University Los Angeles for two years, Interim President of the University of Maine at Fort Kent for one year, and Interim Vice President of the University of Maine at Fort Kent for one year. Outside of Higher Education, Dr. Boggs served two terms as a Senator in the Wyoming State Legislature, served for two years on the Western Interstate Commission for Higher Education, worked for the U.S. Agency for Economic Development in Vietnam as an economic development officer for six years, and served as a Peace Corps Volunteer in Thailand. Dr. Boggs and his wife Huong Lien have been married for fifty-six years and have three children and three grandchildren.

DEAN OF THE GRADUATE SCHOOL OF BUSINESS

Robert Robertson, DBA

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.

MA IN TESOL DESIGNER, SR. TESOL PROFESSOR, GRAD. SCHOOL OF EDUCATION

David Nunan, Ph.D.

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 distinguished linguist and author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning. 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.

GRADUATE SCHOOL OF EDUCATION CHAIR OF RESEARCH
TESOL PROFESSOR, GRADUATE SCHOOL OF EDUCATION

Hayo Reinders, Ph.D.

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.

GRADUATE TESOL DIRECTOR

Luke Plonsky, Ph.D.

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 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.

CCO

David Bracey

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.

STUDENT SERVICES DIRECTOR

Yasue Kawamorita, MA

Yasue Kawamorita is the Student Services Director at Anaheim University and has over 15 years of teaching experience in the U.S. and Japan. She graduated from Tamagawa University in Japan with a bachelor's degree in American literature and a certified teaching license for English secondary education. After working at high schools in Aomori, Japan, she enrolled at San Francisco State University, where she earned a Master of Arts in TESOL. After graduating from SFSU, she taught English to immigrants and young adults both in San Francisco and Tokyo. After living in Tokyo for 13 years, she moved to Orange County and started her career at Anaheim University.

POLICIES

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.

https://anaheim.edu/images/2024_Catalogs/AU-policiesandprocedures.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 4.05 is compatible with any standards-compliant web browser, including Google Chrome, Mozilla Firefox, Safari, and Microsoft Edge. Moodle is also available on mobile device browsers through MobileSafari and Google Chrome.

Please note that older "legacy" browsers have compatibility issues with Moodle 4.05. 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

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.

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 by being enrolled and meeting all academic requirements, and financial obligations. Students are required to enroll in a course every time a course that is needed for their program completion is offered. Students completing theses, research portfolios, final capstone projects, or dissertations must remain enrolled each term until their program requirements have been completed in their entirety and they have received final written approval on the completion of their thesis, research portfolio, final capstone project, or dissertation. Any student who discontinues their studies with the University when a course that is needed for their program completion is offered will be dismissed from their program. Students who are dismissed from their program may have the opportunity to re-enroll (See Re-enrollment policy below). The University provides two exceptions to the requirement for continuous enrollment. Specifically, this policy does not apply to (1) students who are on active military duty, or (2) students who are on 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.

RE-ENROLLMENT

Former students who withdrew, or who were dismissed from a program due to failure to maintain Continuous Enrollment, and wish to resume their studies must re-apply for admission to the program. Prior enrollment does not guarantee acceptance to any program and re-enrollment will require approval from the Provost, the Registrar's Office, and the Business Affairs Division. Students re-enrolling must go through the entire application and enrollment process again and may be subject to new entrance, financial, and academic requirements as well as a review of their progress to date. Enrollment limitations as well as new policies and procedures could result in the student not being accepted, or affect the length and cost of the program.

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:

- 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.

MEDICAL LEAVE OF ABSENCE

The Petition for Medical Leave form must be submitted within 30 days from the start of the course for which the medical leave is being applied. The maximum period of a leave of absence is one (1) term per leave. Students may apply for a maximum of four (4) leaves of absence for medical reasons throughout their degree program, and students in non-degree programs may apply for a maximum of one (1) leave of absence for medical reasons. Each leave of absence equals one (1) term 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 leave. Medical issues requiring more than four (4) leaves of absence must be approved in writing by the university's administration. Students taking a medical leave of absence during the dissertation, thesis, research portfolio, or capstone project phase, will not have access to advisor/professor resources until they resume their studies. Program structure and requirements for completion are subject to change during the period of medical leave. The Petition for Special Medical Leave of Absence Form can be downloaded from the University website and requires a licensed physician's signature.

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 & records fee for a 15-Week course***
Week 1 (days 0 - 7)	*100% of tuition refunded*	*Refund: $750 (100% of $750)*
Week 2 (days 8 – 14)	*80% of tuition refunded*	*Refund: $600 (80% of $750)*
Week 3 (days 15 – 21)	*70% of tuition refunded*	*Refund: $525 (70% of $750)*
Week 4 (days 22 – 28)	*60% of tuition refunded*	*Refund: $450 (60% of $750)*
Week 5 (days 29 – 35)	*50% of tuition refunded*	*Refund: $375 (50% of $750)*
Week 6 (days 36 – 42)	*40% of tuition refunded*	*Refund: $300 (40% of $750)*
Week 7 (days 43 – 49)	*30% of tuition refunded*	*Refund: $225 (30% of $750)*
Week 8 (days 50 – 56)	*20% of tuition refunded*	*Refund: $150 (20% of $750)*
Week 9 (days 57 – 63)	*10% of tuition refunded*	*Refund: $ 75 (10% 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: (888) 370-7589. 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 Us

How to Contact Anaheim University	
Dr. Andrew Honeycutt, President	president@anaheim.edu
Chief Communications Officer	online@anaheim.edu
Vice President of Administrative Affairs	vpadmin@anaheim.edu
Provost	provost@anaheim.edu
Administrative Director	admissions@anaheim.edu
Student Services	ausupport@anaheim.edu
Registrar	registrar@anaheim.edu
Technical Support	techsupport@anaheim.edu

ANAHEIM UNIVERSITY OFFICE OF ADMISSIONS

Toll-Free:	1-800-955-6040
Tel:	714-772-3330
Fax:	714-772-3331
E-mail	ausupport@anaheim.edu

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

OFFICERS: ANAHEIM UNIVERSITY, INC.

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

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TESOL Advisory Council

Dr. Charles Browne	Meiji Gakuin University Professor of Applied Linguistics and TESOL, Head, EFL Teacher Training Program
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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.

(888) 370-7589 or by fax (916) 263-1897

(916) 574-8900 or by 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

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