

GLOBAL BUSINESS



Tianjin Eagles Education Technology Co.
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A Partner of Global-Ed Consulting and Educational Resources
USA—China

Our Company

Global-Ed Consulting and Educational Resources provides a variety of educational services for the transforming climate of global educators and students. The departments include educational consulting, professional lectures, leadership and team building workshops, international academic tours, higher education planning, and curriculum design.

Our Mission Statement

The mission of Global-Ed Consulting and Educational Resources provides international educational expertise for clients' seeking to blend the best of Western and Eastern educational reform for 21st Century thinking.

For our customers:

To build the educational marketplace

For our staff:

To establish sustainable opportunities for education and job security

For the organization:

To combine different cultures toward developing student outcomes and professional development

Our Vision Statement

We have a vision in effective collaboration to embrace change, to propel, and to take responsibility for doing our part in making a difference in global education.

Global-Ed Consulting and Educational Resources

Global-Ed Consulting and Educational Resources is excited to merge with its Chinese-based affiliate Tianjin Eagles Education Technology Company. These companies are committed to providing international training opportunities for communities, corporations, and governments focusing on the training needs and 21st century solutions for our global clients. Our business training program can be specifically based to your professional needs within your corporation or organization. The goal is to expand your business learning capabilities by providing knowledge in business etiquette and skills that will equip employee output.

The Founder

Kim O'Guinn Eagles, PhD

Strong women throughout history, often, single parents have influenced her such as her mother. Like many, she's learned to overcome obstacles. With undergraduate studies in Social Ecology, she understands the value of the global community. Additionally, her education includes a Master of Arts Degree in Corporate Communication and Global Leadership, and a Doctorate Degree in Educational Leadership, specializing in International Education. Living in China has allowed Dr. Eagles to maintain focus and great enthusiasm to come alongside the diverse needs in global leadership, community, and sustainability. Therefore, she grasps the planning necessary for young students to successfully execute attending a university and she genuinely enjoys working in a college/university environment.

Global-Ed Services

Educational Consulting

Professional Development Lectures

Leadership Team-building

Educational Tours

Educational Planning

Curriculum Design

Areas of Expertise:

Leadership Academy

Human Resources

Project Management

Information Assurance

Construction Management

Quality Management

Benefits of our services include:

Customized training designed to meet your unique needs

Skill assessment and evaluation to increase your return on training (ROT) dollars

Creating training benchmarks and processes

Building stronger and more cohesive teams

Providing qualified instructors with “real world” experience

Flexible and convenient scheduling

Global-Ed Business Courses

Business and Corporate Training

Introduction to Business English



Course Description:

This course studies the English language in written, oral, and digitized forms, especially for cross-cultural uses. Students in this course will be introduced to a variety of rhetorical skills for business and professional fields. This course includes the application of the principles of written communication to business letters, reports, and presentations; the development of rhetorical strategies for effective persuasion; effective editing skills; and the enhancement of developing problem-solving skills in written form. Additional attention will be paid to new and emerging forms of communication in the global business and professional environments. As an introductory course, particular focus will be paid to an emerging level of understanding of the Global Business English discipline. Therefore, global, cultural understanding are key for this course. So non-native speakers of English will engage in writing and rhetorical strategies unique to English speaking contexts and purposes. Native speakers of English will be introduced to two other cultures—like Spanish and Chinese—for this type of global study.

Listening and Conversation



Course Description:

Conversation is spontaneous, interactive communication. This course covers basic principles and practices of effective interaction through listening and applies those principles and practices within the art of spontaneous and contextually appropriate discourse. The objectives of this course will take particular note of the demands of interactive communication in our expanding global and digital culture. Therefore, students will be introduced to bi- and—possibly—multi-lingual methods of basic foreign language conversation. So non-native speakers of English will engage in conversation skills unique to English speaking contexts and purposes. In addition to English, non-native speakers will choose one additional foreign language for basic conversational practice. Native speakers of English will be introduced to two other cultures—like Spanish and Chinese—for these types of global conversation skills. The Professional Listening and Conversation Project will require students to demonstrate these skills.

Business and Professional Presentations



Course Description:

This course focuses on digitally enhanced presentations in global business and professional contexts. Global communication requires web-based speaking, writing, and presentation skills essential to effective professional delivery of content. Global communication tools like VoiceThread, WebEx, and GoToMeeting make it possible to create and deliver graphically and auditorily enhanced presentations that engage presenters and audience in conference material. This course introduces students to these global communication tools, with emphasis placed on hands-on applicable use of them for professional presentations. In addition, mobile and webapp technology will be integrated into the practice of spontaneous presentation creation. Effective global and cultural contexts will be studied, as well.

Cross-Cultural Communication



Course Description:

Cross-cultural Communication considers the challenges and opportunities of living in a world that is, increasingly, becoming global. The class aims at helping each student become more sensitive to communication differences across cultures and within cultures. In this respect, this course engages students in learning about the diversity of cultures within both inter- and intra-cultural contexts. With an Applied Linguistics approach, this course provides students with introductory knowledge and skills that will help them interact successfully with people from other global cultures and within their own culture. Students will gain skills in recognizing inter- and intra-cultural contexts and will learn strategies for socially navigating and negotiating within these situations.

Topics in Global English



Course Description:

This variable content course will be used specially to strengthen the working vocabulary and understanding of the social and professional contexts within which that vocabulary and style of communication is used. For example, a particular section of the course may be aimed at a type of profession, such as Global Commercial English or Global Medical English, or it may be aimed at a particular set of responsibilities and skills, such as Global Business Negotiations. Due to the nature of English as a global language, these individual topics will explore and pursue an understanding of the intersections at which English and other foreign languages converge.

Writing in the Professions



Course Description:

The student will develop an understanding of the different types of writing found in varying professions and will develop skills in producing clear and effective professional documents. This course serves as an intermediate-level course beyond Introduction to Business English. As a result, particular focus will be paid to writing associated with the Business English discipline. Non-native speakers of English will engage in writing and rhetorical strategies unique to English speaking contexts and purposes. Native speakers of English will choose one to two other cultures for this type of intense study. These global strategies and skills will be demonstrated in the final Profession-Based Writing Project.

Global and Social Networking



Course Description:

The interconnection of people through the internet creates both challenges and opportunities for communication. Social networking permeates global communication. With social networking tools like Facebook, LinkedIn, Twitter, and qq (in China), people connect for personal, social, organizational, political and professional purposes. This class explores the effective utilization of social networking tools for business and professional use, develops skills in using them, practices the writing, reading, speaking, and listening appropriate in the use of these tools, and reflects upon the changes that global networking is bringing about. Early course material covers a brief history of networking from oral-based to pre-Internet cultures.

Approaches to Global English



Course Description:

This capstone course focuses on diagnosing areas of weakness and then strengthening the use of Global Business English language and critical thinking skills in professional and social contexts important to students' future life and work goals. Students engage in meta-cognitive activities with the goal of gaining mastery-level knowledge of and skills in the discipline of Global English. Non-native speakers of English demonstrate their mastery of the professional use of the English language, along with basic, conversant level use of an additional foreign language. Native speakers of English not only demonstrate their mastery of the professional use of the English language, but also demonstrate basic, conversant level use of one to two foreign languages. These course goals are demonstrated in Capstone Project.

Advanced Business English



Course Description:

This course studies the English language in written, oral, and digitized forms, especially cross-cultural and global uses. As an advanced level course beyond Introduction to Business English, students will engage in a variety of rhetorical skills for business and professional fields. This course includes the advanced application of the principles of written communication to business letters, reports, and presentations; the development of rhetorical strategies for effective persuasion; effective editing skills; and the enhancement of developing problem-solving skills in written form. Particular instruction will be paid to advancing and mastering key skills associated with the discipline and profession of Global Business English. Therefore, global, cultural understanding are key for this course. So non-native speakers of English engage in advancing writing and rhetorical strategies unique to English speaking contexts and purposes. Native speakers of English continue advancing their knowledge of two other cultures—like Spanish and Chinese—for this type of global study.

Advanced Global English



Course Description:

This course involves an advanced study of the English language as a global language. In this respect, students in this course research, survey and practice the multiple, multi-lingual forms, contexts and purposes of Global English. Particular attention will be placed on writing, speaking and presenting in professional, translatable and documentable forms of Global English for non-native users of English. In addition, this course explores the social and linguistic consequences for the positioning of English when it encounters other languages, such as Mandarin and Spanish, including the following: the spread of multilingualism, the emergence of code switching/mixing practices, the evolution of New Englishes, and the occurrence of language shift.

Social Media Networking



Course Description:

This class explores the effective utilization of social networking tools for business and professional use and develops skills in using these tools. Students in this course will study how and why social media is used for professional purposes, with the aim of discovering strategic the messaging techniques. The course will engage students in a combination of hands-on exercises, projects and reflective discussions. Assignments will include the following: the application of social media tools for professional use, the analysis of key marketing strategies, the study of social media theory as a discipline and cultural practice, and the completion of a marketing project with the use of social media.

Information Technology and Personality Development

Professional Business Etiquette and Personality Development



Course Description:

This course is targeted towards fresh graduates and business executives especially in IT industry. Technology has over written the rules of traditional business operations. To succeed in today's business world and be effective at the workplace, soft skills are mandatory. Participants in this course will be trained to understand and appreciate the needs of a complex workforce while staying focused on customer expectations. This course includes a variety of topics ranging from 'Out-of-Box' Thinking and Group Dynamics to dining and socializing etiquette. There will be different levels of this course; introductory and advanced. The advanced courses are for Senior Executives and will be customized to include topics like Media Relations and PR skills. There will be a prescribed level of English Language skills required for this course. The key objectives of this course is to provide participants with an additional set of tools which would enhance their potential for success in business or career.

College of the Extended University
Cal Poly Pomona

Our Credentials

Keiser University

The Board of Trustees of Keiser University
on recommendation of the Faculty, has conferred upon

Kim O'Guinn Eagles

who has successfully completed the
Educational requirements for this program, a Degree of

Doctor of Philosophy in Educational Leadership

with all the Rights, Privileges, and Honors thereunto appertaining.

Fort Lauderdale, Florida, this 28th day of June, 2015



Chancellor



Executive Vice Chancellor



Chairman, Board of Trustees



Vice Chancellor of Academic Affairs

Regent University

*By authority of the Board of Trustees
and on recommendation of the faculty,*

The School of Global Leadership and Entrepreneurship

has conferred upon

Kim O. Eagles

the degree of

Master of Arts in Corporate Communication Leadership

with all the rights, privileges and responsibilities thereto pertaining.

«Acknowledging God as the fountainhead of all wisdom and His Son

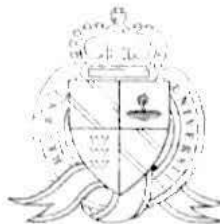
Jesus Christ as the source of all truth, we affix the seal of the

University and bestow this honor at Virginia Beach, Virginia, on this the

3rd day of August, in the year of our Lord, two thousand and three.


Daniel B. Smith
Chairman, Board of Trustees


W. P. Robinson
Chancellor of the University




Carlos Campo
President of the University


Bruce Smith
Dean of the School

*11 Timothy 2:2 - "And the things that thou hast heard of me among many witnesses,
the same commit thou to faithful men, who shall be able to teach others also."*



CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

Certificate of Authorization

This is to certify that

Global-Ed Consulting and Educational Resources

As an Authorized Recruitment Representative

for

the College of the Extended University at
California State Polytechnic University, Pomona

(2016 – 2018)

A handwritten signature in black ink, reading 'E. Ameli Adams'.

E. Ameli Adams, Ph.D.
Executive Director of Global Initiatives
College of the Extended University & International Center
California State Polytechnic University, Pomona

Registered Business License

	
统一社会信用代码 91120118MA06KCEH2E (2-1)	
营 业 执 照 (副 本)	
	
扫描二维码登录“国家企业信用信息公示系统”了解更多登记、备案、许可、监管信息	
名 称	天津英格斯教育科技有限公司
类 型	有限责任公司(外商合资)
法定代表人	KIM O' GUINN EAGLES
经 营 范 围	教育软件、计算机技术开发、技术咨询、技术推广服务；教育信息咨询；出国留学中介服务；翻译服务；展览展示服务；会议服务；图文设计；组织文化艺术交流活动（不含营业性演出）；酒店管理；咨询服务；航空科技信息咨询服务（依法须经批准的项目，经相关部门批准后方可开展经营活动）
注 册 资 本	陆佰万美元
成 立 日 期	2019-03-20
营 业 期 限	2019-03-20至2049-03-19
住 所	天津自贸试验区（空港经济区）西三道158号5幢902-B（天津信至嘉商务秘书有限公司托管第049号）
登 记 机 关	
2019 年 03 月 20 日	
国家企业信用信息公示系统网址： http://www.gsxt.gov.cn	
市场主体应当于每年1月1日至6月30日通过国家企业信用信息公示系统报送公示年度报告。	
国家市场监督管理总局监制	

Curriculum Vitae (CV)

A. Personal Information

Address:
650 N. 2nd Ave, #506
Phoenix, AZ, 85003
Phone: (909) 552-3533 USA 1-86-15617438180 China
E-mail: kim_eagles@yahoo.com

B. Education

PhD, Educational Leadership, Keiser University, Ft. Lauderdale, FL, 2015
M. A., Corporate Communication and Global Leadership, Regent University, 2003
Social Ecology, University of California at Irvine, Irvine, CA, 1979
TEFL Certified Instructor of TEFL in China, SAFEA, 2015

C. Areas of Expertise Within a Discipline

Educational Leadership
Leadership
Global Business English
Corporate Communication
Public Speaking
Business and Professional Presentations
Global Social Media and Marketing

D. Courses Taught

1) At FHSU's partner, Sias International University:

LDRS 000 SIAS: Issues in Leadership: Sustainability and the Future (2—
sections

Spring 2010)

LDRS 670 Organizational Development & Change (2 sections—Spring 2011)

GLE 460 Approaches to Global English (2 sections—Fall 2016)

GLE 104 Introduction to Business English (2 sections—Fall 2016)

GLE 380 Global and Social Media (2 sections—Spring 2017)

GLE 300 Introduction to Business and Professional Presentations
(2 sections—Spring 2017)

GLE 460 Approaches to Global English (2 sections—Fall 2017)

GLE 104 Introduction to Business English (2 sections—Fall 2017)

GLE 380 Global and Social Media (2 sections—Spring 2018)

GLE 300 Introduction to Business and Professional Presentations

(2 sections—Spring 2018)

GLE 460 Approaches to Global English (3 sections—Fall 2018)

GLE 104 Introduction to Business English (2 sections—Fall 2018)

GLE 380 Global and Social Media (3 sections—Spring 2019-pending)

GLE 300 Introduction to Business and Professional Presentations

(2 sections—Spring 2019-pending)

2) At California State University, Polytechnic—Pomona, Global Education Institute,

Pomona, CA:

Overview of Higher Education System in the U.S. (2 sections—Summer 2015)

Faculty Performance Evaluation in Teaching and Research (2 sections—

Summer 2015)

Differentiated Instruction (2 sections—Fall 2016)

Classroom Management (2 sections—Fall 2016)

3) At Beijing Municipal Education Commission Leadership for Learning Institute

Royal Bridge, Beijing, PRC, China:

**STRAND 1: Developing Self (Enhancing Intra-Personal Capacity) (1 section—
Winter 2016)**

**Enhancing Professional Learning Through Reflective Practice (1 section—
Winter 2016)**

Emotional Intelligence for Leaders (1 section—Winter 2016)

**Nurturing Shared Values and Developing a Shared Vision(1 section—Winter
2016)**

STRAND 2: Setting Directions (1 section—Winter 2016)

**STRAND 3: Building Relationships and Developing People(1 section—Winter
2016)**

STRAND 4: Leading the Instructional Program (1 section—Winter 2016)

STRAND 5: Developing the Organization (1 section—Winter 2016)

STRAND 6: Ensuring Accountability (1 section—Winter 2016)

**4) TEFL Certified Instructor of TEFL in China, SAFEA, Monrovia, CA, (2 sections—
Summer 2016)**

week 1—TEFL in China, SAFEA: Teaching Differentiated Learning Styles

week 2—TEFL in China, SAFEA: Meaningful Language Learning Theory

**week 3—TEFL in China, SAFEA: Learning Styles and Habits of Chinese
Students**

week 4—TEFL in China, SAFEA: Lesson Planning/Creating Lesson Plan Goals

week 5—TEFL in China, SAFEA: Teaching Conversation and Pronunciation

week 6—TEFL in China, SAFEA: Working at a Chinese School Environment

week 7—TEFL in China, SAFEA: Micro-Teaching

**week 8—TEFL in China, SAFEA: Methodology: Introduction to Communication
Competence**

week 9—TEFL in China, SAFEA: Bloom's Taxonomy and Designing Activities

5) At Arizona State University, American Dream Academy, Phoenix, AZ:

**Session1: 8-week ADA Program: Academic Careers and Prepare for a
University Experience (2 sections—Fall 2008)**

**Session2: 8-week ADA Program: Academic Careers and Prepare for a
University Experience (2 sections—Spring 2009)**

6) At Overland Education, China: Public Speaking (1 section—Summer 2018)

E. Date of Appointment to Faculty at FHSU

August 2016

F. Prior Service at Other Institutions

Guest Lecturer, Arizona State University, Phoenix, AZ

American Dream Academy (ADA)—Arizona State University (Fall 2008)

**Adjunct Assistant Professor, California Polytechnic Pomona, Pomona, CA,
Global Education Institute
(Summer 2015)**

**Guest Lecturer, TEFL Certified Instructor of TEFL in China, SAFEA, Monrovia,
CA, (Summer 2016)**

Guest Lecturer, California Polytechnic Pomona, Pomona, CA, Global Education Institute
(Summer 2016)

Guest Lecturer, California Polytechnic Pomona, Global Education Institute
(Fall 2016)

Guest Lecturer, Zhengzhou Technical University, Zhengzhou, Henan Province, China (Summer 2016)

Adjunct Assistant Professor, Beijing Municipal Education Commission Leadership for Learning Institute, Royal Bridge, Beijing, PRC, China (Winter 2017)

American Dream Academy (ADA)—Arizona State University (Fall 2008)

Adjunct Assistant Professor, Beijing Municipal Education Commission Leadership for Learning Institute, Royal Bridge, Beijing, PRC, China (Summer 2017)

Adjunct Assistant Professor, China, Overland Education
(Summer 2018)

G. Department and Institutional Service

FHSU Strategic Planning:
Goal 5: Community & Global Engagement Committee (2016-ongoing)

H. Scholarly Submissions, Publications, and Presentations

Eagles, K., 2015, An Exploration of Collaborative Perspectives and Barriers that Exist in International Education Systems in China. Keiser University, ProQuest Dissertations Publishing, 2015. 3712275.

<https://www.learntechlib.org/primary/p/185316/>

Eagles, K., Hale, A. & Archambault, L. (2018). Digital Storytelling: A Communication Tool and Method for Global Education. In *Proceedings of E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education* (pp. 666-669). Las Vegas, NV, United States: Association for the Advancement of Computing in Education (AACE). Retrieved November 3, 2018 from <https://www.learntechlib.org/primary/p/185316/>.

Eagles, K., (2018). An Approach to Creating a New Language: The Lingua Franca of EFL verses Globish. presentation at the 2019 Hawaii University

**International Conferences on Science, Technology & Engineering, Arts,
Mathematics and Education (STEM/STEAM & Education). (Submission In-
Progress)**

Presentations:

**“Smart City Summit—Share your Smarts” – Arizona Technology and
Sustainability Council (AZTC) “ SMART Schools Development Internationally.”
Inaugural Smart City Summit, Arizona State University. (September 2017),
Tempe, Arizona.**

**“Benefits of Self-awareness in the Transition from Infant to Toddler—Parenting
101”- Research on Early Childhood Education, School of Foreign Language,
Sias International University. (May 2018), Xinzheng, Henan, PR China.**

**“Four Ways of Thinking” – School of International Education (SIE)—Sias
International University. (May 2018), Xinzheng, Henan, PR China.**

I. Research Grants Received

J. Honors and Distinctions

**Awards:
Sias International University, Teacher of the Year, Fort Hayes, Adjunct**

Instructor

K. Community Service

Professional Development of China, President/Founder

Teen Challenge of Arizona —Ladies Guild President

*Global Network for Sustainable Development (GNSD), Board Adviser Society for
Community Research and Action - Community Psychology*

Sias International University, China
Program Development Director of World Academy for the Future of Women

University Community Partner – Social Network - Board Adviser Society for Community Research and Action - Community Psychology

*Mental Health Advocates Coalition AZ
Arizona Christian News*

Media Fellowship

U.S. Women's Chamber of Commerce

Christian Women's Business Network

Biola University Christian and Media Task Force

FEW (Federally Employed Women, Inc.)

WISH (Women in the House and Senate)

American Heart Association's Media and Communications Committee

L. Other

Memberships:

FHSU AAUP

Professional Development Association of China



Contact Information:

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Websites:

<https://globaledconsulting.com/>

<https://global-edprofessional-developm.godaddysites.com/>

<https://linkedintochina.com/>