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

Doctor of Education in TESOL

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

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

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

Weekly Program

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

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

Ed.D. in TESOL Degree Program Fees

<table>
<thead>
<tr>
<th></th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee (Non-Refundable after 7 days)</td>
<td>$ 75</td>
</tr>
<tr>
<td>Registration Fee (Non-Refundable after 7 days)</td>
<td>$ 100</td>
</tr>
<tr>
<td>Tuition Fee ($500 per credit x four credits):</td>
<td>$ 2,000/course taken</td>
</tr>
<tr>
<td>Records Fee</td>
<td>$ 200/term</td>
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<tr>
<td>Per Course Fee Total</td>
<td>$ 2,200</td>
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<tr>
<td>Transfer credit fee (per course)</td>
<td>$ 75 (optional)</td>
</tr>
<tr>
<td>Residential Fees (2 required - $1,200 each)</td>
<td>$ 2,400 (transportation, room &amp; board not included)**</td>
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</tbody>
</table>

End of Program Fees

<table>
<thead>
<tr>
<th></th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original Transcript</td>
<td>No cost</td>
</tr>
<tr>
<td>Each Additional Transcript Copy (optional)</td>
<td>$ 25</td>
</tr>
<tr>
<td>Diploma</td>
<td>No cost</td>
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<tr>
<td>Replacement Diploma (optional)</td>
<td>$ 100</td>
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<tr>
<td>Total cost of program:</td>
<td>$44,375 +</td>
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</tbody>
</table>

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

Affordable Pay-As-You-Learn System: Pay for only one course at a time, or receive a 10% discount on tuition by paying 100% of your program fees at the time you enroll. Students may make payment by check, credit card (Visa, MasterCard, American Express or Discover), money order or bank transfer.

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

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

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

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

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

- Two four-day intensive Ed.D. TESOL residential sessions
- Study in Southern California or other select locations
- Study with AU world-renowned faculty while networking with local students at residential sessions
EDU700 Instructed Second Language Acquisition  4 Units
EDU701 Interlanguage Pragmatics  4 Units
EDU702 Individual Learner Differences in Language Learning and Teaching  4 Units
EDU703 Sociolinguistics and Language Teaching  4 Units
EDU704 Discourse Analysis for Language Teachers  4 Units
EDU705 Language Testing  4 Units
EDU710 Curriculum Design  4 Units
EDU711 Technology and Language Education  4 Units
EDU712 ELT Materials Development  4 Units
EDU720 ELT Leadership and Management  4 Units
EDU721 Language Teacher Education  4 Units
EDU730 Qualitative Research Methods  4 Units
EDU731 Quantitative Research Methods  4 Units
EDU732 Dissertation Proposal Writing  4 Units
EDU706 Special Topic  4 Units
EDU713 Special Topic  4 Units
EDU733 Dissertation  12 Units

Total number of required units including dissertation & two four-day seminars:  76 units

Method of Instruction:

- **online learning:** reading of textbooks and submission of assignments; weekly 90-minute real time online classes and discussion forums with professor & students

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

Course Duration: Each course is equivalent to 180 hours of study over a 9-week period. New courses begin every 10 weeks.

Degree Program Duration: The Ed.D. in TESOL degree program will take under four years to complete. Maximum time allotted to complete program - 5 years from date of matriculation. Students may be granted an extension to their program at the discretion of the Director of the Ed.D. program. Under no circumstances may the Ed.D. in TESOL program be completed in less than two years from the date of initial enrollment or more than ten years from the date of initial enrollment.

Ed.D. 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. Students must maintain a 3.0 grade point average (GPA) throughout the Ed.D. in order to graduate from the program. Any students whose GPA falls below a 3.0 will be put on Academic Probation and given two terms to bring his/her GPA back to a 3.0 level. Students who earn a grade lower than an 80% (a “C,” “D,” or “F”) on any given course must repeat the course.

- The Ed.D. schedule is set each year and typically announced in the Fall. Failure to take an available course when one is offered may prevent a student from completing his/her program in the allotted time. The maximum time allotted for completion of the Ed.D. program is five years. Students who need additional time must receive permission from the Dean or Program Director.

- At the end of each of the student’s first five courses, s/he must take a Qualifying Exam on that particular course subject. Once all five exams have been completed, the five scores are then averaged for a final Qualifying Exam grade. The Qualifying Exam is administered at the end of each course; the score does not count toward the course grade or student GPA -- only toward the Qualifying Exam grade. Students must pass the Qualifying Exam with a minimum average score of 80% in order to continue in the program.

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

**Course Descriptions**

*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 dissertation.*

**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 & Teaching**
This course reviews research that has investigated a number of key individual learner factors (e.g., language aptitude, motivation, learner beliefs) and how these impact on language teaching. The course also considers how individual differences in classroom learners can be accommodated instructionally. There will be opportunity for students to analyse qualitative data in order to investigate individual learner factors. Students will be required to carry out a qualitative study of two language learners – one successful and one unsuccessful learner.

**EDU 703  Sociolinguistics and Language Teaching**
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 710  Curriculum Design**
The aim of this course is to present theoretical and empirical aspects of curriculum development. Participants will look at tensions between different philosophical approaches to education, and at how different philosophical approaches play out in practice.

**EDU 711  Technology and Language Education**
This course takes the view that technology can be both tool and tutor in language education. The role of technology in language education is examined as an aspect of curriculum design, that is, the starting point is needs analysis and resulting curriculum, rather than technology. The course will describe the characteristics of various applications such as email, computer-assisted language learning (CALL) and webpages. It will help participants evaluate the role of information technology in language teaching and learning. Participants will explore the use of technology in different educational settings, and how to integrate it in course design. Students will be required to develop a unit of work for an ELT class, integrating technology and to prepare a research proposal to investigate an aspect of technology in language education.

**EDU 712  ELT Materials Development**
The course aims to help the participants to gain the knowledge and to develop the awareness & skills required by an expert practitioner of materials development for language learning & teaching. It intends in particular to help them to become principled and effective materials evaluators, adapters, writers, users & researchers. In addition it aims to make use of materials development to deepen the participants’ understanding of second language acquisition, of language use & of principled pedagogy as well as contributing to the further development of analytical, critical & creative thinking skills.

**EDU 720  ELT Leadership and Management**
This course applies leadership and management theories and approaches from business and industry to the field of ELT in a variety of contexts, including English programs in English-speaking countries, TESOL departments in universities, ESL programs in community colleges, EFL departments in non-English-speaking countries, and commercial ELT centers and schools around the world. The course discusses the roles and responsibilities of effective leaders and managers and the essential skills required of effective leaders and managers, such as strategic planning and financial management. Students will be required to develop a process for developing a quality assurance system in a context of their choosing, and prepare a business plan for a project in an ELT context of their choosing.

**EDU 721  Language Teacher Education**
This course will examine the socio-cultural perspectives on the following:
1. how teachers learn to teach a second language
2. the nature of language
3. how second languages are taught and learned
4. social, cultural, and historical influences on the second language teaching profession
5. the spectrum and roles of second language teachers’ professional development

**EDU 730  Qualitative Research Methods**
This course will define qualitative research and differentiate it from quantitative research, describe the evolution of qualitative research, provide a framework for doing qualitative research, present the ‘ground rules’ for doing qualitative research, and demonstrate the centrality of the writing process to qualitative research.

**EDU 731  Quantitative Research Methods**
This course will enable students to design and evaluate quantitative studies of language learning and teaching and will equip them with the statistical tools for analyzing data.

**EDU 732  Dissertation Proposal Writing**
This course will assist students in preparing and critiquing a research proposal.

**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 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 733 Dissertation
In this course, students will conduct the research for the dissertation and write and defend the dissertation.

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

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

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

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

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

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

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

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

The Chair of Ethics reviews the Ethics Application Form, including the Participant Information Sheet and the Participant Consent Form, to ensure that the student’s research meets federal regulations, based on the Office for Human Research Protection (OHRP) laws regarding human research/subjects.
The Chair of Research gives final approval for a nominated professor to become the Dissertation Advisor, and s/he assists students to find an advisor when necessary. At the end of each term, the Chair of Research reviews the progress report submitted by the dissertation student and advisor. S/he makes any recommendations based on these reports and helps to mediate or resolve any conflicts or issues between the advisor and the student. The Chair of Research also serves as Chair of the Oral Defense Committee, approves the External Examiner, and submits the oral defense report. (If the Chair is also the student’s advisor, the Chair will nominate a different faculty member to chair the defense).

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

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

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

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

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

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

The candidate is expected to maintain a respectful and professional attitude at all times. Candidates are expected to maintain contact with their dissertation team throughout the dissertation process to ensure that the research and writing adhere to the agreed-upon plan. As the project is the candidate’s responsibility, s/he must frequently keep the Advisor and Chair of Research informed of progress. The candidate should also contact their Advisor and Chair of Research in the event of any significant changes in his/her personal or professional life which may interfere with program completion. In addition, candidates are expected to maintain regular contact with Student Services via email or phone.
Communicating with the Team
The Dissertation Advisor will determine when the dissertation is ready for review by the Oral Defense Committee. The candidate may not consult the full committee for feedback without prior approval of the Chair of Research. Team participation from a distance may be facilitated through video conference, phone conference, or other electronic media as approved.

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

For the Student: A Step-by-Step Guide for Planning and Writing the Dissertation
One semester prior to EDU 732, identify a topic you are interested in and approach potential advisors informally by asking if they might consider working with you. The Chair of Research has a general “Advisors Register” to help you find a suitable advisor, if need be. Don’t forget that advisors can either be from within or outside Anaheim University.

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

The EDU 732: This “Dissertation Proposal Writing” course assists you in preparing and critiquing a research proposal.
• Discuss the feasibility and scope of your project with the professor teaching the course.
• Upon successful completion of your dissertation proposal, send it to your potential advisor.
• If s/he agrees, complete all advisory paperwork (Dissertation Advisor Nomination Form) and submit to Student Services.
• Establish guidelines and expectations pertaining to the frequency of formal meetings between you and your advisor; the extent and style of the advisor’s input in your day-to-day activities; and turnaround time for feedback on written work.
• Establish a clear timeline for the completion of this dissertation and the submission of each piece to your advisor for feedback.
• Students need to earn a minimum grade of “B” in order to continue with the dissertation process.

EDU 733 (first term)
• Prepare and submit applications for ethics approval if needed (see Ethics Review Procedure). See documents here: Ethics Application and Participant Consent Forms.
• The Chair of the Research will sit in on the first formal meeting between the student and the advisor in order to facilitate communication and verify that all expectations are clear.
• Submit your progress report to Student Services. You will need to submit the Candidate’s Report and Advisors will submit the Advisor’s Report. Students will not receive credit for the course until this survey is received.

EDU 733 (second term)
• Ask your advisor to recommend a name for your External Examiner and submit that name to the Chair of Research. The Chair of Research and your advisor will serve as the other two members on your Oral Defense Committee.
• Submit your progress report to Student Services. You will need to submit the Candidate’s Report and Advisors will submit the Advisor’s Report. Students will not receive credit for the course until this survey is received.

EDU 733 (third term)
• When your advisor recommends you for the final stage of the dissertation, you will submit your dissertation to the Chair of Research.
• Submit your progress report to Student Services. You will need to submit the Candidate’s Report and Advisors will submit the Advisor’s Report. Students will not receive credit for the course until this survey is received.

EDU 733 (additional terms)
• Should your dissertation require additional terms beyond the three allotted, you may continue to enroll in EDU 733 until your dissertation is complete. Each additional term will require tuition and records fees, as well as documentation and progress reports.
• If a student chooses to take terms off during the dissertation phase, they will not have access to advisor resources until they resume taking EDU 733 courses.
Once the written dissertation has been finalized and approved by the Dissertation Advisor, you will need to submit it to Student Services. Upon submission of the written dissertation, Anaheim University will schedule the Oral Defense.

**Oral Defense**
The Oral Defense Committee is responsible for evaluating the quality of the dissertation. The Defense Committee will consist of your advisor, the Chair of Research who will Chair the Defense, and an External Examiner. In the event that the Chair of Research serves as your advisor, a different faculty member will be asked to Chair the Defense.

The Defense will be conducted in an online classroom. It will normally last between 1 and 2 hours. It will start with a brief presentation of the dissertation by you, the candidate. There will then be an interactive discussion where you will be expected to address any points raised by the examiners. The Oral Defense Committee will evaluate both the written dissertation and your performance in the oral examination to determine whether or not you pass the Defense.

The Oral Defense Committee will make a recommendation at the conclusion of the Defense. The Committee will submit their report to Student Services and inform you of their recommendation. The Defense Committee may request a number of revisions to be made to the dissertation that will be presented to you in writing. You will be given up to 45 days to complete these revisions before submitting. You will then present your revisions to the appropriate advisors as requested by the Defense Committee. 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.

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.

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### Ed.D. Academic Calendar

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDU 710</td>
<td>Curriculum Design</td>
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<tr>
<td>EDU 700</td>
<td>Instructed Second Language Acquisition</td>
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<tr>
<td>EDU 721</td>
<td>Language Teacher Education</td>
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<tr>
<td>EDU 712</td>
<td>ELT Materials Development</td>
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<tr>
<td>EDU 703</td>
<td>Sociolinguistics and Language Teaching</td>
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<tr>
<td>EDU 701</td>
<td>Interlanguage Pragmatics</td>
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<tr>
<td>EDU 711</td>
<td>Technology and English Language Teaching</td>
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<tr>
<td><strong>Qualifying Examination</strong></td>
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<tr>
<td>EDU 702</td>
<td>Individual Learner Differences in Language Learning and Teaching</td>
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<td>EDU 720</td>
<td>ELT Leadership and Management</td>
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<tr>
<td>EDU 705</td>
<td>Language Testing</td>
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<tr>
<td>EDU 740</td>
<td>Discourse Analysis for Language Teachers (Proctored examination)</td>
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<tr>
<td>EDU 730</td>
<td>Qualitative Research Methods</td>
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<tr>
<td>EDU 731</td>
<td>Quantitative Research Methods (Proctored examination)</td>
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<tr>
<td><strong>Comprehensive Examination</strong></td>
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<tr>
<td>EDU 732</td>
<td>Dissertation Proposal Writing</td>
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<tr>
<td>EDU 706</td>
<td>Special Topic</td>
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<tr>
<td>EDU 713</td>
<td>Special Topic</td>
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Message from Dr. Hayo Reinders, Doctor of Education in TESOL Program Director

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

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

Message from Dr. Rod Ellis, Vice President of Academic Affairs, Doctor of Education in TESOL Program Designer and Senior TESOL Professor

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

The program consists of the following components:

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

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

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

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

Message from Dr. David Nunan, President Emeritus, Designer of the Master of Arts in TESOL Program, and 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.”

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Message from Dr. Luke Plonsky, Master of Arts in TESOL Program 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!”

• Ph.D. in Second Language Studies from University of Michigan
• Georgetown University Dept. of Linguistics Asst. Professor
• Co-Director of IRIS: A digital repository of Instruments for Research into Second Language Learning and Teaching
• Associate Editor of Studies in Second Language Acquisition and Managing Editor of Foreign Language Annals

Message from Dr. Denise Murray, TESOL Professor

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

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

Message from Dr. MaryAnn Christison, 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
Message from Dr. Andy Curtis, 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 newcomer to Anaheim University’s TESOL professorial team, and I am very much looking forward to working with the students, the other professors, and the AU administrative support team, and to teaching and learning online and face-to-face. Having recently completed many years in language program administration, starting in Canada and eventually in China, I have become especially interested in the challenges of leadership and management in language education.”

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

Message from Dr. Ken Beatty, 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 residential sessions, all with the participation of some of the brightest minds in the field. This combination makes for a great learning experience. As Professor David Nunan’s first PhD student in Hong Kong, I have watched from afar as Anaheim University has grown and prospered. My research area of computer-assisted language learning (CALL) helps me understand the programs’ attractions and, after more than a decade of teaching and writing in Asia, Canada, and the Middle East, I’m proud to join Anaheim University’s growing faculty. I particularly look forward to working with students interested in researching and writing their dissertations in CALL.”

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

Message from Dr. Martha Clark Cummings, 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.
Message from Dr Brian Tomlinson, 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 specialised 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 organising conferences and workshops throughout the world to bring together researchers, writers, teachers and publishers.”

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

Message from Dr. Thom Hudson, 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
Message from Dr. Sandra McKay, TESOL Professor
“I am first and foremost a teacher educator since I strongly believe that excellent teachers can make a tremendous impact on the lives of individuals. I am looking forward to sharing my passion for teacher education with you.”

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

Message from Dr. Jo Mynard, 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

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

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

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

- Ph.D. in Language Teaching and Learning from University of Auckland
- Senior Lecturer at the University of Auckland
Message from Dr. Julie Sykes, TESOL Associate Professor

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

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

Message from Dr. Masatoshi Sato, TESOL Associate Professor

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

- Ph.D. in Educational Studies from McGill University
- Associate Professor at Universidad Andrés Bello, Chile.

Message from Dr. Scott Aubrey, TESOL Assistant Professor

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

- Ph.D. in Applied Linguistics at University of Auckland
- Assistant Professor at The Chinese University of Hong Kong
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 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.
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 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 nationally-recognized accrediting agency. Anaheim University and its programs have been examined and found to meet the educational and business ethics standards set by the DEAC. The DEAC is recognized by the Council for Higher Education Accreditation (CHEA). The University also operates under the full approval of the State of California in accordance with the requirements set forth by the Bureau for Private Post-Secondary Education. “Approval to operate” means that the Bureau has determined and certified that the institution meets minimum standards established by the Bureau for integrity, financial stability and educational quality, including the offering of bona fide instruction by qualified faculty and the appropriate assessment of students’ achievements prior to, during, and at the end of each program. The University is authorized to grant graduate degrees at the masters and doctoral level under the degree-granting authority of the Bureau for Private Post-Secondary Education.

Policies and Procedures
Click here to download the university’s policies and procedures:
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.

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.

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.

Student Services and TechSupport
The policy of the 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.
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 Emeritus 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
Designee, 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 1984 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.
Director, Ed.D. in TESOL program

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.
Master of Arts in TESOL Program Director


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  
**Director of Student Services and Admissions**

Holding a Master's degree from Azusa Pacific University and a Bachelor's degree from University of Redlands, Elizabeth Mays is the Student Services & Admissions Director 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.

Andrea Anzalone, MLIS  
**Online Librarian**

Andrea Anzalone manages the university's online library and is responsible for the ongoing development of library resources and services. She holds a master's degree in Library and Information Studies from the University of California, Berkeley, and a bachelor's degree in English Literature from UCLA. She brings over 25 years of experience in the library field and has worked in a variety of educational institutions, including Woodbury University, Phillips Graduate Institute, Getty Research Institute, and Los Angeles Public Library.

Garnet E. Birch, Ph.D. (1935 - 2013)  
**Chancellor Emeritus**

Dr. Garnet E. Birch had over forty years' experience in higher education in multiethnic and multicultural settings. He also had vast experience in both traditional and non-traditional, adult and continuing education. Holding a Ph.D. in Higher Education Administration from the University of Arizona and an MA in Asian Studies and History from the University of Hawai'i, Dr. Birch was the former Vice-Chancellor of National University's Los Angeles campus and Dean of Curriculum and Standards at the San Diego Campus. Following his work with National University, he went on to become the Director of the Los Angeles Center of United States International University. Dr. Birch was the third President of Anaheim University before becoming Chancellor.
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.