World-Renowned Linguist
Dr. Rod Ellis
Anaheim University
Vice-President for Academic Affairs

Anaheim University
Graduate School of Education

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ANAHEIM UNIVERSITY

ANAHEIM UNIVERSITY MISSION

Anaheim University was established as a unique, innovative and sustainable institution of higher learning to meet the educational needs of a diverse and global student body through academic programs of the highest quality.

Dedicated to a student-centered philosophy, Anaheim University makes higher education accessible to qualified students worldwide through both online and on-campus study.

ANAHEIM UNIVERSITY OBJECTIVES

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

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

ABOUT US

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

GRADUATE SCHOOL OF EDUCATION

MISSION

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

EDUCATIONAL OBJECTIVES

The program aims to develop the knowledge and skills to:

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

ANTICIPATED STUDENT LEARNING OUTCOMES

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

MESSAGE FROM THE GRADUATE TESOL DIRECTOR

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

Luke Plonsky, Ph.D.

DOCTOR OF EDUCATION IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ED.D. IN TESOL) OVERVIEW

WORK FULL TIME & STUDY ONLINE FROM ANYWHERE IN THE WORLD

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

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

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

Standard Occupational Classification (SOC)Code: 25-1081

EXPERIENCE AU'S TESOL FACULTY

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

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

* The Student Tuition Recovery Fund (STRF) is administered by the California BPPE and applies only to California residents. The STRF fee is currently two dollars and fifty cents ($2.50) per one thousand dollars ($1,000) of institutional charges The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

+ Assumes completion in 19 terms.

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

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

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

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

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

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

Comprehensive Exams are scheduled according to student need. Students who fail the Comprehensive Exam will be enrolled in a Study Term and assigned a professor to mentor them through the process of studying and synthesizing their coursework. They will pay the standard tuition and records fee for this support and to re-sit the exam.

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

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METHOD OF INSTRUCTION

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

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

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

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

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

FACE-TO FACE RESIDENTIAL SESSIONS

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

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

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

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

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PROGRAM REQUIREMENTS AND SATISFACTORY ACADEMIC PROGRESS

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

The Ed.D. schedule is set each year and typically announced in the Fall. Students are expected to enroll in a course every time a course that is needed for their program completion is offered. The maximum time allotted for completion of the Ed.D. program is five years. Students who have not completed their programs within the maximum allotted time are subject to academic dismissal. Students who need additional time must receive permission from the Program Director, the Office of the Registrar, and the Office of Financial Affairs.

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

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

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

PROGRAM STUDY SUGGESTIONS

Students are responsible for being knowledgeable of the course syllabus and course grading rubrics. Also, in order to assist students in allocating their time, each course guide contains a weekly program breakdown. It is a suggestion only, but one that students are advised to adhere to as closely as possible to keep up with the demanding schedule of the course. Below is an example. Each week the student will:

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

DOCTOR OF EDUCATION IN TESOL CURRICULUM

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

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

COURSES

EDU 700 Instructed Second Language Acquisition

EDU 701 Interlanguage Pragmatics

EDU 702 Individual Learner Differences in Language Learning and Teaching

EDU 703 Sociolinguistics and Language Teaching

EDU 704 Discourse Analysis for Language Teachers

EDU 705 Language Testing

EDU 706 Special Topic

EDU 710 Curriculum Design

EDU 711 Technology and Language Education

EDU 712 ELT Materials Development

EDU 713 Special Topic

EDU 720 ELT Leadership and Management

EDU 721 Language Teacher Education

EDU 730 Qualitative Research Methods

EDU 731 Quantitative Research Methods

EDU 732 Dissertation Proposal Writing

EDU 733 Dissertation*

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

EDU 700 INSTRUCTED SECOND LANGUAGE ACQUISITION

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

EDU 701 INTERLANGUAGE PRAGMATICS

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

EDU 702 INDIVIDUAL LEARNER DIFFERENCES IN LANGUAGE LEARNING AND TEACHING

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

EDU 703 SOCIOLINGUISTICS AND LANGUAGE TEACHING

The aim of this course is to introduce participants to concepts and issues in sociolinguistics which are relevant to their lives as prospective or practicing language teachers. The course combines topics from two theoretical and research fields: (1) sociolinguistics, which examines the relationship between language and society, sometimes focusing more on learning about linguistic matters and sometimes more on learning about social structures (the latter often referred to as the 'sociology of language'); (2) language teaching, which includes the examination of what happens in the classroom with teachers and learners, and also how these practices relate to the broader socio-political context in which the teaching and learning take place.

EDU 704 DISCOURSE ANALYSIS FOR LANGUAGE TEACHERS

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

EDU 705 LANGUAGE TESTING

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

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EDU 706 SPECIAL TOPIC

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

EDU 710 CURRICULUM DESIGN

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

EDU 711 TECHNOLOGY AND LANGUAGE EDUCATION

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

EDU 712 ELT MATERIALS DEVELOPMENT

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

EDU 713 SPECIAL TOPIC

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

EDU 720 ELT LEADERSHIP AND MANAGEMENT

There is an ongoing dearth of books, articles and other publications on leadership in education, and an even greater scarcity of publications on language education leadership (abbreviated in this course as 'LEL'). Consequently, courses like this often end up having to choose between out-of-date LEL publications, or using texts written by and from the corporate, for-profit world. However, education, including language teaching and learning, is a markedly different endeavor from making and selling, for example, cars or other commercial commodities. Therefore, the literature from the for-profit world is often not applicable to and not appropriate for language education. This course is designed to address those limitations and deficiencies by drawing on, to the greatest

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extent possible, leadership literature from education, and wherever possible, language education. This course also makes a significant distinction between management and leadership, rejecting the interchangeable use of those two terms. As the literature on leadership and on management has grown exponentially in recent years, the two areas can still be considered to overlap with each other, but the two areas are now also distinctive and identifiably different. This course will, therefore, focus as much as possible on leadership in language education.

EDU 721 Language Teacher Education

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

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

EDU 730 Qualitative Research Methods

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

EDU 731 Quantitative Research Methods

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

EDU 732 Dissertation Proposal Writing

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

DISSERTATION

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

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

The research should aim to fill a gap in the scholarly literature.

The methodology chosen for the research should be appropriate and the student should be able to provide a rationale for the choice of methodology.

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The dissertation should be written in accordance with the standard conventions for reporting research (i.e., those of the American Psychological Association Manual, 7th Edition).

The author should provide implications of the findings of the research for the field of TESOL

DISSERTATION TEAM

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

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

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

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

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

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

The Chair of Research gives final approval for a nominated professor to become the Dissertation Advisor, and s/he assists students to find an advisor when necessary. At the end of each term, the Chair of Research reviews the progress report submitted by the dissertation student and advisor. S/he makes any recommendations based on these reports and helps to mediate or resolve any conflicts or issues between the advisor and the student.

The Chair of Research also serves as Chair of the Oral Defense Committee, approves the External Examiner, and submits the oral defense report. (If the Chair is also the student's advisor, the Chair will nominate a different faculty member to chair the defense).

The External Examiner may be a faculty member of Anaheim University or another institution with a terminal degree and knowledge of the student's research topic or type of study. This person can be recommended by the student, the student's advisor, or the Chair of Research, but s/he must be approved by the Chair of Research.

Once the written dissertation has been submitted, the External Examiner reviews it, completes a report about it, and sends these remarks to the advisor(s) and the Chair of Research prior to the oral defense. The External Examiner also serves on the Oral Defense Committee.

All team members from outside Anaheim University must hold a doctorate degree, have faculty status in an accredited university, and have knowledge that is related directly to the dissertation topic. Outside faculty must also submit a CV to the Chair of Research, who decides whether the person is qualified to serve on the Oral

Defense Committee. The student may nominate the Advisor, but AU reserves the right to make the final decision regarding the Advisor.

ETHICS POLICY

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

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

Ethics application materials must be submitted and approved by the Institutional Review Board (IRB) before the student may proceed with his or her research.

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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.

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- Establish guidelines and expectations pertaining to the frequency of formal meetings between you and your advisor; the extent and style of the advisor's input in your day-to-day activities; and turnaround time for feedback on written work.
- Establish a clear timeline for the completion of this dissertation and the submission of each piece to your advisor for feedback.
- Students need to earn a minimum grade of "B" in order to continue with the dissertation process. EDU 733 (first term)
- Complete the Collaborative Institutional Training Initiative (CITI) Social-Behavioral- Educational (SBE) Foundations certificate, which is a web-based human research protection education program.
- Prepare and submit your CITI certificate and applications for ethics approval if needed (see Ethics Review Procedure). See documents here: Ethics Application and Participant Consent Forms.
- The Chair of the Research will sit in on the first formal meeting between the student and the advisor in order to facilitate communication and verify that all expectations are clear.
- Submit your progress report to Student Services. You will need to submit the Candidate's Report and Advisors will submit the Advisor's Report. Students will not receive credit for the course until this survey is received.

EDU 733 (SECOND TERM)

Ask your advisor to recommend a name for your External Examiner and submit that name to the Chair of Research. The Chair of Research and your advisor will serve as the other two members on your Oral Defense Committee.

Submit your progress report to Student Services. You will need to submit the Candidate's Report and Advisors will submit the Advisor's Report. Students will not receive credit for the course until this survey is received.

EDU 733 (THIRD TERM)

When your advisor recommends you for the final stage of the dissertation, you will submit your dissertation to the Chair of Research.

Submit your progress report to Student Services. You will need to submit the Candidate's Report and Advisors will submit the Advisor's Report. Students will not receive credit for the course until this survey is received.

EDU 733 (ADDITIONAL TERMS)

Should your dissertation require additional terms beyond the three allotted, you will be required to continue to enroll in EDU 733 until your dissertation is complete. Each additional term will require tuition, records fees, and all other applicable fees, as well as documentation and progress reports.

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

APA FORMAT

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

ORAL DEFENSE

AU tech support will schedule an oral defense date that is convenient to you, the Chair of Research (who will chair the oral defense), your advisor(s), and your External Examiner.

The External Examiner will complete the first half of the External Examiner's report about the written dissertation, and s/he will send these remarks to the advisor(s) and the Chair of Research prior to the oral defense.

The Defense will be conducted in an online classroom. It will normally last between 1 and 2 hours. You will open with a brief presentation of the dissertation, followed by an interactive discussion where you will be expected to address any points or questions raised by the three examiners.

The committee will evaluate both the dissertation and your performance in the oral examination to determine whether or not you pass.

The External Examiner will complete the second half of the External Examiner's report about the oral defense, and s/he will send the report to your advisor(s) and the Chair of Research. They will both have the opportunity to comment on or add to this report. The report will also be sent to Anaheim University.

The External Examiner, advisor(s), and Chair of Research will complete the Oral Examination Form together. This report will likewise be sent to Anaheim University.

Once it is finalized, the Oral Examination Form will be forwarded to the candidate.

As part of the Oral Examination Form, the committee may request revisions to be made to the dissertation. You will make these changes or follow the recommendations, including whatever timeline is established.

Unless otherwise directed, you will send the corrected version (with a list of page numbers/corrections) to your advisor(s).

When the advisor(s) is satisfied that the final version has addressed all issues, the advisor(s) will send the final version to the Chair of Research and Anaheim University.

All members of the Defense committee must sign off on the final version of the dissertation, including all requested revisions.

Congratulations -- the process is complete!

You may use the title of "Dr." upon the successful submission of the written dissertation with all revisions and the successful completion of the Oral Defense.

ONLINE LEARNING RESOURCES

AU ONLINE CLASSROOMS

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

AU ONLINE DISCUSSION FORUM

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

ONLINE BOOKSTORE

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

LIBRARY

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

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

AU ONLINE LEARNING COMMUNITY

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

STUDENT SERVICES AND TECHSUPPORT

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

GRADUATION STORE

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

LUKE PLONSKY, PH.D.

GRADUATE TESOL DIRECTOR, GRADUATE SCHOOL OF EDUCATION

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

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

ROD ELLIS, PH.D.

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

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

- *Studies in Applied Linguistics*

- *Aspects of Language Teaching*

- *Professional Development*

- *Researching Language Teaching*

- *Comprehensive Examination*

- *Dissertation*

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

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

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

Courses taught: Residential Sessions

DAVID NUNAN, PH.D.

Designer of the Master of Arts in TESOL Program, Director of the David Nunan TESOL Institute

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

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

Courses taught: Residential Sessions

HAYO REINDERS, PH.D.

Chair of Research and TESOL Professor

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

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

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

MARYANN CHRISTISON, PH.D.

TESOL Professor

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

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

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

ANDY CURTIS, PH.D.

TESOL Professor

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

- Ph.D. in International Education and MA in Applied Linguistics, the University of York
- President of TESOL International (2015-2016)
- Former English Language Teaching Director at Chinese University of Hong Kong

- Has worked with more than 20,000 ELT professionals in more than 25 countries
- Received the TESOL Leadership Mentoring Award from the TESOL Association
- Served as an elected member of the TESOL Board of Directors & numerous TESOL Committees and Task Forces
- Courses taught: EDU720 ELT Leadership and Management

KEN BEATTY, PH.D.

TESOL Professor

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

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

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

MARTHA CUMMINGS, PH.D.

TESOL Professor

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

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

- Served on the Nominating Committee of TESOL and is currently a member of the Standing Committee on Diversity.

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

BRIAN TOMLINSON, PH.D.

TESOL Professor

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

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

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

Anaheim University
Graduate School of Education

THOM HUDSON, PH.D.

TESOL Professor

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

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

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

JO MYNARD, PH.D.

TESOL Professor

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

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

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

JOHN MACALISTER, PH.D.

TESOL Professor

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

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

Anaheim University
Graduate School of Education

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

ALESSANDRO BENATI, PH.D.

Associate TESOL Professor

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

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

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

CASEY IEZZI, PH.D.

Associate TESOL Professor

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

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

Courses taught: EDU510 Grammar for Language Teachers

Anaheim University
Graduate School of Education

TALIA ISAACS, PH.D.

Associate TESOL Professor

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

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

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

MASATOSHI SATO, PH.D.

Associate TESOL Professor

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

- Ph.D. in Educational Studies, Language Acquisition and a Master of Arts in Second Language Education from McGill University
- Has served as Professor in the Department of English at Universidad Andrés Bello, Chile
- *Published articles in International Review of Applied Linguistics, Language Awareness, Language Learning, Language Teaching, The Modern Language Journal, Studies in Second Language Acquisition, and System.*
- Recipient of the 2014 American Council on the Teaching of Foreign Languages/ Modern Language Journal Paul Pimsleur Award.

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

NATSUKO SHINTANI, PH.D.

Associate TESOL Professor

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

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

Courses taught: EDU 731 Quantitative Research Methods

SCOTT AUBRY, PH.D.

Assistant TESOL Professor

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

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

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

VIVIAN BUSSINGUER-KHAVARI, PH.D.

Assistant TESOL Professor

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

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

STEPHEN RYAN, PH.D.

Assistant TESOL Professor

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

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

Anaheim University
Graduate School of Education

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

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

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

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

Andrew Honeycutt, DBA
President

ANAHEIM UNIVERSITY ADMINISTRATORS AND ADVISORS

PRESIDENT

Andrew Honeycutt, DBA

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

CHANCELLOR

Peter Langenberg, J.D.

Peter Langenberg, J.D. serves as the Chancellor and Government Affairs Liaison for Anaheim University. He graduated from Princeton University summa cum laude with an A.B., and the University of California, Hastings College of Law with a Juris Doctorate. Peter Langenberg lived in Japan for a number of years, speaks Japanese fluently, and is former Chair of the Los Angeles Nagoya Sister City Affiliation. Mr. Langenberg was admitted to the

California Bar in 1977 and serves as Hughes, Hubbard & Reed Senior Counsel. His areas of concentration include General Commercial and Business Law; Corporate Law; Intellectual Property (Trademarks, Copyrights, Licensing); and Employment Law.

VICE-PRESIDENT OF ACADEMIC AFFAIRS

Rod Ellis, Ph.D.

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

PROVOST

Tex Boggs, Ph.D.

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

DEAN OF THE GRADUATE SCHOOL OF BUSINESS

Robert Robertson, DBA

Dr. Robert Robertson has more than 15 years of experience in academia as a Vice President of Academic Affairs, Dean of Business and MBA program director. He holds a Ph.D. in Management and Organization (Stirling University, Scotland); Master of Studies in Law (Vermont Law School); Master of Public Administration (Dalhousie University, Canada); a Master of Arts (Eastern Kentucky University) and a Bachelor of Science (East Tennessee State University). Dr. Robertson was selected by the United States Department of State Bureau of Educational and Cultural Affairs to the Fulbright Specialist Program. He has served as the Chief Academic Officer and Research Fellow at the University of Phoenix's Center for Workforce Diversity, Central Florida campus in Orlando, Florida. He is an invited speaker on international business, strategy, online education and workforce training; and he regularly

lectures in China, Taiwan, Vietnam, Kazakhstan, Europe, Brazil and the United States. In the public sector, he has more than 20 years of management experience including serving as the City Manager for the City of Hamilton, Ontario in Canada with more than 8,500 employees and a budget in excess of one billion dollars.

MA IN TESOL DESIGNER, SR. TESOL PROFESSOR, GRAD. SCHOOL OF EDUCATION

David Nunan, Ph.D.

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

GRADUATE SCHOOL OF EDUCATION CHAIR OF RESEARCH
TESOL PROFESSOR, GRADUATE SCHOOL OF EDUCATION

Hayo Reinders, Ph.D.

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

GRADUATE TESOL DIRECTOR

Luke Plonsky, Ph.D.

Luke Plonsky (Ph.D., Michigan State University) specializes in three main areas of applied linguistics and TESOL: second language acquisition, language pedagogy, and research methods. Recent and forthcoming work in these and other areas can be found in virtually all major journals in the field including Annual Review of Applied Linguistics, Applied Linguistics, Language Learning, Modern Language Journal, Second Language Research, and Studies in Second Language Acquisition and in book chapters published by Cambridge, De Gruyter, Routledge, and Wiley-Blackwell. Luke has also co-authored or edited four books including the 4th edition of Second Language

Acquisition: An Introductory Course. In addition to an accomplished scholarly record, Luke has taught courses in applied linguistics/TESOL as well as English and Spanish as a second language in Spain, The Netherlands (National Graduate School of Linguistics), Puerto Rico (Caribbean University), and in the US at Michigan State University, Arizona State University, and Northern Arizona University.

CCO

David Bracey

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

STUDENT SERVICES DIRECTOR

Yasue Kawamorita, MA

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

POLICIES

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

https://anaheim.edu/images/2024_Catalogs/AU-policiesandprocedures.pdf

DISCLOSURES

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

FACILITIES, EQUIPMENT, AND TECHNOLOGICAL REQUIREMENTS

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

The course management system used by Anaheim University is Moodle. Moodle 4.05 is compatible with any standards-compliant web browser, including Google Chrome, Mozilla Firefox, Safari, and Microsoft Edge. Moodle is also available on mobile device browsers through MobileSafari and Google Chrome.

Please note that older "legacy" browsers have compatibility issues with Moodle 4.05. These older browsers include Internet Explorer 10 and below, and Safari 7 and below. For the best experience and optimum security, we recommend that you keep your browser up-to-date. https://whatbrowser.org

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

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

ENGLISH PROFICIENCY REQUIREMENTS

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

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

The language of instruction at Anaheim University is exclusively English.

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

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

ACCEPTANCE OF CREDITS EARNED AT OTHER INSTITUTIONS

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

EXPERIENTIAL CREDIT

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

CONTINUOUS ENROLLMENT

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

Students on active military duty who have to temporarily suspend their studies due to service requirements will not incur any financial penalties during their leave or upon their return. Students who are deployed during their program will need to provide Student Services with a confirmation of their deployment and their planned return date. If students need to take a short-term leave due to service requirements during a course, they should contact their course professor and Student Services for appropriate accommodations.

RE-ENROLLMENT

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

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

ATTENDANCE

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

FINAL GRADES

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

VISA STATUS

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

HOUSING

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

STATE LICENSURE

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

PLACEMENT SERVICES

Anaheim University does not offer placement services.

GRADUATE EMPLOYMENT DATA

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

FINANCIAL AID

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

STUDENT TUITION RECOVERY FUND

It is a state requirement that a student who pays his or her tuition is required to pay a state-imposed assessment for the Student Tuition Recovery Fund (STRF).The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

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

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

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MEDICAL LEAVE OF ABSENCE

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

STUDENT CANCELLATION, WITHDRAWAL, AND REFUND RIGHTS

The student has the right to cancel an enrollment agreement in any manner through the first day of the course, or the seventh day after signing the enrollment agreement, whichever is later (the "Cancellation Period"), and obtain a full refund of all monies paid. Students canceling after the seven-day Cancellation Period will receive a refund of all amounts paid, less the non-refundable registration fee of $100 and the non-refundable application fee of $75 (for graduate programs) or $50 (for undergraduate programs).

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

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

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

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

For Courses Lasting from 7 – 10 Weeks	Percentage of Refundable Tuition	Sample Calculation Based on $2,200 tuition & records fee for a 7 – 10 Week course
Week 1 (days 0 -7)	100% of tuition refunded	Refund: $2,200 (100% of $2,200)
Week 2 (days 8 – 14)	80% of tuition refunded	Refund: $1,760 (80% of $2,200)
Week 3 (days 15 – 21)	60% of tuition refunded	Refund: $1,320 (60% of $2,200)
Week 4 (days 22 – 28)	40% of tuition refunded	Refund: $ 880 (40% of $2,200)
Week 5 (days 29 – 35)	20% of tuition refunded	Refund: $ 440 (20% of $2,200)
Week 6 (days 36 – 42)	0% of tuition refunded	Refund: $0

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

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

For the residential portion of the Ed.D. in TESOL program, students are entitled to a refund of the 4-day residential as follows

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

Anaheim University
Graduate School of Education

STUDENT PRIVACY

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

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

RETENTION OF STUDENT RECORDS

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

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

STUDENT GRIEVANCE PROCEDURES

Anaheim University places great emphasis on putting the educational experience of its student body as the first priority of its administration, faculty, and staff. In line with this "Students First, Always" policy, the University seeks to continuously improve the educational experience of its students, including the quality of academics, learning resources, online learning system, and Student Services. Students may always provide feedback, seek assistance, and express grievances in person, in writing, by phone, by email, or by live chat/Skype

sessions. Formal grievances/complaints must be submitted in writing, either by mail or email, to Student Services. Written complaints may be sent by email to support@anaheim.edu or mailed to Anaheim University Admissions Office, 1240 S. State College Blvd Rm 110, Anaheim, CA 92806, USA.

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

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

Any questions or problems concerning this school which have not been satisfactorily answered or resolved by the school should be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA 95798-0818. Phone: (888) 370-7589. Fax: (916) 263-1897, or the Distance Education Accrediting Commission (DEAC) at https://www.deac.org/Student-Center/Complaint-Process.aspx

BANKRUPTCY CODE DISCLOSURE

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

Contact Us

HOW TO CONTACT ANAHEIM UNIVERSITY

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

ANAHEIM UNIVERSITY OFFICE OF ADMISSIONS

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

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

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

Anaheim University
Graduate School of Education

Anaheim University
Graduate School of Education

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818, West Sacramento, CA 95798-0818.

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

(916) 574-8900 or by fax (916) 263-1897

Website: www.bppe.ca.gov

Questions may also be directed to the Distance Education Accrediting Commission (DEAC) at www.deac.org

Anaheim University Office of Admissions

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

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

www.anaheim.edu

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

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