Master of Arts in Teaching English to Speakers of Other Languages

January 1 – December 31, 2023

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

THE MISSION

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

Program Outcomes

The program aims to develop the knowledge and skills to:

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

MESSAGE FROM THE GRADUATE TESOL DIRECTOR

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

Luke Plonsky, Ph.D.
Graduate TESOL Director, Graduate School of Education Anaheim University

MASTER OF ARTS IN TESOL OVERVIEW

WORK FULL TIME & STUDY ONLINE

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

WHO IS THE MA IN TESOL DEGREE FOR?

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

Standard Occupational Classification (SOC)Code: 25-1081

Experience AU's TESOL Faculty

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

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

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

Track 1: MA in TESOL

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

Track 2: MA + Ed.D. in TESOL

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

+ 60 units of Ed.D. in TESOL

MA in TESOL Degree Program	
Application Fee (Non-Refundable after 7 days)	$ 75
Registration Fee (Non-Refundable after 7 days)	$ 100
STRF Fee* (Non-Refundable, CA Residents Only)	$ 74
Course Fees	
Tuition Fee ($500 per credit x four credits):	$ 2,000/course taken
Records Fee:	$ 200/term
Per Course Fee Total	$ 2,200
Transfer credit fee (per course) (optional)	$ 75
Online Intensive Seminar Fee	$ 1,500/session
Thesis Binding Fee*** (optional)	$ 450
Original Transcript	No cost
Each Additional Transcript Copy	$ 25
Diploma	No cost
Replacement Diploma (optional)	$ 200
Replacement Cover (optional)	$ 75
Official Completion Letter (optional)	$ 35
Total Fees and Charges for entire degree program (Research Portfolio track):	**$27,375**
Total Fees and Charges for entire degree program (Thesis track includes $2,700 Thesis Fee):	**$30,075**

Books & materials, thesis publishing and CITI certification (for thesis students) will be extra and are expected to average U.S. $200 per course. Masters students are also required to have a reserve fund of $1,500 for research materials. Refer to page 10 of the Policies & Procedures catalog for details.

* 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.

***Students choosing to do a thesis will spend a total of 2 terms and 8 units completing the thesis. They will also have the option of paying $450 to have their thesis professionally bound.

Pay for only one course at a time

Payments can be made by check, credit card (Visa, MasterCard, American Express or Discover), money order or bank transfer. Tuition may be paid on a course-by-course basis. The application fee must be paid at the time of application, and prior to beginning the first term, students must pay the registration, tuition, and records fee.

METHOD OF INSTRUCTION

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

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

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

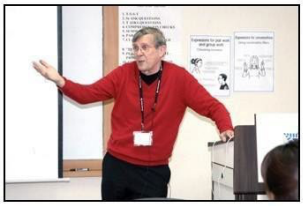
Degree Program Duration: The MA in TESOL degree program will take around two and a half years to complete. Maximum time allotted to complete program - 3 years from date of matriculation. Students are required to enroll in a course every time a course that is needed for their program completion is offered. Students completing their thesis must remain enrolled each term until their program requirements have been completed in their entirety and they have received final written approval that they have met all academic requirements for the completion of their degree program. Students may be granted an extension on the 3-year program length limit only after receiving written approval from the Program Director, the Office of the Registrar, and the Office of Financial Affairs

Intensive Online Seminars

A 3-day intensive online seminar is held once per year and MA in TESOL students are required to attend two 3-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.

Optional Face-to-Face Residential Sessions

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



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

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

Program Requirements and Satisfactory Academic Progress

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

The MA schedule is set each year and typically announced in the Fall. Failure to take an available course when one is offered may prevent a student from completing his/her program in the allotted time. The maximum time

allotted for completion of the MA program is 3 years. Students who have not completed their programs within the maximum allotted time are subject to academic dismissal. Students who need additional time must receive permission from the Program Director, the Office of the Registrar, and the Office of Financial Affairs.

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

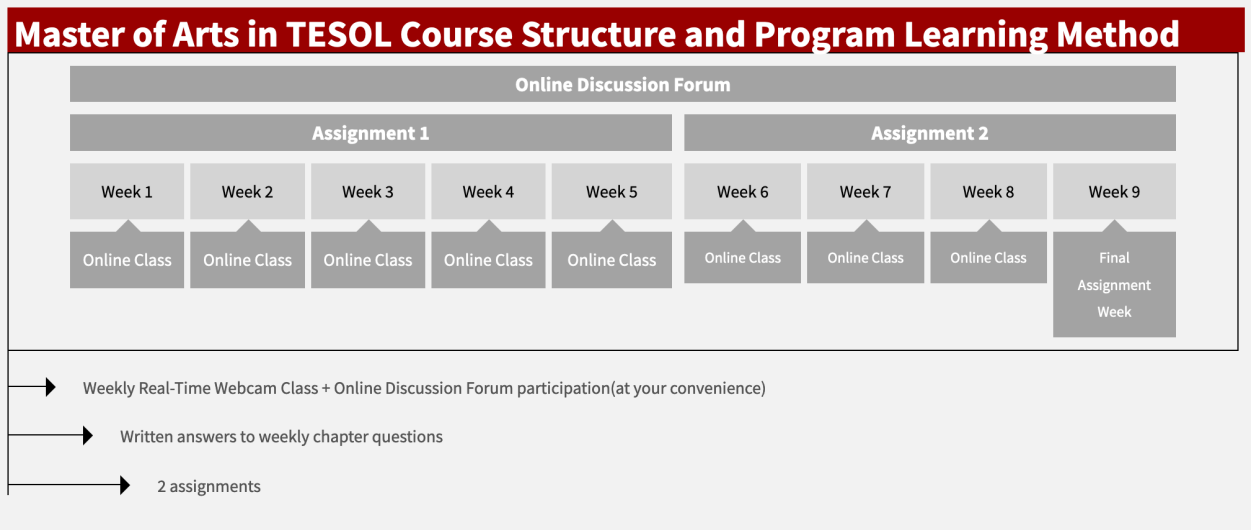
PROGRAM STUDY SUGGESTIONS

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

Each week the student will:

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

Total: 20 hours for a 9-week course



MASTER OF ARTS IN TESOL CURRICULUM

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

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

GRADUATE TESOL CERTIFICATE COURSES

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

MA IN TESOL COURSES

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

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

COURSE DESCRIPTIONS

EDU 500 SECOND LANGUAGE TEACHING AND LEARNING

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

EDU 510 GRAMMAR FOR LANGUAGE TEACHERS

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

EDU 530 DISCOURSE ANALYSIS FOR LANGUAGE TEACHERS

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

EDU 540 SECOND LANGUAGE ACQUISITION

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

EDU 550 CLASSROOM MANAGEMENT AND OBSERVATION

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

EDU 560 SECOND LANGUAGE CLASSROOM RESEARCH

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

EDU 570 CLASSROOM BASED EDUCATION

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

EDU 580 SECOND LANGUAGE CURRICULUM DEVELOPMENT

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

EDU 590 RESEARCH METHODS IN LANGUAGE LEARNING

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

EDU 600 RESEARCH PORTFOLIO

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

EDU 610 THESIS

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

ONLINE LEARNING RESOURCES

AU ONLINE CLASSROOMS

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

AU ONLINE DISCUSSION FORUM

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

ONLINE BOOKSTORE

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

LIBRARY

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

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

AU ONLINE LEARNING COMMUNITY

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

STUDENT SERVICES AND TECHSUPPORT

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

GRADUATION STORE

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

GRADUATE SCHOOL OF EDUCATION FACULTY

LUKE PLONSKY, PH.D.
GRADUATE TESOL DIRECTOR, GRADUATE SCHOOL OF EDUCATION

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

MESSAGE FROM ROD ELLIS, PH.D.
VICE-PRESIDENT OF ACADEMIC AFFAIRS
DOCTOR OF EDUCATION IN TESOL PROGRAM DESIGNER
SENIOR PROFESSOR, GRADUATE SCHOOL OF EDUCATION

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

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

Message from David Nunan, Ph.D.
President Emeritus
Designer of the Master of Arts in TESOL Program
Director of the David Nunan TESOL Institute

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

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

Message from Hayo Reinders, Ph.D.
Chair of Research and TESOL Professor

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

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

MESSAGE FROM MARYANN CHRISTISON, PH.D.
PROFESSOR

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

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

MESSAGE FROM ANDY CURTIS, PH.D.
PROFESSOR

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

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

MESSAGE FROM KEN BEATTY, PH.D.
PROFESSOR

"Consider this: a medical doctor from just 100 years ago would be both completely lost and completely useless in a modern operating room. However, a teacher from 1,000 years ago could probably get by in most modern classrooms. Anaheim University is addressing this by offering innovative programs in TESOL that teach in the ways that students will be taught in the future. Anaheim University offers a clever mix of online resources, lectures, and discussions as well as intensive 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.*

MESSAGE FROM MARTHA CUMMINGS, PH.D.
PROFESSOR

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

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

MESSAGE FROM BRIAN TOMLINSON, PH.D.
PROFESSOR

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

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

MESSAGE FROM DR. THOM HUDSON
PROFESSOR

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

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

MESSAGE FROM SANDRA MCKAY, PH.D.
PROFESSOR

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

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

MESSAGE FROM JO MYNARD, ED.D.
PROFESSOR

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

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

Message from Dr. John Macalister
Professor

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

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

Message from Natsuko Shintani, Ph.D.
Associate Professor

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

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

Message from Masatoshi Sato, Ph.D.
Associate Professor

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

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

Message from Alessandro Benati, Ph.D.
Associate 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."

Message from Talia Isaacs, Ph.D.
Associate 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.

Message from Casey Iezzi, Ph.D.
Associate 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 world-wide, 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.

Message from Scott Aubry, Ph.D.
Assistant Professor

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

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

MESSAGE FROM THE PRESIDENT

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

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

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

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

Welcome to Anaheim University.

Andrew Honeycutt, DBA
President

ANAHEIM UNIVERSITY ADMINISTRATORS AND ADVISORS

ANDREW E. HONEYCUTT, DBA
PRESIDENT

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

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

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

ROD ELLIS, PH.D.
VICE-PRESIDENT OF ACADEMIC AFFAIRS
DOCTOR OF EDUCATION IN TESOL PROGRAM DESIGNER
SENIOR PROFESSOR, GRADUATE SCHOOL OF EDUCATION

Dr. Rod Ellis is a 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.

ROBERT ROBERTSON, PH.D.
DEAN OF THE AKIO MORITA SCHOOL OF BUSINESS AND PROFESSOR

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

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

David Nunan, President Emeritus, has been with the California-based institution since its founding in 1996, when he played a central part in the development of the University's ground-breaking interactive online learning system. Dr. Nunan is a 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.

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

Holding a Ph.D. in Language Teaching and Learning from the University of Auckland, Dr. Hayo Reinders is also Professor of Education and Head of Department at Unitec in Auckland, New Zealand. His previous positions include Head of Learner Development at Middlesex University in London, Director of the English Language Self Access Centre at the University of Auckland in New Zealand and associate professor at RELC in Singapore. He has worked with teachers from a large number of countries worldwide and has been visiting professor in Japan, Thailand,

Mexico and the Netherlands. Dr. Reinders edits the journal 'Innovation in Language Learning and Teaching' as well as a book series on 'New Language Learning and Teaching Environments' for Palgrave Macmillan. He is Editor of Innovation in Language Learning and Teaching, and Convenor of the AILA Research Network for CALL and the Learner. Dr. Reinders' interests are in technology in education, learner autonomy, and out-of- class learning, and he is a speaker on these subjects for the Royal Society of New Zealand. His most recent books are on teacher autonomy, teaching methodologies, and second language acquisition.

LUKE PLONSKY, PH.D.
GRADUATE TESOL PROGRAM DIRECTOR

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

YUKUO TAKENAKA, CPA
EXECUTIVE STRATEGY ADVISOR

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

DAVID R. BRACEY
DISTANCE LEARNING / DEVELOPMENT

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

KATYA SHTRACHMAN
DIRECTOR, STUDENT SERVICES & ADMISSIONS

Katya Shtrachman is the Director of Student Services and Admissions at Anaheim University. In this role, she oversees the school's various student services tasks from admissions through completion. Prior to joining Anaheim University, Ms. Shtrachman had successfully managed programs in the higher education, not-for-profit and public administration arenas, including positions in regulatory and governing bodies in Ontario, Canada.
She uses her leadership, communication, program development and policy analysis skills in her role at Anaheim University. Katya holds a Bachelor of Arts in Psychology from York University and an Honors Diploma with a Business specialization from Seneca College in Toronto, Canada.

POLICIES AND PROCEDURES

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

https://anaheim.edu/images/catalogs/AU-policiesandprocedures-1701.pdf

DISCLOSURES

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

FACILITIES, EQUIPMENT, AND TECHNOLOGICAL REQUIREMENTS

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

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

ACCEPTANCE OF CREDITS EARNED AT OTHER INSTITUTIONS

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

EXPERIENTIAL CREDIT

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

ATTENDANCE

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

CONTINUOUS ENROLLMENT

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

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

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

FINAL GRADES

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

of their final grades once all terms of the extension have been met.

HOUSING

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

STATE LICENSURE

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

PLACEMENT SERVICES

Anaheim University does not offer placement services.

GRADUATE EMPLOYMENT DATA

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

FINANCIAL AID

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

STUDENT TUITION RECOVERY FUND

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

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

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

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

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

complete a chosen teach-out plan approved by the Bureau.

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

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 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. If the student paid for his/her entire program at the time of enrollment and received the 10% tuition discount for payment in full, the regular course tuition will be used in the calculation of the refund since the discount will no longer apply. All monies due the student will be refunded within 30 days of the notice of cancellation.

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

For the Online Intensive Seminar portion of the MA in TESOL program, students are entitled to a refund of the 24-hour Online Intensive Seminar as follows.

Hours Completed for the 24-hour TESOL Online Intensive Seminar	Percentage of Refundable Tuition	Sample Calculation Based on $1,200 for 28 hours of instruction
Up to 4 hours (14% of total hours)	90% of Online Intensive Seminar fee	Refund: $1,080 (90% of $1,200)
5 – 8 hours (29% of total hours)	75% of Online Intensive Seminar fee	Refund: $900 (75% of $1,200)
9 – 17 hours (60% of total hours)	50% of Online Intensive Seminar fee	Refund: $480 (40% of $1,200)
More than 17 hours	0% of Online Intensive Seminar fee	Refund: $0

STUDENT PRIVACY

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

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

RETENTION OF STUDENT RECORDS

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

STUDENT GRIEVANCE PROCEDURES

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

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

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

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

BANKRUPTCY CODE DISCLOSURE

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

How to contact Anaheim University

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

Anaheim University Office of Admissions

Hours of operation: Monday - Friday 9 a.m. to 6 p.m. (Closed major U.S. holidays)
1240 S. State College Blvd., Room 110 Anaheim, CA 92806-5150 USA

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

OFFICERS: ANAHEIM UNIVERSITY, INC.

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

TESOL ADVISORY COUNCIL

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

BOARD OF TRUSTEES

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Robert E. Garrity, M.S.	Voting Member

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(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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