Online Diploma in TESOL
January 1 - December 31, 2012

Anaheim University
Graduate School of Education
As President it is my pleasure to welcome you to the Anaheim University global online learning community.

The University provides an academic forum for the fostering of productive and creative self-expression building upon the development of intellectual skills, while broadening and strengthening parallel interests and values. This will be achieved by offering to our students both degree and certificate programs using delivery modes of totally online or a blended combination of online and on-campus classes.

The University, through its technological infrastructure, is designed to be a global institution that seeks to meet the needs of its students by offering education of the highest quality to those who are unable to attain their academic goals through traditional on-campus study.

With its experienced faculty and staff, interactive learning environment, and the integration of traditional and innovative learning methods, Anaheim University seeks to provide diverse learning opportunities to students who wish to take an active role in the learning process. It is the goal of Anaheim University to provide for many generations to come, the guidance and support that will allow mature students to enhance their professional skills, expand their knowledge and realize their lifelong dreams.

It is the University’s intention to provide you with the best possible learning experience during the course of your studies. Upon completion of your degree program, you will join the worldwide Anaheim University Alumni Association with the many benefits it has to offer.

Welcome to Anaheim University.

William B. Hartley, Ph.D.
President

About William B. Hartley
Dr. Hartley’s background is a combination of education, private sector work, teaching and consulting. Holding a bachelor’s degree, three master degrees, and a Ph.D. from the University of Colorado, University of California at Berkeley and University of Wisconsin respectively, Dr. Hartley has had a variety of jobs from administrative manager of the R&D division of a Fortune 500 company to the executive training program of Ford Motor Company in Detroit, Michigan, as well as owning and operating an art gallery for a period of 12 years. In addition to many years teaching at the undergraduate level, Dr. Hartley has taught in MBA programs for 18 years at both Niagara University and Embry-Riddle Aeronautical University, and has taught online courses for the State University of New York. In the area of consulting, Dr. Hartley has worked primarily in management development and in strategic management consulting activities.
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 of mature professionals 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 opportunities available through the newest of technological innovations, Anaheim University has been 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:

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

About Us
Anaheim University was founded in Orange County, California in 1996. The University is accredited by the Accrediting Commission of the Distance Education and Training Council (DETC). The DETC is listed by the U.S. Department of Education as a nationally-recognized accrediting agency. Anaheim University and its programs have been examined and found to meet the educational and business ethics standards set by the DETC Accrediting Commission. The Accrediting Commission of the DETC is recognized by the Council for Higher Education Accreditation (CHEA).

The University also operates under the full approval of the State of California in accordance with the requirements set forth by the Bureau for Private Post-Secondary and Vocational Education. Original temporary approval was granted in 1997 by the Council for Private Post-Secondary and Vocational Education under Section 94310 of the California State Education Code. “Approval to operate” means that the Bureau has determined and certified that the institution meets minimum standards established by the Bureau for integrity, financial stability and educational quality, including the offering of bona fide instruction by qualified faculty and the appropriate assessment of students’ achievements prior to, during, and at the end of its program. The University is authorized to grant graduate degrees at the master level under the degree-granting authority of the Bureau for Private Post-Secondary and Vocational Education.
Dr. Garnet E. Birch has over forty years’ experience in higher education in multiethnic and multicultural settings. He also has vast experience in both traditional and non-traditional, adult and continuing education. Holding a Ph.D. in Higher Education Administration from the University of Arizona and an MA in Asian Studies and History from the University of Hawaii, Dr. Birch is the former Vice-Chancellor of National University’s Los Angeles campus and Dean of Curriculum and Standards at the San Diego Campus. Following his work with National University, he went on to become the Director of the Los Angeles Center of United States International University. Dr. Birch was the third President of Anaheim University and currently serves as Chancellor.

Dr. Hartley’s background is a combination of education, private sector work, teaching and consulting. Holding a bachelor’s degree, three master degrees, and a Ph.D. from the University of Colorado, University of California at Berkeley and University of Wisconsin respectively, Dr. Hartley has had a variety of jobs from administrative manager of the R&D division of a Fortune 500 company to the executive training program of Ford Motor Company in Detroit, Michigan, as well as owning and operating an art gallery for a period of 12 years. In addition to many years teaching at the undergraduate level, Dr. Hartley has taught in MBA programs for 18 years at both Niagara University and Embry-Riddle Aeronautical University, and has taught on-line courses for the State University of New York. In the area of consulting, Dr. Hartley has worked primarily in management development and in strategic management consulting activities.

David Nunan, Vice President of Academic Affairs, has been with the California-based institution since its founding in 1996, when he played a central part in the development of the University’s ground-breaking interactive online learning system. Dr. Nunan is a world-renowned linguist and best-selling author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning. His ELT textbook series “Go For It” is the largest selling textbook series in the world with sales exceeding 2.2 billion. In 2000, David Nunan served as President of TESOL, the world’s largest language teaching association, and was the first person to serve as President from outside North America. 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.

Professor David Bainbridge is a world-renowned author, researcher and expert on Sustainability. His interest in the challenges of sustainable resource management and environmental accounting began in the interdisciplinary Eco-Grad Group at U.C. Davis. For almost 40 years he has focused on the challenge of sustainable management of resources and people beginning with environmental planning for the Environmental Development Agency in San Diego in 1970. His pioneering work has included land capability analysis, sustainable community planning, natural heating and cooling, alternative building materials, sustainable agriculture, and environmental restoration. In recent years his energy has been focused on environmental accounting and sustainable management for business. He is the author of 17 books, various book chapters and more than 300 articles and reports on sustainable management. He has served as an advisor for the California Department of Transportation and the California Energy Commission, where he was honored for his work on the state solar tax credits.
Andrew E. Honeycutt, DBA  
Dean of the Anaheim University Akio Morita School of Business  

Dr. Andrew E. Honeycutt, Dean of the Anaheim University Akio Morita School of Business, is the recipient of the Doctor of Business Administration degree in Marketing from Harvard University and the 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.

Rod Ellis, Ph.D.  
Chair, Graduate School of Education  

Professor Rod Ellis is Chair of the Graduate School of Education and TESOL specialist at Anaheim University. Professor Ellis, a renowned linguist, received his Doctorate from the University of London and his Master of Education from the University of Bristol. A former professor of Temple University, both in Japan and the US, Prof. Ellis has taught in numerous positions in England, Japan, the US, Zambia and New Zealand. Dr. Ellis, who is an expert in the field of Second Language Acquisition, also serves as the Director of the Institute of Language Teaching and Learning at the University of Auckland. An acclaimed author of numerous student and teacher training textbooks for Longman 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.

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 the Project Japan for the parent company, KPMG. A graduate of the University of Utah, Mr. Takenaka is recognized for his expertise in cross-border M&A and joint venture transactions. On both sides of the Pacific, he serves as senior advisor to companies in a wide range of industries including high technology, electronics, manufacturing, financial services and real estate. He is the author of the Japanese best seller, Merger and Acquisition Strategy.

David R. Bracey  
Managing Director of Development  

David Bracey, as Managing Director of Development, works to 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 15 years of experience working in Japan and has held various managerial positions including International Liaison Officer and Director of Student Services since his employment began with the University in 1996.

Valda Judd, MS  
Administrative Director  

Valda Judd began her career as a journalist in England. After relocating to the United States, she earned her Master of Science in Education from California State University, Fullerton, and taught ESL. Ms. Judd has served Anaheim University in various roles including Director of Student Services and in her current position as Administrative Director in charge of overseeing the University’s state approval and accreditation process.
Message from Dr. David Nunan, Dean, Graduate School of Education

"Welcome to Anaheim University’s MA, Diploma, and Certificate programs in TESOL. This program is the first of its kind to be offered at a distance through new technology. 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 course 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.

The MA in TESOL program offers you the opportunity of developing your knowledge of language and learning through modules with a general applied linguistic focus, namely, Second Language Teaching and Learning, Grammar, Phonology, Discourse Analysis, and Second Language Acquisition. Specialized skills and knowledge are developed through the professional modules, that is, Curriculum Development, Second Language Teaching and Research, Research Methods, Classroom-Based Evaluation, and Classroom Management and Observation. Finally, the research portfolio provides you with an opportunity to evaluate and revise reports of two small-scale studies that were carried out as part of the assessment of other courses.

The Diploma in TESOL is a new addition to the courses we will offer. The courses allow you to target your studies to the specific aspects of TESOL that most meet your educational and professional goals. With the opportunity to select six courses from a choice of 10, you will be able to focus on learning the TESOL skills and knowledge most relevant to you.

In the Certificate program, whether you are a language teacher, teacher in preparation or intending teacher, you will be introduced to TESOL theory, research and practice that is accessible and that is supported by a wide range of teaching materials, teaching ideas and classroom extracts. In the TESOL Certificate program, through interactive online instruction using print, audio and video media, you will develop a solid pedagogical foundation in the core areas of language teaching methodology, including listening, speaking, reading, writing, pronunciation, vocabulary, grammar, content-based instruction, and computer assisted language learning.

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 Dr. Rod Ellis, TESOL Chair, 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 as well as the “Research Methods in Language Learning” course during the face to face residential sessions. 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 Dr. Kathleen Bailey, TESOL Professor
“I have been involved in English language teaching and language teacher education for over thirty years, and I still find the field as interesting as it was when I was first starting out. In this profession we meet people from all over the world, touch their lives, and help them improve their own situations through language learning. My own particular research interests are in classroom observation, teacher supervision and development, content-based instruction, and language assessment. I also particularly enjoy the teaching of speaking. I am looking forward to discussing these and other issues in applied linguistics with you, both online and in our face-to-face sessions.”

- Ph.D. in Applied Linguistics & MA in TESL from University of California, Los Angeles (UCLA)
- Past President of TESOL (1998-1999)
- Former MA in TESOL Program Director at Monterey Institute of International Studies
- Taught at Georgetown, Northern Arizona, San Francisco State, Michigan State, and Iowa State Universities, St. Michael’s College, University of Hawaii & the Chinese University of Hong Kong

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

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

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

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

"I am excited to join my esteemed colleagues in contributing to Anaheim University's MA in TESOL. As someone who learned English the hard way, I always feel the importance to understand how a language is learned from learners' perspectives. I have been working in this field for almost three decades, and yet I find it fascinating to talk with English learners at all levels from all backgrounds and to understand their challenges, perspectives, and experiences. I have been heavily involved in the research on developing teacher standards, curricula, and teacher education. My research interests also include sociopolitical and sociocultural aspects of language teaching and learning and second language writing. I look forward to the opportunities to interact with you and to help you become one of the best in the field in the future."

- Ph.D. (Foreign and Second Language Education) from Ohio State University
- Past President of TESOL (2006-2007) & current TESOL Representative in China
- Georgia State University Associate Provost for International Initiatives
- Has taught at University of Arizona, Ohio State University and Suzhou University
- Has published numerous books and articles in China and internationally

Message from Dr. Andy Curtis, TESOL Professor

"At the risk of too many welcomes, I would like to add my mine to those of my distinguished colleagues above. 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
- Former English Language Teaching Director at Chinese University of Hong Kong
- Has worked with more than 20,000 ELT professionals in more than 25 countries
- Received the TESOL Leadership Mentoring Award from the TESOL Association.
- Served as an elected member of the TESOL Board of Directors & numerous TESOL Committees and Task Forces

Message from Dr. Ken Beatty, TESOL Professor

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

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

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

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

Message from Dr. Fran Byrnes, TESOL Professor

“Hello, and welcome to Anaheim University’s TESOL programs. I have been involved in English language teaching and language teacher education in many different parts of the world for over thirty years. My academic work has focused on the interdependence of teaching and learning, language teaching methodology, teacher education, discourse analysis and second language acquisition. My most recent research work has been on the links between theory and practice in intercultural communication. I am passionate about language and language learning, in particular how attitudes and beliefs about teaching and learning impact on classroom practice, and how classroom practice impacts on learning. In my TESOL teaching career I have been especially interested in the skills of listening and speaking, and so I am especially pleased to be on board for this AU journey with you. I look forward to our learning and interaction.”

- Doctorate in Applied Linguistics from Macquarie University, Sydney.
- Prominent and successful teacher of linguistics and TESOL, and a teacher trainer, in England, Italy, Germany and Japan
- Worked in the field of adult TESOL for over 30 years, in teaching and teacher training, and in the design and development of multimedia and online materials.
- Editorial Associate for the Journal of Applied Linguistics and has many years experience in academic and educational editing and publishing

Message from Dr. Ruth Wajnryb, TESOL Professor Emeritus

“Welcome! I am delighted to have been on board for this exciting journey and to be able to participate in a process of discovery made possible by technology and intellectual creativity. My association with Dr. Nunan goes back more than twenty years but this is the first time I have had the opportunity and pleasure to work with him. The MA in TESOL and the Diploma in TESOL are learning opportunities offering a unique blend of quality ingredients: students are able to interact with ideas, both theoretically and practically oriented, with other students from a wide range of professional contexts, and with tutors who bring many years of experience in language teacher education. I have worked in TESOL for close to thirty years, in both English-speaking locations and internationally. My broad interests relate to the mediating role of language in social contexts. Professionally, I have worked for many years in teacher education, initially in pre-service training and more recently and very diversely, in teacher development. Parallel to these activities, I have an ongoing publishing role, having written seven books of language materials and teacher training materials. I currently consult with a large number of universities in Australia for whom I write curriculum, develop resources, and train staff. My twin passions are language and education. I am interested in how teachers think and how their thinking impacts on their decision-making in classrooms; in how they develop and what landmarks they pass through on their pathway of development. I love classrooms, am enthralled by classroom discourse, and am fascinated by the criss-crossing of the processes of teaching and learning in all situations and contexts. These interests lead me into pathways like methodology, quality teacher education, discourse research, second language acquisition, and the domain of teacher education supervision and its discourse.”

- Ph.D. in Education/Linguistics from Macquarie University and her MA in Applied Linguistics from the University of Sydney.
- Former Head of TESOL Teacher Education at the University of New South Wales’s Institute of Languages,
- Word/language columnist for Australia’s leading newspaper, the Sydney Morning Herald.
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.

Diploma in TESOL

Work Full Time & Study Online
The AU Diploma in TESOL program allows you to study online while working full time and fulfilling your personal responsibilities.

Customize Your Studies
Select six courses from a choice of 10. All the courses are taught 100% online.

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

Outstanding Faculty
One of the primary deciding factors for students who choose the Anaheim University Diploma in TESOL is the quality of the highly esteemed faculty who teach AU students in weekly real time online classes.

The Anaheim University Graduate School of Education prides itself on the Diploma in TESOL program by being Pioneers in the field of TESOL. The 6-course Diploma in TESOL degree program is taught entirely by some of the world’s most renowned linguists and acclaimed authors for such publishers as Oxford University Press, Cambridge University Press, Thomson Publishing, Prentice-Hall, Longman, and McGraw-Hill.

Professor Kathleen Bailey and the Dean of the Graduate School of Education Dr. David Nunan are both former Presidents of TESOL, the world’s largest language teaching organization. Dr. Rod Ellis 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”.

AU Diploma in TESOL faculty are regular plenary speakers at various international TESOL conferences and are considered to be experts in their field by the TESOL community.
Study Suggestions
Students are responsible for being knowledgeable of the course syllabus and course grading rubrics. Also, in order to assist you allocate your time, each course guide contains a weekly program breakdown. It is a suggestion only, but one that students are advised to adhere to as closely as possible to keep up with the demanding schedule of the course. Below is an example:

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

Educational Objectives
Upon completion of the Diploma in TESOL program, students will be able to:

- Carry out a detailed literature review using relevant bibliographical resources from print and online resources
- Articulate current conceptual and theoretical trends, issues and concerns in the fields of applied linguistics and language pedagogy
- Describe current research issues and concerns
- Summarize significant research findings in the field
- Devise and implement appropriate strategies for their own ongoing professional development.

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<tr>
<th>Diploma in TESOL Program Fees</th>
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<tr>
<td>Application Fee (Non-Refundable after 5 days)</td>
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<tr>
<td>Registration Fee (Non-Refundable after 5 days)</td>
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<tr>
<td>Tuition Fee ($375 per credit x four credits):</td>
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<td>Records Fee:</td>
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<td><strong>Per Course Fee Total</strong></td>
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<td>Transfer credit fee (per credit)</td>
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<td>Replacement Diploma</td>
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<tr>
<td><strong>Total Fees and Charges For entire degree program:</strong></td>
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Please Note:  Textbook fees are not included in the above fee schedule. Please see the enclosed textbook list for a textbook fee estimate.
- Tuition may be paid on a course-by-course basis. Students may make payment by check, credit card (Visa, MasterCard, American Express or Discover), money order or bank transfer. To maintain active status, the records fee must be paid even if skipping a term.
Select six courses from the following 10:

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Units</th>
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<tr>
<td>EDU500 Second Language Teaching and Learning</td>
<td>4</td>
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<tr>
<td>EDU510 Grammar for Language Teachers</td>
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<td>EDU520 Pronunciation for Language Teachers</td>
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<tr>
<td>EDU530 Discourse Analysis for Language Teachers</td>
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<tr>
<td>EDU540 Second Language Acquisition</td>
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<td>EDU550 Classroom Management and Observation</td>
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<td>EDU560 Second Language Classroom Research</td>
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<td>EDU570 Classroom-Based Evaluation</td>
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<tr>
<td>EDU580 Second Language Curriculum Development</td>
<td>4</td>
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<tr>
<td>EDU590 Research Methods in Language Learning</td>
<td>4</td>
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</table>

**Total number of required units:** 24 units

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

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

**Degree Program Duration:**
The Diploma in TESOL program will 6-12 months to complete.

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**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 520 Pronunciation for Language Teachers**
This course introduces students to key aspects of spoken English in terms of its pronunciation. It covers the nature of English pronunciation, how sounds are made, principles of transcription, the relationship between pronunciation and spelling, stress, rhythm and intonation, and the teaching of pronunciation.
**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 Evaluation**
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.

Students taking part in this course must attend a four-day residential session in addition to attending eight online classes.

**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.

Students taking part in this course must attend a four-day residential session in addition to attending eight online classes.
**AU Online Webcam Classrooms**
Anaheim University Diploma in TESOL students meet in real-time interactive online classes with their professors and fellow students for ninety minutes every week during each of the courses. Transcripts of all online classes are recorded and are made available as soon as the class has been completed. This allows the students to stay focused on the live discussion during the class, and the opportunity to review the class discussion afterwards. For the schedule of the 90-minute online class times please see the University website.

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

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

**AU Online-GLOBAL Library**
The AU online library offers students 24-hour access to a vast collection of publications and other printed resources available in digital format for their research. AU students have access to electronic databases including the Academia Foundation library. The online library was developed by a team of professionals which has evaluated hundreds of Internet resources to identify and annotate only those deemed useful to students doing academic or professional research on the web. The Academia Foundation library provides AU students with academically appropriate Internet-based resources. Each resource is updated regularly to ensure quality, accuracy, and currency. Through the online library, students can access online books, journals, manuscripts, stories, essays, articles, full-text newspapers, full-text magazines, international newswires, classic books, maps, photographs, and more.

**AU Alumni Association**
The AU Alumni Association is a highly regarded online network established to ensure that an AU graduate’s learning never ends. Joining the Alumni Association is an excellent way to network with other professionals in your field and keep abreast of recent developments. Members have access to the most recent updates regarding the latest news from your field, important events, suggested readings, cutting edge information and professional career opportunities.

**Student Services and TechSupport**
The policy of the Division of Student Services 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.

**Concurrent Enrollment**
Anaheim University does permit students to be concurrently enrolled in another degree program at another institution, while meeting the University’s degree or program requirements.
Admission Requirements
Graduate students are required to hold an earned undergraduate degree accredited by an agency recognized by the US Department of Education and/or CHEA or by the government of the country in which the degree was awarded. This requirement is standard for all degrees offered.

Diploma in TESOL: Graduate students. This requirement is standard for all graduate level programs offered. For non-native English speakers: a minimum TOEFL score of 550 (CBT 213, iBT 79) or a minimum TOEIC score of 500-549 or a TOEIC score of 625-799, an IELTS* score of 5.5-5.9 or an iTEP score of 5.0 may be admitted on a provisional basis and must receive a B or higher in their first two courses. Every student is expected to have a level of language ability that will permit understanding of the textbooks, course materials and examinations. MA in TESOL and Diploma in TESOL applicants must submit an application form, enrollment agreement, application fee, one recent color photograph, official transcripts, licenses or certificates, a resume and a 300-400 word statement setting out why they have selected the Anaheim University program, what they hope to get out of it, and how it will help them in their present and future career. Non-native English speakers are required to submit an official document of their TOEFL or TOEIC score.

(Note: If the university does not routinely issue transcripts in English, original language records must be submitted with official English translations. We will accept translations issued by the university or a professional translating service. Translations must be exact and complete versions of the original records).

In addition, all students are required to have access to a computer equipped with Internet access capabilities. Details on Internet browser requirements can be obtained through the University. There is no entrance examination required for admission to Anaheim University.

Admission Practices
Anaheim University observes fully the rights of all applicants and commits no action that would be detrimental to any applicant’s opportunity to enroll because of age, religion, disability, ethnic background, national origin, gender, race, sex, sexual orientation, veteran status, color, creed, or any other characteristic protected by applicable law.

Graduation Requirements
Diploma in TESOL: Anaheim University has a prescribed curriculum for its Diploma in TESOL program. Students are required to complete 24 course units (six courses from a choice of 10) for the Diploma in TESOL program. All Anaheim University students are expected to maintain a 3.0 or B average throughout their term of study. Students will not be awarded course units for any course in which they receive a final grade of “F”.

Graduation with Honors
Students graduating with a GPA of 3.50 and above will graduate with honors as follows:

<table>
<thead>
<tr>
<th>GPA Range</th>
<th>Honors Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.95 to 4.00</td>
<td>Summa Cum Laude</td>
</tr>
<tr>
<td>3.80 to 3.94</td>
<td>Magna Cum Laude</td>
</tr>
<tr>
<td>3.50 to 3.79</td>
<td>Cum Laude</td>
</tr>
</tbody>
</table>

Residency Requirement and Distance Learning Timeline
The University offers its online Diploma in TESOL courses in modules of nine weeks. Course assignments are made available to enrolling students through the Internet. The computer plays a major part in Anaheim University’s role as an online university, by allowing interchange with both faculty and other students. A feature of the Internet-based curriculum is rapid “feedback” for academic activities.

*IELTS is jointly owned by the British Council, IDP: IELTS Australia, and the University of Cambridge ESOL Examinations. Visit www.ielts.org for more information.
Continuous Enrollment
All TESOL Diploma-seeking students are required to keep active status from the date of commencement of their first course through their final course in their program. Although it is possible to take one or more terms off from studies, all TESOL Diploma-seeking students are required to pay the records fee for every term beginning with the term of commencement and ending upon completion of their final course. Failure to pay the records fee will result in the student’s Diploma-seeking status being terminated. Any student who discontinues their studies with the University and then wishes to resume their studies at a later date will be required to pay for any unpaid records fees prior to receiving permission to resume their studies.

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.

Retention of Records
Anaheim University retains all student records and transcripts indefinitely. A student or graduate can request information by contacting the University at its offices.

Facility
Anaheim University’s Admissions Office is located at 1240 S. State College Blvd. Room 110, Anaheim, CA 92806 USA. The Admissions Office is open from 9:00 am to 6:00 pm Monday to Friday. The University also operates Anaheim University Press in Anaheim, California. The Anaheim University Tokyo Learning Center, located in Minato-ku, Tokyo, Japan, is provided to students who reside in or are visiting the Asia region and is available for various group study activities. The Center is not an approved location under the Bureau for Private Postsecondary and Vocational Education’s jurisdiction.

Policy on Academic Freedom
Anaheim University subscribes to the basic tenets of academic freedom: the freedom to teach, Lehrfreiheit, and the freedom to learn, Lernfreiheit. The freedom of University faculty to inquire, instruct, speak, and publish, contributes as much to the benefit of their fellow citizens outside of the University, as to their own good and the good of the institution. Academic freedom is essential for excellence in education and moreover, exists so that society may have the benefits of objective and independent criticism, with honest answers to scientific, social and artistic questions that might otherwise be withheld for fear of contradicting a transient social attitude or offending an influential social group. Each faculty member holds a special place in the society to speak one’s views. Such a strategic location embodies a high level of principle and responsibility. It is never easy to dissent and to advocate unpopular ideas, and is often a personal disadvantage to be so engaged. However, it is to the advantage of society to encourage thoughtful and responsible dissent and advocacy so that the society may be made aware of the full range of social, political and cultural choices available. Academic freedom is an individual choice and may or may not be supported by those within an institution. As a forum, the university does not take positions on issues. Individuals within the academic community are encouraged to voice opinions within their areas of expertise.

Student Tuition Recovery Fund (STRF)
The Student Tuition Recovery Fund (STRF) was established by the Legislature of the State of California to protect any California resident who attends a private Postsecondary institution from losing any money if the student has pre-paid tuition and suffers a financial loss as a result of the institution closing, failing to fulfill its enrollment agreement, or refusing to pay a court judgment. To be eligible, a student must be a “California Resident” and reside in the state at the time the enrollment was signed. Students who are temporarily residing in California for the sole purpose of pursuing an education, specifically those who hold student visas, are not considered a California resident. To qualify for STRF reimbursement, a student must file an application within one year of receiving notice from the Bureau for Private Postsecondary and Vocational Education, that the University has been closed. If a student does not receive notice from the Bureau, the student has
four years from the date of closure to file for STRF funds. If a judgment is obtained, the student must file a STRF application within two years of the final judgment. Students are encouraged to make and keep all copies of important documents that apply to their University program, both academic and financial.

**Visa Status**
Anaheim University does not provide visa services. For Diploma in TESOL students attending the four-day residential sessions, it is the student’s responsibility to ensure that they have taken care of proper visa procedures, if required.

**Housing**
As Anaheim University’s programs are conducted online regardless of where the student resides, the University does not provide housing or dormitory facilities.

**Catalog of Record**
The catalog existing at the time of the student’s enrollment is the catalog of record, providing the student has made consistent and reasonable progress towards degree completion.

**Inactive and Withdrawals**
It is the responsibility of the student to inform Anaheim University of withdrawing or becoming inactive in a program. Failure to properly inform the University can require a new application and additional fees. The Official Notice of Withdrawal Form can be downloaded from the University’s website.

**Petition for Special Medical Leave of Absence**
The Petition for Special Medical Leave of Absence Form can be downloaded from the University’s website.

**Learning or Other Disabilities**
Anaheim University will make reasonable provision for students with learning or other disabilities that may otherwise prevent them from succeeding academically. The student will be required to submit appropriate documentation of the disability from a professional qualified to assess the nature and extent of the disability. The student submission will be reviewed by the appropriate Dean, and the decision documented in the student’s file. All such documentation will be kept confidential. Appeals regarding disability related issues will be directed to the President.

**Student Classification**
Matriculated students are those who have been officially enrolled in the degree program, have passed two courses with a grade of “B” or higher, and are therefore considered degree seekers by the University.

**Notice Concerning Transferability of Units and Degrees Earned at our School**
Anaheim University is accredited by the Accrediting Commission of the Distance Education and Training Council (DETC). The DETC is listed by the U.S. Department of Education as a nationally-recognized accrediting agency. Anaheim University and its programs have been examined and found to meet the educational and business ethics standards set by the DETC Accrediting Commission. The Accrediting Commission of the DETC is recognized by the Council for Higher Education Accreditation (CHEA).

In general, qualifications from accredited universities are widely recognized; however, prospective students are advised to check with their respective school districts, state, professional organizations and government agencies when licensing and/or credentials are the eventual objective of the prospective student. It is entirely up to the discretion of the college, university or institution for which a student is seeking admission, to decide on the acceptance of the said student into a given degree program and the transferability of units and degrees to other institutions is not guaranteed. It is recommended that if transfer of credit or degree is the eventual goal of the prospective student, that the student contact all institutions in which the student is potentially interested in seeking enrollment.
Treatment of Students, Staff and Faculty for Sexual Assault
Anaheim University is committed to creating and maintaining an academic environment dedicated to learning in which individuals are free of sexual harassment from colleagues, faculty, staff or students. The University condemns any conduct under the definition of sexual harassment or sexual assault and is prepared to respond immediately to any violation by taking action and/or correct any improper behavior. Sexual harassment can vary with particular circumstances. These can be described as unwelcome or offensive sexual advances, requests for sexual favors, unwanted or uninvited oral, vaginal, or anal intercourse, sexual harassment, or unwanted or uninvited sexual comments, requests for sexual favors, or touching of a sexual nature. Such behavior may offend the recipient, cause discomfort and humiliation, or interfere with work or learning. Coercive behavior, including suggestions that academic or employment rewards or reprisals will follow the granting or refusing of sexual favors, constitutes intolerable conduct. A single incident of this kind is sufficient grounds for investigation and may result in discipline and/or expulsion. Sexual assault has been defined to include rape, acquaintance rape, and other forms of forcible and nonforcible sex offenses. All such kinds of assault are absolutely intolerable. An allegation of such action is sufficient grounds for an investigation and may result in discipline and/or expulsion. All persons subjected to offensive sexual behavior shall pursue the matter through the established grievance procedure.

Student Assessment
Students are graded on their submitted assignments, and must demonstrate an understanding of the assigned readings as well as active participation in the online discussion forum and weekly online class discussions. Students in the Master’s degree programs must also successfully complete a series of proctored examinations.

Proctored Examinations
Some of the Diploma in TESOL courses require a proctored examination. The proctored examination may be offered in person, online or by webcam and may be in the form of an essay, multiple choice quiz, short answer, or true/false. Examinations will be timed. Proctored examinations may be administered as part of a scheduled study session or may be taken at a time mutually convenient to the proctor and the student within the parameters of relevant course dates. The proctored examination process is carefully monitored and all policies and procedures must be strictly followed. Students will be given the option to select a proctor that meets criteria specified by the University. All proctors must be approved prior to the examination date.

Method of Course Delivery
All Anaheim University courses are based upon a prescribed curriculum and a student’s time to complete any course of study will be based upon the time commitment set aside for this activity. All courses are designed to meet the equivalency of work that would take place within a traditional setting. The University makes use of the Internet, e-mail, mail, telephone and fax to provide services to its students and incorporates print, video, and audio material into its courses. In the Diploma in TESOL program, students are required to participate in weekly online discussions during their free time via the University’s Online Discussion Forum, which links enrolled students and professors.

In addition, the Diploma in TESOL students are required to attend one 90-minute real-time online class per week of each course, whereby the first 60 minutes of each class are taught by the course instructor while the discussion for the remaining 30 minutes is led by that week’s nominated student host.

The Diploma in TESOL program can be entered into every ten weeks. This enrollment policy permits students to set their own pace and schedule to meet their academic goals.

Late Enrollment
Students must enroll a week prior to the beginning of the course. Exceptions require the approval of the Dean and the acknowledgment of the course professor. No student will be admitted after the first real-time online class meeting or the first on-campus study group session.
Grading System
The academic credit used by Anaheim University is the semester hour equated to the requirements of independent study. All Diploma in TESOL courses constitute four semester hours equaling approximately 180 hours of work per course (reading, consultation, supplementary requirements, and papers).

Grade Point Definition

<table>
<thead>
<tr>
<th>GRADE</th>
<th>PERCENTAGE</th>
<th>POINT</th>
<th>DEFINITION</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>100.00- 93.00</td>
<td>4.00</td>
<td>Excellent</td>
</tr>
<tr>
<td>A -</td>
<td>92.99 - 90.00</td>
<td>3.67</td>
<td></td>
</tr>
<tr>
<td>B +</td>
<td>89.99 - 87.00</td>
<td>3.33</td>
<td>Good</td>
</tr>
<tr>
<td>B</td>
<td>86.99 - 83.00</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>B -</td>
<td>82.99 - 80.00</td>
<td>2.67</td>
<td></td>
</tr>
<tr>
<td>C +</td>
<td>79.99 - 77.00</td>
<td>2.33</td>
<td>Fair</td>
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<tr>
<td>C</td>
<td>76.99 - 73.00</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>C -</td>
<td>72.99 - 70.00</td>
<td>1.67</td>
<td></td>
</tr>
<tr>
<td>D +</td>
<td>69.99 - 67.00</td>
<td>1.33</td>
<td>Poor</td>
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<tr>
<td>D</td>
<td>66.99 - 63.00</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>D -</td>
<td>62.99 - 60.00</td>
<td>0.33</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>59.00 - 0.00</td>
<td>0.00</td>
<td>Failing</td>
</tr>
</tbody>
</table>

Grading Structure
The grading structure for each TESOL course varies by course and is listed within the online course guide for each course.

Auditing a Course
Students who elect to audit a course are not required to complete assignments or take exams. Audit students may participate in the Online Discussion Forum, the real-time classes and other course activities (except team projects), but they do not receive credit for the course and no grades are awarded. To audit a course, students must meet the University’s entrance requirements and receive permission from the course professor and the Dean. Course audits are approved on a space-available basis with priority given to credit students. The audit fee for graduate level courses is $125 per unit (i.e., $500 for a four-unit course). Audit fees are subject to the University’s normal fee refund policy. The audit fee is waived for students who have been awarded transfer credit by Anaheim University and who audit the equivalent course. Auditing students will be required to pay the $200 records fees per term in line with the University’s tuition policy. The course will appear on transcripts with a notation of “Au” (audit). Audited courses are not calculated into a student’s GPA. Students can repeat for credit a course previously audited only with approval of the Dean. A request to change from audit status to credit status or from credit status to audit status must be made in writing to the Registrar before the end of the first week of the course.

Late Assignments
Late assignments will be downgraded a minimum of 10 percent. Individual instructors are authorized to downgraded assignments up to 100 percent after the second week. In exceptional circumstances, students may apply for an extension to the Dean.

Retake policy
A student will be allowed to retake a course once in order to improve the grade. All retakes require the permission of the appropriate Dean. The higher grade will be used to calculate the GPA, and the credits for the course will be counted only once toward graduation requirements. Students may retake up to 12 credits, on approval of the Dean.
Cheating, Plagiarism and Falsification of Records
Cheating is an act of obtaining or attempting to obtain credit for work by the use of dishonest, deceptive or fraudulent means; plagiarism is the act of taking ideas, words, or specific substance of another and offering them as one’s own; falsification of records is a misrepresentation of statements in submitted records. Students accused of cheating or plagiarism are entitled to and may petition the Dean of the disciplinary unit for due process and review by an appropriate forum. Discovery of falsifying records is grounds for immediate dismissal and forfeiture of all financial payments and academic credits.

Transfer Credits
Anaheim University will accept up to six graduate semester units or the equivalent in other units awarded by another institution toward a Master’s degree at Anaheim University. The entering student will be required to clearly state the equivalency of a transfer course and justify its acceptance through petition. No course will be considered for transfer with a grade lower than B, or its equivalent. Petitions are directed to the specific Dean for the affected program. There is a fee of $125 per unit of credit transferred. 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.

Academic Probation
In all classes taken at Anaheim University and in all transferable courses from other colleges and universities, the University expects students to maintain at least a 3.0 GPA. A student is subject to academic disqualification if their overall cumulative GPA or their Anaheim University cumulative GPA remains below 3.0 for two consecutive semesters. A student may appeal this situation to the appropriate Dean for reinstatement. Current University policy states that a student may remain on academic probation for only two (consecutive) terms. Should the Dean place a student on academic probation, students must abide by all deadlines set forth by the Dean.

Equivalency Requirements
Anaheim University will consider the admission of students who have clearly met the equivalency of a baccalaureate degree through an established and recognized process, which includes CLEP or similar processes. Admission of such a student will require evidence that the individual can fully benefit from the course of study.

Experiential Credit
Anaheim University will not extend experiential credit to any student.

Explanation of Program Withdrawal and Refund Rights
The University has adopted a refund policy which is believed to be fair and equitable and in compliance with the requirements of the Bureau of Private Postsecondary and Vocational Education for the State of California. A student has the right to cancel in any manner; however, written notification must be mailed to the Anaheim University Registrar. Tuition refunds will be based on the date of cancellation and the amount of courses completed, as follows:

1. Within five days of signing the Student Enrollment Agreement (the Cancellation Period) all monies paid will be refunded.

2. Students withdrawing after the five-day Cancellation Period will be charged a non-refundable application fee of $75 for MA TESOL/Diploma in TESOL, or $50 for TESOL Certificate/TESOL Certificate in Teaching English to Young Learners, and a $100 non-refundable registration fee. The remaining tuition will be refunded based on the course completion ratio and the tuition percentage listed below:

<table>
<thead>
<tr>
<th>Published Length of Course</th>
<th>Refundable Tuition Due Student AFTER-</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-10 weeks</td>
<td>1st week = 80%</td>
</tr>
<tr>
<td></td>
<td>2nd week = 60%</td>
</tr>
<tr>
<td></td>
<td>3rd week = 40%</td>
</tr>
<tr>
<td></td>
<td>4th week = 20%</td>
</tr>
<tr>
<td></td>
<td>5th week = 0%</td>
</tr>
</tbody>
</table>

www.anaheim.edu
Students withdrawing DURING first week will receive 100% of refundable tuition. The amount of courses completed shall be the ratio of completed weeks to the total weeks required to complete the course.

For Example:

| Upon withdrawal during the first week: | The refund amount would be $1700. |
| Upon withdrawal after the first week: | The refund amount would be $1360 ($1700 less $340). |
| Upon withdrawal after the second week: | The refund amount would be $1020 ($1700 less $680). |
| Upon withdrawal after the third week: | The refund amount would be $680 ($1700 less $1020). |
| Upon withdrawal after the fourth week: | The refund amount would be $340 ($1700 less $1360). |
| Upon withdrawal after the fifth week, the institution shall be entitled to retain the entire total course tuition. |

Students withdrawing from the Residential portion of the MA in TESOL program are entitled to a refund of the Residential session as follows:

a) Up to and including completion of the first 10% of resident training, 90% of the session fee.
b) After completion of more than 10% and up to 25% of resident training, 75% of the session fee.
c) After completion of more than 25% and up to 50% of resident training, 50% of the session fee.
d) If the student completes more than half of the resident training, the University is entitled to the full tuition.

The amount of residential session completed shall be the ratio of completed days to the total days required to complete the course.

When the student has “withdrawn”
The Official Notice of Withdrawal Form can be downloaded from the University website. For the purpose 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:

- When the student notifies the school of the withdrawal or the actual date of withdrawal, whichever is later.
- When the school terminates the student’s enrollment.
- When the student fails to attend classes for a three-week period. In this case, the date of withdrawal will be deemed to be the last date of attendance.
- When 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.

If any portion of the student’s tuition was paid from the proceeds of a loan, then the refund will be sent to the lender or to the agency that guaranteed the loan, if any. Any remaining amount of the refund will first be used to repay any student financial aid programs from which the student received benefits, in proportion to the amount of the benefits received. Any remaining amount will be paid to the student. If there is a balance due, the student will be responsible for paying that amount.

Policy on Student Satisfaction and 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 have the opportunity to provide feedback at the end of each term through questionnaires. In addition, students always have the opportunity to provide feedback, seek assistance, and express grievances to Student Services by sending an e-mail. Grievances
sent in writing will receive a response within 10 days of the University receiving the grievance. Once a grievance 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 Office of the President.

Directory Information
Public Law 93-380 establishes the limit as to what information may be divulged to potential or actual employers, governmental agencies, or other educational institutions that request information. The student may request in writing that all or part of the following information should not be released for any reason.

1. Name of student
2. Birthplace and birthday of student (for positive identification)
3. Student’s address and telephone number
4. Dates of student attendance at Anaheim University
5. Degrees or other awards received by the student
6. Major fields of study
7. Most recent previous educational agency/institution attended by student.

The law further provides that certain information may be released without the student’s consent in the following cases:

1. To authorized officials of the United States Department of Education or to State educational authorities.
2. To organizations conducting studies for or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests and improving instruction.
3. To accrediting agencies in order to carry out their function.
4. In compliance with a judicial order, or pursuant to any lawfully issued subpoenas in advance of compliance therewith by the University.
5. To other school officials, including instructors, within the Anaheim organization who have been determined by the University to have a legitimate educational interest.
6. To appropriate persons in connection with an emergency, if knowledge of such information is necessary to protect the health or safety of the student or other persons. A record will be made in each student file when such an instance occurs.

2010 MA TESOL Residential Session in Seoul, Korea

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# How to contact Anaheim University

<table>
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<th>Email</th>
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<tbody>
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<tr>
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<tr>
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<tr>
<td>Tech Support</td>
<td><a href="mailto:techsupport@anaheim.edu">techsupport@anaheim.edu</a></td>
</tr>
</tbody>
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**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
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- Toll-Free: 1-800-955-6040
- Tel: 714-772-3330
- Fax: 714-772-3331
- Email: admissions@anaheim.edu

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**Anaheim University Press**

- 741 E. Ball Road #105
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- Tel: 714-300-0777
- Email: studios@anaheim.edu

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2010 PAC-KOTESOL Conference Plenary Panel Discussion featuring Anaheim University TESOL Faculty (Left to Right: Dr. Ken Beatty, Dr. David Nunan, Dr. Kathleen Bailey, Moderator Dr. Alan Maley, Dr. Rod Ellis and Dr. Martha Cummings)