Online Master of Arts in TESOL
January 1 - December 31, 2017

World-Class TESOL Faculty

Professor
Hayo Reinders
Professor
David Nunan
Professor
Rod Ellis
Professor
Kathleen Bailey
Professor
Denise Murray
Professor
MaryAnn Christison
Professor
Andy Curtis
Professor
Brian Tomlinson
Professor
Ken Beatty
Professor
Martha Cummings

Anaheim University
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.

Master of Arts in TESOL

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. The 8 courses are taught 100% online and the two required 4-day residential sessions are typically held to coincide with a weekend.

Who is the MA in TESOL degree program 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.

Outstanding Faculty
One of the primary deciding factors for students who choose the Anaheim University Master of Arts 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 Master of Arts in TESOL degree program by being Pioneers in the field of TESOL. The MA 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.

Professors David Nunan, Kathleen Bailey, Mary Ann Christison, Denise Murray and Andy Curtis are all 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.”

100% of the AU MA 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.

Educational Objectives
Upon completion of the MA 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
• 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.
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**
- 4-course Graduate TESOL Certificate
- 4 MA TESOL courses
- 12-unit Research Portfolio or Thesis

**Track 2: MA + Ed.D. in TESOL**
- 4-course Graduate TESOL Certificate
- 4 MA TESOL courses
- 12-unit Research Portfolio or Thesis
- 60 units of Ed.D. in TESOL
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:

Weekly Program

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

MA in TESOL Degree Program

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Amount</th>
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<tbody>
<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>
<tr>
<td>Tuition Fee ($500 per credit x four credits)</td>
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<td>Records Fee:</td>
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<td>Per Course Fee Total</td>
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<td>Transfer credit fee (per credit)</td>
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<tr>
<td>Residential Fee ** (does not incl. transportation, housing or meals)</td>
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<tr>
<td>Optional Thesis Binding Fee</td>
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<td>Graduation Fee</td>
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<td>Original Transcript</td>
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<td>Each Additional Transcript Copy</td>
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<tr>
<td>Diploma</td>
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<td>Replacement Diploma (optional)</td>
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</tr>
<tr>
<td>Total Fees and Charges for entire degree program:</td>
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</tbody>
</table>

Please see refund policy in the policies and procedures catalog.

Books & materials will be extra, and are expected to average U.S. $200 per course. Masters students are also required to have a reserve fund of $1500 for research materials. Refer to page 14 for details.

***We endeavor to offer a discounted on-campus housing option for the residential session, or you may opt for alternate accommodations. The cost of travel will vary, depending on your distance from the residential session and your mode of transportation. Anaheim University does not provide visa services. For MA in TESOL students attending the four-day residential sessions, it is the students’ responsibility to ensure that they have taken care of proper visa procedures, if required.

***Students choosing to do a thesis will spend a total of 3 terms and 12 units completing this thesis. They will also have the option of paying $450 to have their thesis professionally bound.

+ Maximum cost of program is $30,875 (records fees of $200 for each additional term up to 3 years from date of matriculation). Please note that this amount does not reflect any tuition relief discount that may be in place at the time of enrollment. For your specific program fee information, please refer to the payment message sent from Student Services at the time of acceptance.

Pay for only one course at a time, or receive a 10% discount on tuition by paying 100% of program fees at the time of enrollment.

US Military: Anaheim University’s programs are approved for VA benefits.

Diplomatic and Military Service Discount: From January 1, 2006, those who have served their government through either diplomatic or military service may be eligible for a 10% discount.

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. For the remaining ten terms, students must pay the tuition and records fee. To maintain active status, the records fee must be paid even if skipping a term. The graduation fee must be paid upon completion of all eleven courses.
Graduate TESOL Certificate

EDU500 Second Language Teaching and Learning 4 Units
EDU510 Grammar for Language Teachers 4 Units
EDU520 Pronunciation for Language Teachers 4 Units
EDU550 Classroom Management and Observation 4 Units

MA TESOL Courses

EDU530 Discourse Analysis for Language Teachers 4 Units
EDU540 Second Language Acquisition 4 Units
EDU580 Second Language Curriculum Development 4 Units
EDU590 Research Methods in Language Learning 4 Units

EDU600 Research Portfolio OR
EDU610 Thesis 12 Units

Total number of required units including final project & two four-day seminars 44 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

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

Course Duration: Each course is 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.

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 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 option
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.
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.

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

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

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

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

Graduation Store
Alumni of Anaheim University have the opportunity to show Anaheim pride by ordering Anaheim University graduation rings and diploma frames online.
Graduate School of Education Faculty

Message from Dr. Rod Ellis, Doctor of Education in TESOL Program Designer and TESOL Professor

“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”
Graduate School of Education Faculty

• 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. 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. 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
• President of TESOL International, the largest TESOL organization in the world, 2015 - 2016
• Former English Language Teaching Director at Chinese University of Hong Kong
• Has worked with more than 20,000 ELT professionals in more than 25 countries
• Received the TESOL Leadership Mentoring Award from the TESOL Association
• Served as an elected member of the TESOL Board of Directors & numerous TESOL Committees and Task Forces

Message from Dr. Craig Lambert, TESOL Professor
"[My first experience with Anaheim University was at the 2014 residential in Tokyo]. The students were a wonderful group to work with, and I am truly looking forward to working with the other students, professors and staff in both the online and the face-to-face programs. After more than 20 years in the field of TESOL in Japan as a teacher, program coordinator, and English teacher trainer, my goal is to help others get started on the amazing journey that awaits them in this exciting field. I hope to inspire you all not only to succeed, but to excel, and to better appreciate the rewards that await you in your future careers!"

• Ph.D. in Applied Linguistics from Lancaster University, England.
• Has taught English teachers and learners in Japan for over 22 years
• Coordinated the undergraduate oral English program at the University of Kitakyushu in Japan between 2000 and 2005
Message from Dr. Luke Plonsky, TESOL Professor

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

• Ph.D. from Michigan State University
• Authored or edited four books including the best-selling 4th edition of Second Language Acquisition: An Introductory Course.
• 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 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.
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 interactive and real-time courses conducted 100% online.

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:

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

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

The University also operates under the full approval of the State of California in accordance with the requirements set forth by the Bureau for Private Post-Secondary Education. “Approval to operate” means that the Bureau has determined and certified that the institution meets minimum standards established by the Bureau for integrity, financial stability and educational quality, including the offering of bona fide instruction by qualified faculty and the appropriate assessment of students’ achievements prior to, during, and at the end of each program. The University is authorized to grant graduate degrees at the masters and doctoral level under the degree-granting authority of the Bureau for Private Post-Secondary Education.

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

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, President Emeritus, has been with the California-based institution since its founding in 1996, when he played a central part in the development of the University's ground-breaking interactive online learning system. Dr. Nunan is a world-renowned linguist and best-selling author of English Language Teaching textbooks for Cambridge University Press, Oxford University Press, and Thomson Learning. His ELT textbook series “Go For It” is the largest selling textbook series in the world with sales exceeding 2.5 billion. In 2000, David Nunan served as President of TESOL, the world’s largest language teaching association. David Nunan has served as Chair and Professor of Applied Linguistics at the University of Hong Kong since 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.

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.
AU Administrators & Advisors

David Desser, Ph.D.  
Dean, Akira Kurosawa School of Film  
Dr. David Desser is Dean of the Anaheim University Akira Kurosawa School of Film. He is also Professor Emeritus of Cinema Studies, University of Illinois, where he was Professor of Cinema Studies, Comparative and World Literatures, East Asian Languages and Cultures and Research Professor of Communication. He has taught at the University of Michigan, Kansai University in Japan, Hong Kong Baptist University, the University of Pennsylvania, UCLA, Chapman University and the University of Southern California (USC). He received his Ph.D. from USC in the Cinema program with a minor in Japanese.

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

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

Kate Strauss, MA  
Administrative Director  
Kate Strauss is the Administrative Director at Anaheim University. Ms. Strauss holds a BA in English from Princeton University, and an MA in English from the University of California, Irvine. Ms. Strauss brings over 10 years of experience in the human relations and marketing fields, and has won numerous civic awards in her role as Marketing Director for One Colorado in Old Pasadena, CA for her innovative contributions to cultural life and leadership. She has also enjoyed success using her communication skills as a teacher and training professional for the Orange County Human Relations Council.

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

Garnet E. Birch, Ph.D. (1935 - 2013)  
Chancellor Emeritus  
Dr. Garnet E. Birch had over forty years’ experience in higher education in multiethnic and multicultural settings. He also had vast experience in both traditional and non-traditional, adult and continuing education. Holding a Ph.D. in Higher Education Administration from the University of Arizona and an MA in Asian Studies and History from the University of Hawaii, Dr. Birch was the former Vice-Chancellor of National University’s Los Angeles campus and Dean of Curriculum and Standards at the San Diego Campus. Following his work with National University, he went on to become the Director of the Los Angeles Center of United States International University. Dr. Birch was the third President of Anaheim University before becoming Chancellor.
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