

Copyright 2011© ATLANTIC INTERNATIONAL UNIVERSITY.

All rights reserved under all circumstances. No part of this document may be reproduced, stored in a retrieval system, or transmitted in any form by any means, electronic, mechanical, photocopying, recording, or otherwise, without prior permission from AIU and its affiliates.

BACHELOR'S DEGREE PROGRAM



It is a pleasure for AIU to have you as a student. Generally speaking, our new students' level of knowledge is higher than students enrolled on a traditional setting because the professional abilities our students have earned so far in their lives, based on their working experience, is superior than traditional students.

The main objective of the Bachelors level program at AIU is to essentially shape the individual. As a result, he/she is able to reach an optimal level in an environment full of different variables such as chaos and constant variation settings. The goal is to seek the sustainable auto-development of the human being in his/her surroundings.

Welcome to the Academic and Personal Challenge of Self-Progress.

ACKNOWLEDGEMENTS AND RECOGNITION

AIU would like to thank those who contributed to update, create, and correct this handbook. AIU's staff, professors, advisors, students, as well as those institutions with which we interact with, were instrumental in enriching the present manual.

TABLE OF CONTENTS

1. <u>PHILOSOPHY</u>	9
1.1. <u>MISSION AND VISION</u>	10
1.2. <u>ORIGINS</u>	12
1.3. <u>INSTITUTIONAL FOUNDATIONS</u>	14
1.4. <u>ANDRAGOGY</u>	15
1.5. <u>NATURE AND ORIENTATION</u>	23
1.6. <u>VALUES</u>	24
1.7. <u>ACADEMIC PURPOSES</u>	25
1.8. <u>ACADEMIC ENVIRONMENT</u>	26
1.9. <u>INSTITUTIONAL POLICIES</u>	28
1.10. <u>AREAS DEFINITION</u>	29
2. <u>DEFINITION AND DEVELOPMENT OF THE DEGREE PROGRAM</u>	32
2.1. <u>RATIONALE OF THE CURRICULUM</u>	33
2.2. <u>GENERAL OBJECTIVES OF THE CURRICULUM</u>	38
2.3. <u>CURRICULUM</u>	39
3. <u>INTERACTIONS WITH THE UNIVERSITY</u>	43
3.1. <u>THE INITIAL STEPS OF YOUR PROGRAM</u>	44
3.1.1 <u>ACADEMIC ADVISORS</u>	44
3.1.2 <u>ACADEMIC TUTORS</u>	45
3.1.3. <u>A SUMMARY OF THE AIU PROGRAM</u>	45
3.1.4. <u>TRANSCRIPT EVALUATIONS</u>	49
3.2. <u>ASSIGNMENT COVER PAGE FORMAT</u>	50
3.3. <u>THESIS COVER PAGE</u>	51
3.4. <u>GENERAL STRUCTURE OF ALL ASSIGNMENTS</u>	52
3.5. <u>ACADEMIC INTEGRITY</u>	53
3.5.1. <u>REFERENCING</u>	53
3.5.2. <u>IN TEXT CITATIONS AND PARAPHRASING</u>	53
3.5.3. <u>REFERENCES AT THE END OF THE TEXT</u>	53
3.5.4. <u>PLAGIARISM</u>	54
3.5.5. <u>TURN-IT-IN</u>	54
3.6. <u>FORMAT STYLES AND OTHER HANDY SUPPORT</u>	54
3.7. <u>ELECTRONIC STUDENT SECTION</u>	54
3.7.1. <u>E-MAIL MESSAGES</u>	55
3.8. <u>PEER-TO-PEER NETWORKING</u>	55
3.9. <u>SELF-EVALUATION CHECKLIST</u>	56

3.10. <u>SUPPORTING RESOURCES</u>	57
3.11. <u>GUIDE FOR WRITING AN ESSAY/TERM PAPER WRITING</u>	61
3.12. <u>ABT STUDENTS</u>	70
4. - <u>ORIENTATION COURSES (FORMATS AND/OR SAMPLES)</u>	71
4.1. <u>FIRST PHASE OF STUDIES</u>	72
4.1.1. <u>COMMUNICATION AND INVESTIGATION (COMPREHENSIVE RESUME)</u>	72
4.1.1.1. <u>COMPREHENSIVE RESUME DESIGN AND COMPLETION</u>	74
4.1.1.2. <u>DESCRIPTION OF THE RESUME</u>	75
4.1.2. <u>ORGANIZATION THEORY (PORTFOLIO)</u>	100
4.1.3. <u>ACADEMIC EVALUATION (QUESTIONNAIRE)</u>	105
4.1.4. <u>EXPERIENTIAL LEARNING (AUTOBIOGRAPHY)</u>	122
4.1.5. <u>PROFESSIONAL EVALUATION (SELF EVALUATION MATRIX)</u>	125
4.1.6. <u>PROFILE OF THE ENROLLED AIU STUDENT THROUGH THE INTEGRATION CHART AND THE GUARANTEE OF AN ACADEMIC DEGREE</u>	128
4.1.7. <u>FUNDAMENT OF KNOWLEDGE (INTEGRATION CHART)</u>	129
4.1.8. <u>DEVELOPMENT OF GRADUATE STUDY (GUARANTEE OF AN ACADEMIC DEGREE)</u>	134
4.1.9. <u>FUNDAMENTAL PRINCIPLES I (PHILOSOPHY OF EDUCATION)</u>	141
4.2. <u>SECOND PHASE OF STUDIES</u>	144
4.2.1. <u>DEVELOPMENT OF COLLEGE EDUCATION II (BIBLIOGRAPHY)</u>	145
4.2.2. <u>SEMINAR INTERNATIONAL DEVELOPMENT I – FRACTAL TIME (ESSAY)</u>	146
4.2.3. <u>SEMINAR ADMINISTRATIVE DEVELOPMENT I – BUILDING SOCIAL BUSINESS (ESSAY)</u>	147
4.2.4. <u>SEMINAR OF CULTURAL DEVELOPMENT I – CREATING A NEW CIVILIZATION THROUGH SOCIAL ENTREPRENEURSHIP (ESSAY)</u>	148
4.2.5. <u>SEMINAR INTERNATIONAL DEVELOPMENT I – 2010 STATE OF THE WORLD: TRANSFORMING CULTURES FROM CONSUMERISM TO SUSTAINABILITY (ESSAY)</u>	149
4.2.6. <u>ADDITIONAL OPTIONAL ESSAYS</u>	150
4.2.6.1. <u>SEMINAR OF CULTURAL DEVELOPMENT I – THE HIDDEN CONNECTIONS (ESSAY)</u>	152
4.2.6.2. <u>SEMINAR OF ADMINISTRATIVE DEVELOPMENT – What tHe βLεεP Dθ □□ (k) πw!? (ESSAY)</u>	153
4.2.6.3. <u>SEMINAR INTERNATIONAL DEVELOPMENT I – IN DEFENSE OF GLOBALIZATION (ESSAY)</u>	154

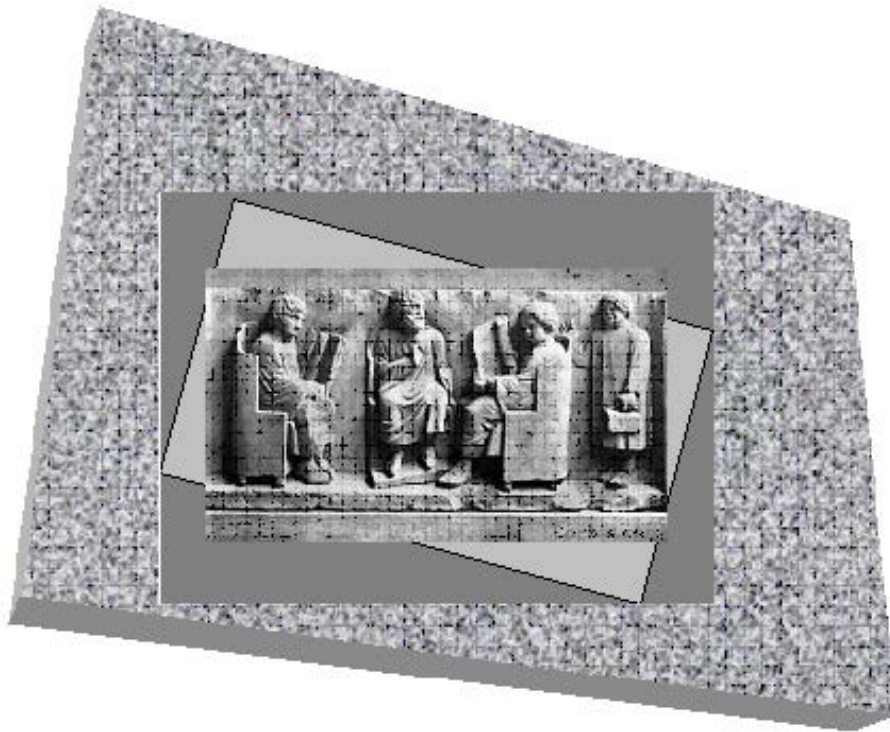
4.2.6.4. <u>SEMINAR INTERNATIONAL DEVELOPMENT II - HOW TO CHANGE THE WORLD: SOCIAL ENTREPRENEURS AND THE POWER OF NEW IDEAS (ESSAY)</u>	155
4.2.7. <u>CURRICULUM DESIGN</u>	156
4.2.7.1. <u>HOW TO PREPARE YOUR CURRICULUM DESIGN</u>	157
4.2.7.2. <u>DR. VALCIN'S BOOK IN DEVELOPING THE CURRICULUM DESIGN</u>	157
4.2.7.3. <u>PREPARATION OF ASSIGNMENTS</u>	158
4.2.7.4. <u>VALIDATING PREVIOUS CREDITS</u>	161
4.2.7.5. <u>WEB PAGES FOR PUBLICATION</u>	162
4.3. <u>THIRD PHASE OF STUDIES</u>	172
4.3.1. <u>PROPOSAL OF THESIS CONTENT AND/OR FINAL PROJECT</u>	173
4.3.2. <u>FINAL THESIS OUTLINE</u>	174
4.3.3 <u>HOW TO WRITE A THESIS</u>	179
4.3.3.1. <u>RECOMMENDATIONS IN WRITING A THESIS (I)</u>	179
4.3.3.2. <u>A RECOMMENDED THESIS FORMAT</u>	186
4.3.3.3 <u>RECOMMENDATIONS IN WRITING A THESIS (II)</u>	191
4.3.3.4. <u>RECOMMENDATIONS IN WRITING A THESIS (III)</u>	194
4.3.3.5. <u>WEB PAGES FOR PUBLICATION</u>	199
4.3.4. <u>AIU APPROVAL STEP</u>	200
4.3.4.1. <u>APPLYING THE THESIS OR FINAL PROJECT</u>	200
4.3.4.2. <u>BACHELOR'S THESIS PUBLISHED AS A BOOK</u>	200
4.4. <u>FOURTH PHASE OF STUDIES</u>	202
4.4.1. <u>REQUIREMENTS TO GRADUATE WITH HONORS</u>	202
4.4.2 <u>GRADUATION PROCEDURES</u>	203
5. - <u>PROCEDURE TO USE THE ELECTRONIC STUDENT SECTION</u>	210
5.1. <u>STEP-BY-STEP GUIDE TO YOUR STUDENT ELECTRONIC SECTION</u>	211
A.- <u>To Log in</u>	212
5.1.1. <u>Home – Main Page</u>	213

<u>B. Academic Information</u>	214
B.1. <u>To Submit an Assignment</u>	214
B.2. <u>To Add Courses into Your Curricula</u>	226
<u>C. Communications</u>	230
C.1. <u>To Send a Comment to Your Advisor</u>	230
C.2. <u>To View All of Your Comments</u>	235
<u>D. Payments</u>	236
D.1. <u>To make a payment</u>	236
D.2. <u>View payment history</u>	238
D.3. <u>View payment plan</u>	239
D.4. <u>Edit credit card information</u>	240
<u>E. Personal Information</u>	242
E.1. <u>To edit your personal information</u>	242
E.2. <u>To view your personal information</u>	243
E.3. <u>Enrollment information</u>	248
<u>F. Online Library</u>	249
<u>G. Additional Student Resources</u>	254
<u>H. Optional Courses</u>	257
<u>I. Additional Guides</u>	260
I.1. <u>Personal Information</u>	260
I.2. <u>Calendar</u>	261
I.3. <u>Transcript</u>	265
I.4. <u>ID Card</u>	269
<u>J. Important Documents</u>	271
J.1. <u>Document Management</u>	271
<u>K. Curriculum Proposal</u>	275
K.1. <u>To Add a New Course</u>	276
K.2. <u>Calendar of Assignments</u>	279
K.3. <u>Schedule a New Course</u>	279
K.4. <u>Turn-it-in</u>	281
K.5. <u>Quiz Status</u>	284
K.6. <u>Submitted Assignments</u>	285
<u>L. Additional Links</u>	286
L.1. <u>Comments from the Academic Department</u>	287
L.2. <u>Comments from the Advisor/Tutor</u>	288

L.3. <u>Comments from the Student</u>	289
L.4. <u>Current Payment Plan</u>	293
L.5. <u>Credit Card Info</u>	295
L.6. <u>Optional Courses, Topics</u>	299
L.7. <u>Submit Testimonial</u>	301
L.8. <u>AIU Groups</u>	303
6. - <u>APPENDICES</u>	305
6.1. <u>UNIVERSAL DECLARATION OF HUMAN RIGHTS</u>	306
7. - <u>BIBLIOGRAPHY</u>	311

**“THE DIRECTION IN WHICH
EDUCATION STARTS A MAN WILL
DETERMINE HIS FUTURE IN LIFE.”**

- PLATO



1. PHILOSOPHY

**“ON ONE OCCASION ARISTOTLE
WAS ASKED HOW MUCH
EDUCATED MEN WERE SUPERIOR
TO THOSE UNEDUCATED:
‘AS MUCH,’ SAID HE,
‘AS THE LIVING ARE TO THE DEAD.’”**

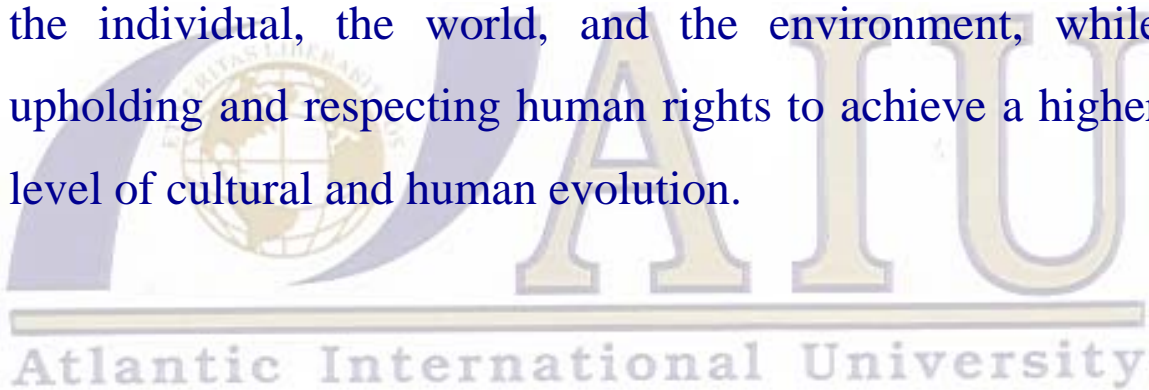


- DIOGENES LAERTIUS

1.1. MISSION AND VISION

MISSION STATEMENT

To be a learning institution committed to spreading pathways for greater cultural development, using methods that are sustainable in order reach the optimal direction of the individual, the world, and the environment, while upholding and respecting human rights to achieve a higher level of cultural and human evolution.



VISION

The empowerment of the individual through self-learning to achieve the joint evolution of the world, through a holistic and tenable educational design, based on andragogy.

**“EDUCATION IS NOT A
PRODUCT: MARK, DIPLOMA,
JOB, MONEY – IN THAT ORDER;
IT IS A *PROCESS*, A NEVER
ENDING ONE.”**



- BEL KAUFMAN

1.2. ORIGINS

AIU emerged in the 1980s to find a response to the quest of integral and sustainable development through a wide range of undergraduate degrees. They were initially intended for employees of various enterprises owned by the university's founders. Then, the goal encompassed a paradigm shift from "traditional knowledge" to "practical knowledge". It was a move from Pedagogy to Andragogy with an emphasis on human and environmental capital, which appears to be the only viable solution to an increasingly globalized world.

With encouraging results that never stopped to pile up through Bachelors Degree programs, the AIU system crossed international boundaries and expanded to also include studies at the graduate and terminal levels (Masters and Doctorate). Learning processes are personalized and entail curriculum development based on distance learning, or a hybrid attendance that combines direct (live) and indirect (distant) instruction. AIU has agreements with 21 foreign universities and educational institutions in various countries. AIU also maintains a worldwide presence with quality satellite centers with thousands of students throughout all continents.

1.3. INSTITUTIONAL MANIFEST

ANGLES

DIRECTION

CONCEPTUALIZATION

- ***PHILOSOPHY:** Universal Declaration of Human Rights
- ***PRINCIPLES:** Growth is rooted into the conscience and commitment to satisfy necessities through an integral and sustainable blooming of the individual and his/her surroundings
- ***VALUES:** Respect of human rights and liberties
Integral and sustainable development of the individual and surroundings built upon truth, justice, love, and freedom
Self and international cultural awareness.

Socio-educative Requirements

- Context Analysis**
- *Selection of institutions, contractors, and agencies representative of the targeted areas of development
 - *Criteria of eligibility for services:
 - Projects
 - Real-World Connection
 - Design
 - Advisement
 - Investigation

STRATEGIC DIMENSIONS OF ANDRAGOGY AND OMNILOGY-BASED SERVICE

STRATEGY

INTERNATIONAL DEVELOPMENT

Provide users of educational services opportunity to analyze and interpret international conjunctures; design and utilize strategies of human, environmental, economic, political, and cultural cooperation, and assess the impacts of an interdependent world. Also, establish the conditions to connect institutions and people within organizations in countries interested in initiating or strengthening forms of commercial, educational technological and cultural partnerships that can contribute to a harmonious coexistence.

*Objective

MANAGEMENT DEVELOPMENT

Provide users of educational services, conditions and tools to identify and analyze new development styles, structures, and projects with a new vision, and at both the national and international levels. The purpose of this shift is to create and use strategies that tie together people, enterprises, and institutions with the ultimate objective to implement and evaluate performance that is consistent with human development from personal, regional, national, and international perspectives.

CULTURAL DEVELOPMENT

Offer an information, advisement, and training mechanism in order to interpret the cultural changes of the new century and propose environmental, human, economic, political, and social behavior patterns that foster the emergence of new cultural paradigms built upon the respect and valuation of justice, love, truth, and freedom as essential conditions for the sustainable development of the individual and society as well.

Information drive geared towards capitalizing on opportunities for transfer of technology and services with expert Systems
Specialized networks of world interchange

*Project Mgmt.

Quality Models for Human, Public, Private, Social, and Environmental Administration
Service-oriented Quality Systems
Updates for public and private servers

Education Models and Actions for human growth in diverse settings
Communication and Education strategies for Cultural Change
The Cultural, Urban, and Rural Behavior from an eco and biodevelopment perspective.

*Actualization and Training of Professionals At every level with possible validations of Technical Programs, Bachelor's degrees, Diplomas, Master's and Doctorate degrees.

Entities that export and import goods and services

*Advisement & Investigation

- Export and import strategies
- Financing Mechanism
- Market Analysis
- International Competitiveness

Public, Private, and Social People and Institutions:

- Strategic Planning
- Development Project
- Optimization of Work processes

Educational and Cultural Institutions

- Education Innovation and Betterment
- Faculty and Investigator training
- Conditions and modalities for human growth
- Service-oriented Training

1.4. ANDRAGOGY

Andragogy is the science of the lifelong and lifewide education / learning of adults

Lifewide Learning of Adults

intentional learning

not-intentional
"learning en passant"

outside-directed

self-directed

planned, but learning not main purpose

happening

woven into life-routines

Adult Education

autodidactic

travel

accident

aging

always includes not-intended learning-processes and -products

can lead to intentional learning

Prof. Jost Reischmann, University of Bamberg, Germany

The need to define the concept of **andragogy**, as an antonym of **pedagogy**, is based on the difference between the purpose, objectives, tenets, materials, and outcome assessment of the two learning processes. Definitely, methods of education intended for adults require a close look at their bio – psycho – social traits along with their past, present, and future/desirable experiences.

THE CONCEPT

Today, **andragogy** is considered as the method applied to teaching adults whereas pedagogy is applied to the education of children.

BACKGROUND

A German teacher, Alexander Kapp, was the first to use this expression in 1833. He wanted to describe educational practices used by Plato with his pupils who, as we may remember, were not exactly children. At the beginning of the twenty-first century, the concept emerged again with Eugen Rosenback and encompassed a series of curriculum processes (philosophy, teaching personnel and methods) designed for adults. In the 1970s, andragogy became more constant, both in Europe and in North America, and referred more specifically to methods, techniques, goals, and, in general, to the entire curriculum intended for the education of the adult population. Andragogy gained some momentum in the 1980s thanks to the efforts of the so-called Andragogic Group of Nottingham.

As a result, there was a huge interest in favor of male and female adults' permanent training and education in a way that is not the same as children. UNESCO adopted the concept in place of the expression of pedagogy for adults.

Society has been increasingly shifting its educational focus on the dynamics of andragogy in order to identify concrete ways in which adults learn. This has led to the understanding that adult learners, who are committed to self-learning, have managed their essential auto-development to a great extent. They have placed themselves among select groups of people with the potential for professional success, personal growth, and social progress.

Following are definitions of andragogy some authors have proposed:

“...[Andragogy] is an educational discipline that attempts to understand adults from all perspectives, that is, as a psychological, a biological, and a social entity.” (Translated from Márquez A., "Andragogía: propuesta política para una cultura democrática en educación superior"), Santo Domingo, Dominican Republic. Source:

http://ofdp_rd.tripod.com/encuentro/ponencias/amarquez.html

“Andragogy is a science and an art in which, as a component of anthropology and being embedded into permanent education, grows out into practice based on principles of participation. Those processes are guided through synergetic characteristics by the learning facilitator who fuels the booming or development of participating adults’ thinking skills, auto-management, quality of life, and creativity, with the ultimate objective to provide them with opportunities for self-improvement.”

(Translated from Alkali Adolfo. "La praxis Andragógica en los Adultos de Edad Avanzada") Source: <http://www.monografias.com/trabajos6/prax/prax.shtml>

“... [andragogic praxis is]... a combination of actions, activities, which, when applied through adequate principles and strategies of andragogy, contribute to smoothen and accelerate the learning process for adults.” (Translated from Alcalá Alcalá, Adolfo. 1999. "Es la Andragogía una Ciencia?". U.N.A. Caracas, Venezuela).

THE ADULT

In most cultures, anyone who is at least 18 years old is considered an adult. Although, after they reach their sixties, society calls them Aged, Elderly, Senior Citizens or members of the Third Age, they continue to be adults. There is a clear distinction between those who are older than 18 years old and those who are –average for both- less than 60. It is obvious that those chronological boundaries do not define adulthood. Many findings about human development concur on the fact that adulthood has sub-steps such as:

- Premature adulthood (before 20th birthday)
- Early Adulthood (between 20th and 40th birthday)
- Intermediate Adulthood (from 40 to 65 years of age) and
- Tardy Adulthood (after the 65th birthday)

As of today, there is no body of research that has clearly defined adulthood, nor has there been a consensus about what age corresponds to what vital stage. It is that adulthood which is precisely characterized by specifics that draws lines between its various stages.

On the topic that interests us – Continuing Education – we will not object to the fact that the special tenets of adult learning are, for the most part, dependent upon the psychology of this moving age.

This topic is so enormous that we cannot address its implications adequately here. Yet, certain key characteristics that define the educative process involved, particularly continuing and permanent education, must be taken into account.

Adults...

- Presumably evolve in a self-controlled life, broadly speaking.
- Are ready to temporarily risk their own physical bodies, when in good health, and if the emotional context demands it.
- Can and are willing to share ideas with whoever has similar desires to regulate work, recreation, and procreation cycles in order to ensure that upcoming generations go through all the steps of an enlightening development.
- Possess a concept of self-esteem embedded into a sense of self-confidence and ability for self-governance.
- Play a social role which encompasses responsibilities from a civic and economic standpoint.
- Are part of the economically active society and fulfill productive functions.
- Perform without supervision in the multiple facets of life.
- Have the intelligence that complements their instinct and intuition.
- Are concerned about “Learning To Do” and “Learning To Be”, besides simple Learning.
- Have the ability to join concrete associations where they can develop the ethical power necessary to attain corresponding objectives.
- Establish boundaries between their world and that of children through their sexual and social experiences along with their responsibilities.
- Consider themselves people who teach, educate, or assist like good learners. They need to feel useful and want maturity to require guidance and support of those who have produced and must help out.

On their end, through their role as educators, adults...

- Approach the educative endeavor with a learning mood and an awareness of their responsibility to select learning themes.

- Can think in abstract terms but remain able to use logical reasoning and hypothesis formulation in order to face problematic challenges.
- Evolve from dependent individuals to independent self-learners.
- Take advantage of their experiences and use them as learning resources, both for them, and for those around them.
- Regularly use critical thinking skills to analyze society, science, and technology.
- Always reject paternalistic acts from educators.
- Remain dynamically active but take controversial stands when they feel treated as children.
- Reject strict and inflexible teaching modes through which they receive instruction from teachers who indirectly hinder self-learning and natural development of children as well as adults.
- Seek a way of life for humans in a persistent manner that postulates respect for their ability to grow as people and their right to be critical, rational, and creative.
- Engineer their own motivation so that they can learn and create from their self-designed learning tasks.
- Aim at the immediate practical application of what is learned.
- Focus more on solutions to problems than on the growth of theoretical knowledge.

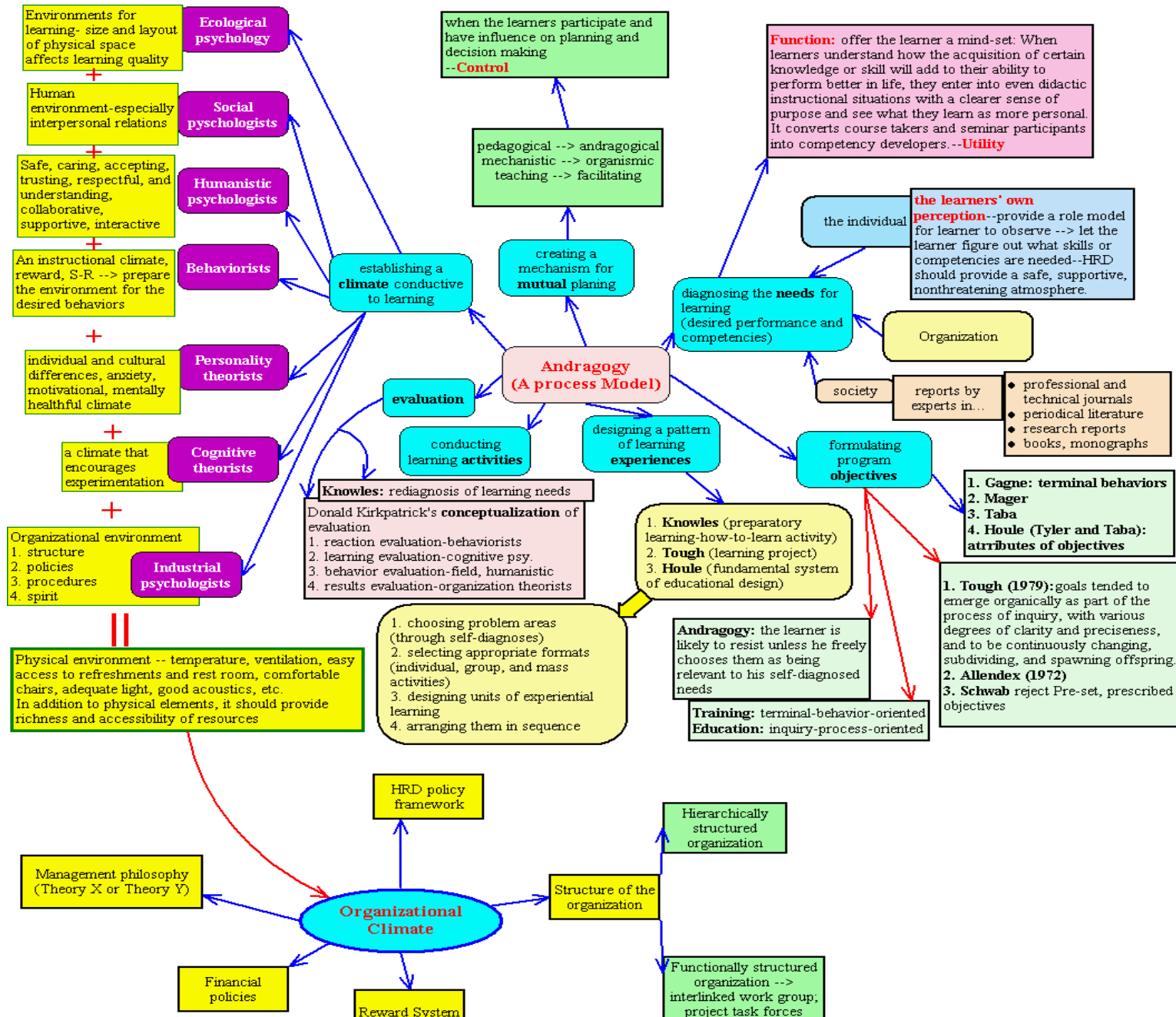
THE ANDRAGOGIC EDUCATOR

Based on the above, it becomes necessary to define the role of educators who anchor their teaching mission on the respect of the characteristics of the adult learner. Hence, educators must...

- Be fully aware of their students' learning needs.
- Assume the role of a facilitator of learning.
- Position themselves as resources, knowledge, and informational references.
- Manage the learning process through the learner's general and specific needs.
- Accept multiple functions as advisors, coaches, mentors, guides, and facilitators through an efficient system that is constantly evaluated in comprehensive and formative ways.

- Accept the tenet that assumes adult learners are able to access their own performance.
- Establish interpersonal reports with students and positively identify their characteristics.
- Integrate the group of adults as part of one family and play the role of a change agent.
- Participate in curriculum planning or in the design of their own teaching programs.
- Remain open and flexible to make curriculum changes in order to attend the adults' specific needs.
- Promote a climate of tolerance, acknowledgement, and participation between educators.
- Capture and capitalize the dynamic energy (synergy) of the group to attain learning objectives.
- Welcome the group as an additional set of resources intended for learning while discovering and acknowledging the package formed by all of its components.
- Influence learners so that they can participate in the academic act as “Academia Agents” from within and between different points of view.
- Assume learners rely on learning strategies and learning rates which are different.
- Promote transfer of knowledge towards concrete acts for every learner. This implies a necessary approach from learners' various expectations from the outset of the learning process.
- Capitalize on the use of objectives as a teaching-learning strategy.
- Avoid debates based on unknown materials which can negatively interfere with the learning act.
- Apply diversification options in the design of learning exercises or activities in order to tackle the same problems in multiple ways and apply possible solutions to different fields.
- Remain current with changes that occur constantly in school and in their professional lives, specifically in regards to your field of expertise and your life experiences.

- Manage to establish a link between the content of the learning process and actual life situations surrounding learners.
- Always remain receptive and responsive to students' stated needs.
- Provide an environment in which adults can not only express themselves, but also redeem themselves, and share their experiences without pressure from dictatorial supervisors.
- Promote a climate of respect for the attainment of common objectives in such a way that failure, when it occurs, would not become a threat.
- Possess some type of charisma so that errors and heterogeneity of knowledge and experiences can generate new learning.
- Create between themselves and the group some type of binding principles based on both parties' responsibilities always with the ultimate objective towards learning.



1.5. NATURE AND ORIENTATION

At **AIU**, we believe mankind is free to select what is useful and can, in the long run, produce personal as well as community profits. This is why we provide adult learners another alternative within the huge and complex domain of education. Alongside, our intent is merely to foster students' personal and professional development by students reaching their maximum abilities through tapping into all of their potential capabilities.

Thanks to modern communication technology, we strive to offer students the freedom to act and to craft their programs. Thus, not only do we acknowledge and validate life and professional experiences, but also steer students' way to earning an academic degree.

The dynamics of program development at **AIU** boost the quest for excellence in students' careers. Students' honesty, personal commitment, and desire to achieve their goal to earn a higher degree, are combined with the competence of top-notch academic advisors in order to educate men and women and make them better educated for the challenge of the 21st century.

AIU is an online higher learning institution committed to the general development of the country and of the international arena. Specifically, in a process that is followed by both self-learning with professionals as well as design and application of technology-based knowledge.

AIU is aware that its obligations will be met when it has reached a mixed respect of individual citizens' rights (along with their implications) with social necessities, universal expectations and their immediate consequences, institutional development, and their effect on the environment.

For **AIU**, the academic routine encompasses transmission and diffusion of personal and cultural experiences; yet, it goes beyond this threshold and must also generate new knowledge and technologies that scaffold the development of the world.

AIU views, as part of one ultimate mission, its inseparable objectives to develop mankind, educate citizens, and prepare professionals.

**“IF THERE ARE NO GREAT VALUES
BEHIND GREAT VICTORIES, SUCH
VICTORIES ARE USELESS.”**



-GREG SGROSSO

1.6. VALUES

AIU convenes that a worthy human coexistence is not possible without an implementation of universal values such as truth, freedom, justice, and respect of mankind. No authentic education can occur if they are lacking, resulting in the fundamental tenet that the educative act is contingent upon the awareness, the acknowledgement, and the realization of those values.

AIU is totally committed to the statements of the United Nations Charter particularly in the key statement made in the following article:

"As a member of society, all human beings are entitled to social security and, through national efforts and international cooperation along with every state's share, fulfillment of their economic, social, and cultural satisfaction, which is key to their dignity and the development of their personality."

**“THE ONLY KIND OF LEARNING THAT
CAN SIGNIFICANTLY INFLUENCE BEHAVIOR IS
THAT WHICH INDIVIDUALS DISCOVER AND
INTERNALIZE BY THEMSELVES.”**



- C. ROGERS

1.7. ACADEMIC PURPOSES

For **AIU**, the following purposes are the cornerstones of its endeavor:

- 1.7.1. Accomplish its social mission in a responsible and creative manner.
- 1.7.2. Engage in a quest for academic excellence.
- 1.7.3. Promote the advance of applied science and technology.
- 1.7.4. Embed scientific and technological values into concrete experience.
- 1.7.5. Defend the autonomy of university chores against incompatible economic and political interests.
- 1.7.6. Respect academic freedom as it relates to teaching and research.
- 1.7.7. Respect its members' freedom of conscience.
- 1.7.8. Respect and pay attention to diverse streams of thinking.

“IT IS NECESSARY FOR SCHOOLS TO BECOME EVERYBODY'S BUSINESS, TO OPEN UP TO THE OUTSIDE WORLD, TO TAKE ADVANTAGE OF LIFE, IN ORDER FOR OUR GENERATION AND FUTURE GENERATIONS, BY LETTING UNIVERSALITY INTO THEIR LIVES, TO ACHIEVE THEIR POTENTIAL OF CAPABILITIES.”

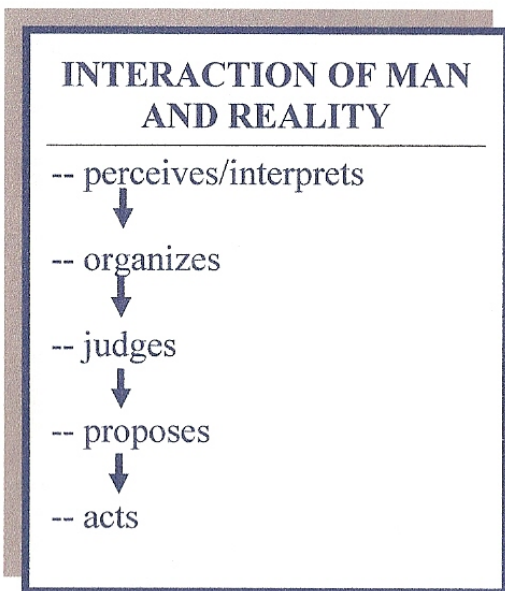
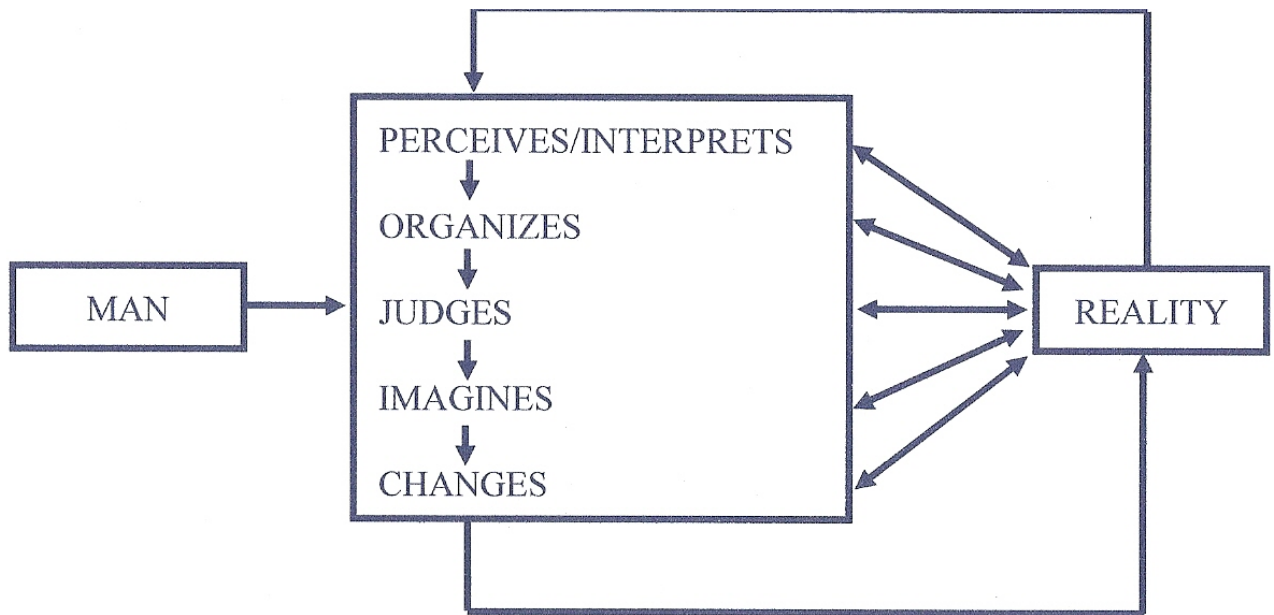


-B. ELIADE

1.8. ACADEMIC ENVIRONMENT

AIU believes that the academic endeavor is not possible without an adequate environment.

The creation of this environment is contingent upon a sense of belonging to the **family of the university** by having respectful coexistence, academic dialogue and debate, involvement in common tasks, and respect for the development of both the community and the members as integral components of a world university from birth to death.



TRACKS	KNOWLEDGE AND EXPERIENCE
SYMBOLIC →	Formalization
HEURISTIC →	systematization
CRITICAL →	interpretation
CREATIVE →	proposition
ACTIVE →	action origination

THE CORE COMPONENTS ARE VISIBLE ONLY THROUGH THE OUTPUT OF AN ANALYSIS; THE REAL TRUTH IS THAT IT IS QUESTION OF A UNIQUE INTEGRATED HUMAN BEHAVIOR

“TO BE IS TO REFUSE TO ACCEPT WHAT ONE IS; IT IS TO CREATE ANOTHER BEING THAT ONE IS NOT.”



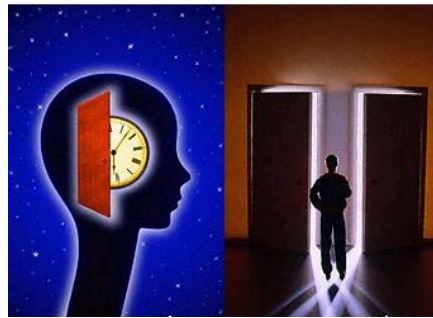
-J. CHATEÁU

1.9. INSTITUTIONAL POLICIES

AIU's policy is as follows:

- 1.9.1 Seek academic excellence.
- 1.9.2 Promote research and its applications.
- 1.9.3 Strengthen the academic arena in all aspects of life such as the work place, the family, and politics.
- 1.9.4 Create adequate working conditions.
- 1.9.5 Uphold multi, self, and multidisciplinary work.
- 1.9.6 Promote collaboration between institutions.
- 1.9.7 Promote human development of its members and environment.
- 1.9.8 Support the professional development of its members.
- 1.9.9 Support the efforts of students who are capable, responsible, and interested in their academia progress, mainly those with financial needs.
- 1.9.10 Strengthen the cultural development of its members.
- 1.9.11 Promote cultural awareness.
- 1.9.12 Be permanently concerned about updating their study programs as well as their apparatus for methodology and pedagogy.
- 1.9.13 Make it an urgent task to develop an ecological awareness and the defense of the protection of the environment.
- 1.9.14 Support all efforts aimed at promoting peace and cooperation between all peoples.
- 1.9.15 Promote interactions between cultures.

“LEAPS OVER WALLS... CAN BE EXTREMELY PERILOUS. TO LEAP SUCCESSFULLY, YOU NEED A SENSE OF HUMOR, THE SPIRIT OF ADVENTURE, AND AN UNSHAKABLE CONVICTION THAT WHAT YOU ARE LEAPING OVER IS AN OBSTACLE UPON WHICH YOU WOULD OTHERWISE FALL DOWN.”



-MONICA BALDWIN

1.10. AREAS DEFINITION

AIU has defined three strategic-interest areas that relate to the nation's leadership and international arena. The interest areas are the same that can, or should, converge for an adequate emergence of the individual, as long as of society at large, in a perspective, sustainable, and harmonious development:

- CULTURE OF DEVELOPMENT
- DEVELOPMENT MANAGEMENT
- THE INTERNATIONAL ENVIRONMENT

In the area of **Culture of Development**, **AIU** seeks to investigate the behavioral patterns and styles best suited to the changes brought by the end of the century and of the millennium. As importantly, by investigating, **AIU** seeks the criteria to interpret such changes in order to define the conditions that may favor the development of individuals under new circumstances.

In the area of **Development Management**, **AIU** seeks to provide its students with the elements that may allow them to identify and understand the new features of the

development of the United States as a world leader and its integration in the international arena. This may allow them to design and develop managerial strategies and actions that are consistent with the new environment.

In regards to the **International Environment**, AIU seeks to provide its students with the analytical and interpretative elements that may allow them to both, identify strategies for cultural and economic exchanges, and evaluate their possible impact on the basis of the experiences of the student, their advisors, and the world environment.

AIU believes an essential component of its role is to help individuals and organizations link with institutions from other nations that are interested in maintaining ongoing technological, commercial, educational, and cultural exchanges with the United States.

AIU instills in students the idea that they possess research abilities and the capability to identify, analyze, and solve problems relevant to the needs of contemporary companies and institutions. These abilities are derived from a combination of the student's own experiences with the awareness and knowledge gained from educational development, and with a focus on society's progress and development.

This concept is revolutionary and breaks established paradigms placing emphasis on the one's accomplishment. It serves to link self-teaching with intellectual research, the theoretical with the practical, and the areas of knowledge with production, or productive effort, in order to generate the skills and lateral thought so necessary in today's world.

The focus on these three areas of strategic interest is emphasized in each and every curriculum from *AIU's Three Schools*:

- *The School of Business and Economics*
- *The School of Sciences and Engineering*
- *The School of Human and Social Studies*

ECONOMIC,
POLITICAL AND
CULTURAL
LINKS
AND
EXCHANGES

ATLANTIC INTERNATIONAL UNIVERSITY

АТЛАНТИЧЕСКИЙ
УНИВЕРСИТЕТ

ORGANIZATIONS
AGENCIES
CORPORATIONS

SERVICE

CULTURE OF
DEVELOPMENT
INTERNATIONAL
DEVELOPMENT
MANAGING
DEVELOPMENT

УНИВЕРСИТЕТ
АТЛАНТИЧЕСКИЙ

- PROJECT MANAGEMENT
- PROFESSIONAL UPDATING
- PROFESSIONAL EDUCATION
- ADVISORY AND RESEARCH SERVICES

INTERNATIONAL COEXISTENCE AND COOPERATION
BASED ON:
- LIBERTY
- JUSTICE
- PEACE

**“WHAT IS DIFFERENT IN ME IS THAT
I STILL ASK MYSELF THE QUESTIONS MANY
PEOPLE STOP ASKING SINCE THEY WERE FIVE
YEARS OLD.”**



-ALBERT EINSTEIN



2. DEFINITION AND DEVELOPMENT OF THE DEGREE PROGRAM

**“LEARNING IS DISCOVERING
THAT SOMETHING IS POSSIBLE”**



- FRITZ PERLS

2.1. RATIONALE OF THE CURRICULUM

AIU’s educational model is an instrument for academic organization and services designed to reflect and interpret values of:

- A CULTURE OF DEVELOPMENT
- AN ADMINISTRATION OF DEVELOPMENT
- INTERNATIONAL DEVELOPMENT

In order to generate training and research products that contributes to development. This model is complete when embeds three structural dimensions.

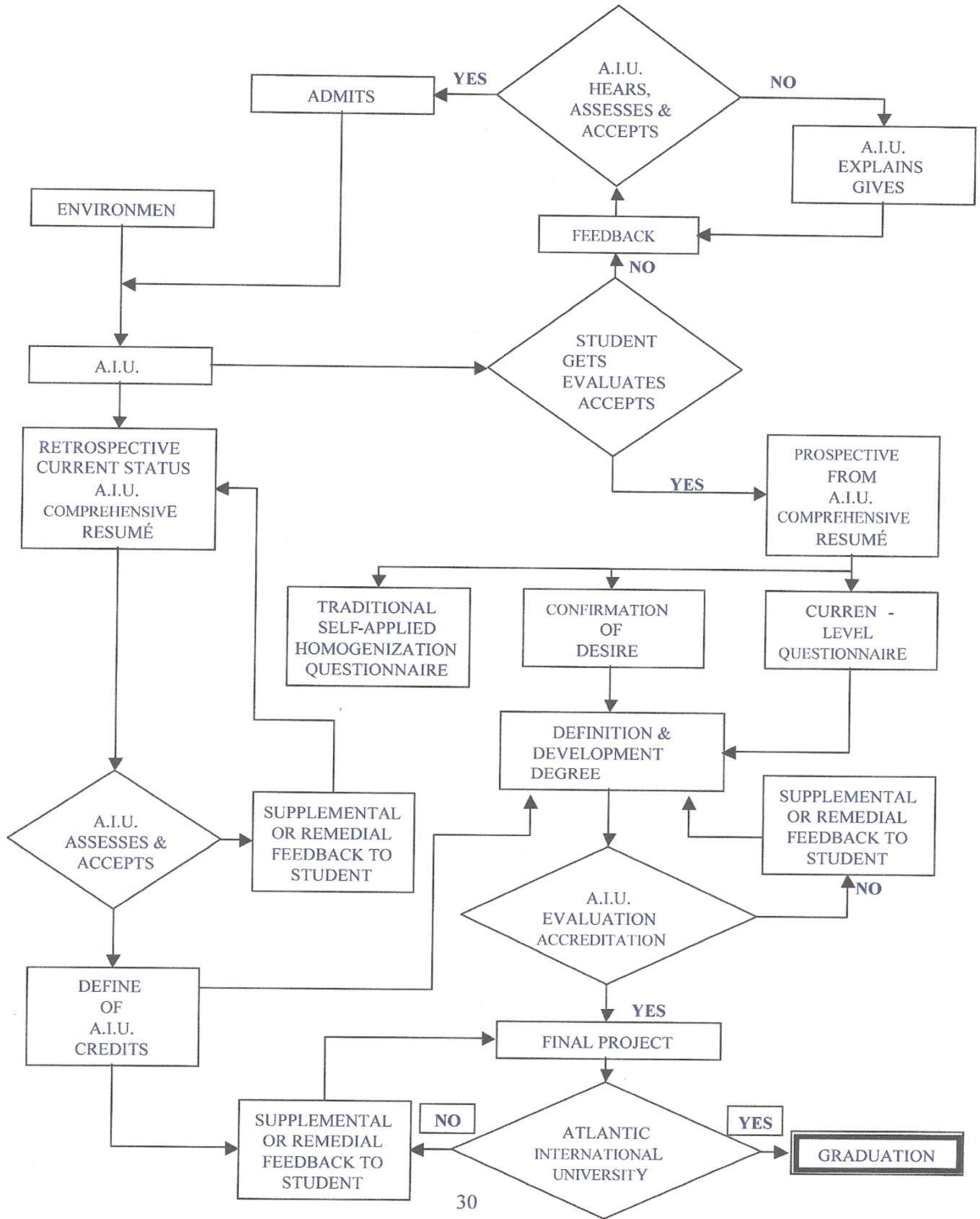
2.1.1. DIRECTIONAL

2.1.2. STRATEGIC

2.1.3. OPERATIONAL

2.1.1. The DIRECTIONAL level is comprised of AIU's philosophy as described in the first chapter and by the socio-educational requirements of the students, as defined in the second chapter of this program under the section of Evaluation. These elements are used to define the academic degree sought by the AIU student, as well as its focus.

The socio-educational requirements are comprised by the students’ developmental needs. AIU provides an answer to such needs by defining their specific degree program, their research areas, and the conditions for their links and exchange with their environment.



2.1.2. The STRATEGIC level is comprised of the priority educational areas for the AIU student. Its function is to organize, in a selective and differential fashion, the types, contents, and modes of the methodologies that will be used for the student's comprehensive development. This regards both to their individual needs, as well as their social aspirations (in their economic, political, and cultural aspects).

2.1.2.1 INTERNATIONAL DEVELOPMENT

2.1.2.2 ADMINISTRATIVE DEVELOPMENT

2.1.2.3 CULTURAL DEVELOPMENT

- **SEMINAR ON INTERNATIONAL DEVELOPMENT**, comprised of strategies for economic, political, and cultural exchanges with the international environment through information, communications, and exchange projects.
- **SEMINAR ON ADMINISTRATIVE DEVELOPMENT**, comprised of administrative strategies seeking to secure economic and social benefits at the personal, regional, national and international levels, as well as service-quality projects.
- **SEMINAR ON CULTURAL DEVELOPMENT**, comprised of educational strategies focused on establishing new cultural patterns and behavioral styles consistent with the new trends in individual, national, and global development, as well as educational, employment, and cultural behavior projects.

The above will provide the **area of expertise** (specialty) with a structural consistency; although some other elements can be added as well.

- Objective – to explain the intention and scope of the **area of expertise**, as related to the goals of the AIU student and his/her environment that are consistent with AIU's philosophy and evaluation of the AIU student.
- Project Management - each **area of expertise** defines and turns into specific projects, its contribution to the attainment of the relevant prospective in the AIU student's Comprehensive Resume. Also, the projects offer the alternatives and tools to enable the types of solutions determined. These projects are comprised by the interests and needs of the student's employment area.
- Professional Updates - This element originates from the new information and counseling required for the particular **area of expertise**. This regards new situations posed by the environment during AIU students' experiences in their dominant professional activities.
- Professional Education - comprising knowledge related to new professional areas that prepare the student —through self-development and job performance— for the basic **area of expertise** that may afford them job mobility in an ever-changing environment.

- Counseling and Research - these are the orientational, conceptual, methodological, and instrumental support required for the **area of expertise** whenever its objectives generate deeper disciplinary knowledge for the solution of specific problems.

2.1.3. The OPERATIONAL level is comprised of functions that steer the operational activities of each of the subjects in each of the following aspects:

- 2.1.3.1. An introduction providing the rationales for the **subject** and describing its characteristics.
- 2.1.3.2 A description of the objectives (both general and terminal) of the **subject**, keeping in mind its position within the prescribed program. For example, linking the program with the pre-required **subjects** and with those to which it constitutes a preliminary requirement. By performing an operational derivation, this description sets terminal objectives for the **subject**, expressing it in such a way that may enable their further translation into observable —and as such, measurable— behaviors.
- 2.1.3.3 A presentation of contents, in the form of a list, , that set forth as themes or informational units, corresponding to each of the terminal objectives. The contents are divided into modules, and anticipated future units within the desired structure.
- 2.1.3.4 An indication of the methodological strategies, i.e., the forms, means and methods (or the how) to enable the **subject's** learning, consistent with **AIU** 's philosophy.
- 2.1.3.5 A determination or suggestion of ways to evaluate the attainment of the objectives, proposing modes consistent with the nature of the contents.
- 2.1.3.6 A presentation of a bibliographical spectrum that may be utilized in the future as a resource for the development of the themes or informational units, as well as for the attainment of the objectives.
- 2.1.3.7 A duration estimate for the theoretical and practical activities required for the attainment of the objectives and of the **subject**, allowing it to be programmed and its credits to be defined.

The three structural levels defined above allow us to structure and interrelate the various contents and methodological and employment activities, through the educational tracks below:

- **SOCIAL AND PERSONAL EDUCATION.** This is structured and achieved by means of the social and human sciences studying individuals. The results are applied towards growth and development in order to achieve positive behaviors and attitudes allowing for full interactions in family, professional, religious and social environments. Development stems from changes in individuals, which translate into their external dimensions.
- **SCIENTIFIC EDUCATION.** Includes specialized knowledge in the areas of Business and Economics, Science and Engineering, and Social and Human Studies.
- **METHODOLOGICAL AND INSTRUMENTAL EDUCATION.** Includes the management of the means, methods, and languages appropriate to professional practice and the research process.
- **WORK EDUCATION AND EXPERIENCE.** Provides the abilities and knowledge required for the practice of a profession. This is seen as a comprehensive employment environment enabling a command of work responsibilities, spanning from addressing the requirements ensuring the quality of the work performed.
- **PARTICIPATION IN INTERNATIONAL CULTURE.** Provides the values, principles, and criteria that may enable students to enrich their vision of the world and to better understand the international environment. Also, it develops the students vis-à-vis the great challenges of society, enabling them to provide solutions for:
 - Attitudes of Solidarity and Commitment
 - Knowledge
 - Skills

**“WITHOUT KNOWLEDGE,
LIFE IS NO MORE THAN
THE SHADOW OF DEATH.”**



- MOLIÈRE

2.2. GENERAL OBJECTIVES OF THE CURRICULUM

The general objectives of the curriculum are generated by the prospective of the student's Comprehensive Resume, and they are intended to be consistent with **AIU** 's philosophy and the profile of the **AIU** graduate.

The objective determines the concrete and measurable goals or results the student wants to attain within a specific time frame, based on a plan of action and the current environment.

**“THE GREATEST OBSTACLE TO
DISCOVERING THE SHAPE OF
THE EARTH, THE CONTINENTS
AND THE OCEAN WAS NOT
IGNORANCE BUT THE
ILLUSION OF KNOWLEDGE.”**



- DANIEL J. BOORSTIN



2.3. CURRICULUM

The **Curriculum** for the **AIU** student builds, defines, and develops the degree program, as displayed in the attached subject listing. This becomes a basis for the final Transcript of the academic degree attained.

The curriculum consists of two central components: the common set of subjects for all AIU students and the set of subjects specific to the student's desired degree, emphasis, and area of expertise. Thus, as seen in the **Integration Chart and Guarantee of an Academic Degree**, the student starts by stating his/her area of interest. In the **Curriculum Design**, the student builds upon this area with subjects targeted to increase the development of those areas of interest. Both assignments are interrelated with one another. While the first two assignments put in perspective what are the most important areas of development, the design allows the student to decide how to implement that growth. This will allow AIU to provide feedback whether the attained credits are those required for the desired degree. In case they are not, AIU will suggest to the students the modifications and supplements that the curriculum may require.

The student will supplement this curriculum according to the "links to environment" column of the subject listing, on the basis of their comprehensive resume. They will write down the section number in the comprehensive resume with the applicable letter(s), depending on whether it belongs to the retrospective, current or prospective areas of each section.

In this curriculum, the number of credits is a function of:

- The hours devoted to each of the subjects

- Content quality and quantity

- Presentation

- Links and integration between chapters 1 and 2 of this degree program

LIST OF COURSES BY PHASE

Phase	#	COURSES	KEY			Hours		TOTAL HOURS	CREDITS	LINKS TO ENVIRONMENT
			EMPHASIS	SPECIALTY	CODE	THEORETICAL	PRACTICAL			
1st.	1	Communication & Investigation (Comprehensive Resume)			AUC 201	1 to 2		40 to 120	2	72
	2	Organization Theory (Portfolio)			AUC 202	10 to 20		40 to 120	1	100
	3	Academic Evaluation (Questionnaire)			AUC 204	5 to 10		40 to 120	1	105
	4	Experiential Learning (Autobiography)			AUC 205	AS REQUIRED		AS REQUIRED	1	122
	5	Professional Evaluation (Self Evaluation Matrix)			AUC 206	8		40 to 120	1	125
	6	Fundament of Knowledge (Integration Chart)			AUC 208	1		40 to 120	1	129
	7	Development of Graduate Study (Guarantee of an Academic Degree)			AUC 209	1 to 2		40 to 120	2	134
	8	Fundamental Principles I (Philosophy of Education)			APHI 200	2 to 5		40 to 120	1 to 3	141
2nd.	9	Development of College Education II (Bibliography)			APHI 201	10 to 20		40 to 120	1	145
	10	Seminar International Development I – Essay: Fractal Time			ARED 240	10 to 40		40 to 200	1 to 3	146
	11	Seminar Administrative Development I – Essay: Building Social Business			AUC 212	2 to 5		40 to 200	1 to 3	147
	12	Seminar Cultural Development I - Essay: Creating a New Civilization through Social Entrepreneurship			APHI 220	2 to 5		40 to 200	1 to 3	148
	13	Seminar International Development II – Essay: 2010 State of the World: Transforming Cultures from Consumerism to Sustainability			ARED 230	5 to 30		40 to 200	1 to 3	149
	14	Curriculum Design			ACUR 200	10 to 40		40 to 200	1 to 3	156
	15	Student Designed Courses				10 to 40		40 to 200	1 to 3	158
3rd.	16	Thesis Proposal			AUPR 210	5 to 40		40 to 200	1 to 3	173
	17	Final Project			AUBT 298	20 to 40		200 to 800	5 to 10	173
	18	Final Thesis			AUBT 299	40 to 80		200 to 800	5 to 10	174

The subject listing includes, but is not limited to, the subjects contained in it. It is dynamic and interactive, therefore subjected to modifications for each degree program, as well as to subsequent modifications during the fulfillment processes of:

- This degree program

- The curriculum

- The subject program

In special instances, and with the prior submission of a written justification, the FINAL PROJECT may be accepted instead of the thesis or dissertation for the degree program.



3. INTERACTIONS WITH THE UNIVERSITY

How To? Students' Interactions with the University

“I NEVER TEACH MY PUPILS; I ONLY ATTEMPT TO PROVIDE THE CONDITIONS IN WHICH THEY CAN LEARN.”

-ALBERT EINSTEIN

AIU is pleased to provide you with this “how-to” document, which contains guidelines about your interactions with the Academic Department at AIU (telling you how to contact the academic division of the university for any purpose). The document is designed to have all students use one universal format for assignments, seminars, thesis, telephone calls, requests, and messages throughout their dealings with that division of the university.

Therefore, we are asking that you take the time to become familiar with the contents of this information and also to make sure you are in compliance with all of its provisions. Failure to do so can cause either a delay in the processing of your submissions, or a grade below what you would normally have obtained, had you followed the Supplement’s criteria. Of course, misunderstandings, difficulties, or problems may arise any time; in that case, a quick phone call or email message should be able to clear any doubt or solve the problem.

Beginning with the cover page sample ([page 50](#)), it is critical that you reproduce all of your papers just like the samples in order to ensure that, not only students and advisors are aware of the formats, but also AIU students perform tasks of the same academic standards or standings as elsewhere. Ultimately, it is our hope that this addendum will prove to be a useful tool that will eventually make your experience at AIU as smooth, positive, and enjoyable as feasible. In the meantime, we wish you the very best with your endeavors here and through life in general.

3.1. THE INITIAL STEPS OF YOUR PROGRAM

It is essential that students understand they are totally in charge of their learning and performance throughout their degree programs at AIU. At no time should they wait for the university before taking action regardless of the situation or circumstance. In this perspective, the following maneuvers are what all students must do at the very beginning.

Although students manage the learning process, the Academic Department highly recommends that you keep a communication line open with the university through your academic advisor. This must be done via your electronic student section in order for us to address all issues pertaining to your studies. Also, as a general rule, it is advised for you to submit **one assignment per month**.

3.1.1. ACADEMIC ADVISORS

At AIU, your academic advisors will be grading your assignments. You are able to communicate with them by writing messages through your student section (**for a step by step process on how to communicate with your advisors [click here](#)**).

They are your guides of academia. If you have an academic question relating to your assignments, you should contact your academic advisor, as they will be able to answer your questions. The advisors are experts in designing curricular courses, they have designed

courses in the past. In your academic program, you are the expert in programming your own courses.

Since AIU is an andragogic system, they are not teachers. Rather, advisors are guiding you and challenging you so that you reach your goals. They are your partners in learning relating to your academics!

3.1.2. ACADEMIC TUTORS

At AIU, we know that online education can be challenging in the beginning. That is why we have a system in place to guide you through the process. The **Tutors** at AIU apply their motivational and organizational skills to successfully introduce you to your program. Think of the tutors as your online guides. They will not grade your assignments, they are here to help you get accustomed to AIU.

On the academic side, the tutors will work with you to make sure that the program at AIU is working to meet your goals. They will help you meet established deadlines, and they will also go over every step of the program.

On the financial side, they are able to clarify payment plan, verify payment due date, and make sure your first payment is received.

Use the tutors, they are here to help you. They are your partners through online learning process!

3.1.3. A SUMMARY OF THE AIU PROGRAM

1st Phase:

1. Complete the Course: **Communication & Investigation (Comprehensive Resume)** Please include all that you have done in your life in all aspects. (Prospective = Your Future Plan; Current = Your present as it is today and since 6 months ago; Retrospective = Your Past). This way, you will earn the credits to start your program. All Students at AIU must complete the First Phase in order to start their Academic programs. [Page 72](#)

2. Provide proof or evidence for the statements/claims in the resume such as certificates, diplomas, letters, photographs, etc. Documents should be scanned and uploaded through your student section through the assignment named **Organization Theory or Portfolio**. A key document is the last degree received such as: High School diploma and, most importantly, the diplomas. [Page 100.](#)

3. Fill out and forward your assignment named **Academic Evaluation (Questionnaire)**. You will have to make choices based on your honest thinking between answers a, b, and c. [Page 105.](#)

4. Complete and send the assignment entitled: **Experiential Learning (Autobiography)** to share your life experiences with AIU to reflect on your development in your personal, professional, and academic life, particularly paying attention to practical aspects of such endeavors. You may look at this entire coming across the past, present, and future. [Page 122.](#)

5. You will need, for the purpose of this assignment entitled **Professional Evaluation (Self Evaluation Matrix)**, to request an evaluation of your strengths and weaknesses from 3 people who know you from your work, academic, and personal lives and on a scale of 1 (weak) to 5 (strong). It is important for you to complete a self-assessment chore as well. [Page 125.](#)

6. For the assignment called **Fundamentals of Knowledge (Integration Chart)** you need to complete the sections about the dominant, specialty, and professional fields according to the model on [Pages 128-140.](#)

7. You will have to fill in the boxes of the **Development of Graduate Study (Guarantee of Academic Degree)** to fill in your educational tracks through various angles according to the sample available on [Pages 128-140.](#)

8. **Fundamental Principles I (Philosophy of Education)** is simply an essay of about 2-3 pages on your personal view of education in general. You should also include your understanding of concepts such as andragogy, pedagogy, distance learning, etc. [Page 141](#)

2nd Phase:

1. The **Development of College Education II (Bibliography)** assignment consists of doing research of your major while gathering a careful compilation of supporting resources needed to fulfill your academic obligations for your program. Please include a variety of sources like the Internet, magazines, newspapers, etc. Preferably list sources no more than six years old. [Page 145](#)

2. **Seminar International Development II- Fractal Time (Essay)**. You will need to complete an essay of 10-15 pages on the book *Fractal Time* by the Gregg Braden. Make sure you analyze the content as well as provide your own viewpoints on how to apply the concepts presented in the book to every area of your life. This book is available through your bookstore or online. [Page 147.](#)

3. **Seminar Administrative Development I- Building Social Business (Essay)**. You will need to complete an essay of 10-15 pages on the book *Building Social Business* by Muhammad Yunus. Make sure you analyze the content as well as provide your own viewpoints on how to apply the concepts presented in the book to every area of your life. This book is available through your bookstore or online. [Page 148.](#)

4. Seminar Cultural Development I- Creating a New Civilization through Social Entrepreneurship (Essay). You will need to complete an essay of 10-15 pages on the book *Creating a New Civilization through Social Entrepreneurship* by Patrick Appétit. Make sure you analyze the content as well as provide your own viewpoints on how to apply the concepts presented in the book to every area of your life. This book is available through your bookstore or online. [Page 149.](#)

5. Seminar International Development I- State of the World 2010: Transforming Cultures from Consumerism to Sustainability. (Essay). You will need to complete an essay of 10-15 pages on the book *State of the World 2010: Transforming Cultures from Consumerism to Sustainability* by the Worldwatch Institute. Make sure you analyze the content as well as provide your own viewpoints on how to apply the concepts presented in the book to every area of your life. This book is available through your bookstore or online. [Page 150.](#)

6. Start researching your major thoroughly in order to become fully knowledgeable about what you need to know on that field. This is the initial step for you to be ready to prepare and submit a plan of study for your degree program. Such plan, which varies according to your life experiences and future goals, is called **Curriculum Design.** [Page 156.](#)

7. Upload your planned assignments one by one into your student section under the option “Curriculum Proposal”, of course, they must match with what you included in your **Curriculum Design** course and were approved by your academic advisor. [Page 158.](#)

OPTIONAL COURSES IN THE 2nd PHASE

8. Seminar of Cultural Development I – The Hidden Connections (Essay). You will need to prepare an essay of 10-15 pages analyzing this book written by Frito Capra. [Page 152.](#) Make sure you analyze the content as well as provide your own viewpoints on how to apply the concepts presented in the book to every area of your life. This book is available through your bookstore or online.

9. Seminar of Administrative Development I – What the Hell Do We Know!? (Essay). AIU wants you to prepare an essay of 10-15 pages analyzing this book written by ARNATZ, William; CHASSE, Betsy & VICENTE, Mark. This book is available online from the following link: [Page 153.](#) Make sure you analyze the content as well as provide your own viewpoints on how to apply the concepts presented in the book to every area of your life.

10. Seminar International Development I – In Defense of Globalization (Essay). You should also prepare and submit an essay of 10-15 pages analyzing this book written by BHAGWATI, Jagdish as illustrated: [Page 154.](#) Make sure you analyze the content as well as provide your own viewpoints on how to apply the concepts presented in the book to every area of your life. This book is available through your bookstore or online.

11. Seminar International Development II – How To Change the World: Social Entrepreneurs and the Power of New Ideas (Essay). This is another title by

BORNSTEIN, David, on which you are required to submit an essay with a of 10-15 pages as illustrated on [Page 155](#). Make sure you analyze the content as well as provide your own viewpoints on how to apply the concepts presented in the book to every area of your life. This book is available through your bookstore or online.

12. If you would like, you can create an essay on another book that will complement your integration and development. This book has to be multidisciplinary and multidimensional. You would have to propose the book to your advisor for its approval. [Page 150](#).

3rd Phase:

1. It begins with your **Thesis Proposal**, which is a 3-page assignment that must consist with the description of 3 different targeted topics and a rationale for the selection of each of them. After AIU approves one of the topics, you will need to submit a 5-page detailed outline for the actual thesis document. [Page 173](#).

2. **The Thesis** – This is the last assignment you will submit to AIU. It is important to note that, like the other assignments, you need to make yourself available for a thorough examination of this task at the discretion of your advisor. [Page 200](#).

----- OR-----

1. You can create a final project, which would include a practical case, or a certain type of work that can be used as an alternative to the thesis. You have the freedom to decide which final project you want to craft as a culmination to your studies. However, if you prefer, you can also develop extra courses to be able to graduate. [Page 200](#).

4th Phase:

The fourth phase consists on the **graduation process** and you submitting the documents for your graduation as it is illustrated on [Page 202](#).

You will need to crosscheck and forward to us all personal information currently in your student section. This also applies to the **Apostille** (it is optional and only for countries that signed the October 5, 1961 Convention), which eliminates the requirement to legalize documents from foreign countries and validate/legitimize all such documents with the seal of the Apostille.

For more information on this topic, please visit the following web sites:

<http://www.state.gov/m/a/auth/c16921.htm>

http://www.hcch.net/index_en.php

<http://www.apostille.us/>

Graduation letters you will receive **must be signed and sent back through your electronic student section** as an ordinary communication with attachments.

3.1.4. TRANSCRIPT EVALUATIONS

At **AIU**, the 1st Phase is between 1 and 2 credits per assignment already established by the institution. In the 2nd Phase, assignments are between 1 and 3 credits taking into account the advisor's criteria.

The evaluations taken in a table from 1 to 100 are:

Grade		Points of Qualification	Numerical Equivalence
A	Excellent	4.00	90-100
B	Good average	3.00	80-89
C	Satisfactory average	2.00	70-79
D	Acceptable but under the standard level	1.00	60-69
F	Not approved	0.00	0-59
I	Incomplete: a temporarily given grade in case the student has not completed the requirements of the course due to a reason outside anyone's control.		
J	Exempt		
P	Approved		
T	Transferred credits (it is not included in the GPA)		
U	Audited (Without credits)		
W	Low academic		

In the case of the Bachelor, the credits are equivalent to 4,000 hours of student learning.

All the data is averaged since with each specialty it varies. In order to know how many credits you have to-date, you should see in your transcript section. In the main page of the student's electronic section that **AIU** has provided, you will find a link called Transcripts. In the inferior right part of this transcript, you will find **TRANSCRIPT SUMMARY**; it will have the sum of **TRANSFERRED CREDITS** along with the total of credits that you have earned thus far. (For a step-by-step process on how to access your transcript go to [page 265](#) of this manual)

You will be able to see in your transcript: Cr. Gr. GPA.

Cr: refers to the credits that are assigned to the corresponding assignment, which is normally 1 credit that is equivalent to approximately 30 hours of theoretical-practice learning.

Gr.: refers to the grade that is assigned to the assignment in question.

GPA: refers to the result of the multiplication of the number of credits by the value of the letter assigned to the assignment.

3.2. ASSIGNMENT COVER PAGE FORMAT

Use the following COVER PAGE format when you submit your assignments:

JOHN DOE (Your complete name)
ID UB001BBW0001 (Your student ID Number)

FUNDAMENTALS OF KNOWLEDGE II
(The title of the course)

Student's Profile
My Life in Shangai, China
(The specific title of the assignment)

ATLANTIC INTERNATIONAL UNIVERSITY
HONOLULU, HAWAII
SUMMER 2010 (date the assignment is submitted, summer,
fall, winter, spring)

3.3. THESIS COVER PAGE FORMAT

Use the following THESIS COVER PAGE format when you submit your thesis:

JOHN DOE (Your Complete Name)
ID UB001BBW0001 (Your Student ID Number)

**Pragmatic Human Interactions
Between Managers and Employees**
(The title of your Thesis)

**A Final Thesis Presented to
The Academic Department
Of the School of Business and Economics
In Partial Fulfillment of the Requirements
For the Degree of Doctor in Business Administration**
(The academic degree being sought)

**ATLANTIC INTERNATIONAL UNIVERSITY
HONOLULU, HAWAI**

SUMMER 2010 (date the assignment is submitted,
summer, fall, winter, spring)

3.4. GENERAL STRUCTURE OF ALL ASSIGNMENTS

While it is recommended to use the same below titles, they must NOT be underlined (these must be adjusted so that the paper be at least 15 pages long).

- **Table of Contents**
- **Introduction: Purpose of the topic**
(Definition & rationale for its selection) [About half of a page]
- **Description**
(Components of the topic and how they relate to modern world)
[About 1 page]
- **General Analysis**
(Additional relevant details about the topic)
[About 1 page]
- **Actualization**
(Specific case study to prove your point)
[About a page]
- **Discussions**
(Pros and cons about the topic)
[About a page – this section can be waived]
- **General Recommendations**
(What you suggest or wish to happen)
[About a page]
- **Conclusion: A new perspective**
(Connect everything you mentioned to something new or some possible outcome) [About half of a page]
- **References**
List, in alphabetical order and in the writing style that you prefer, all books, journals, newspapers, documents, and other sources consulted to complete the paper [About a page] {Look at the following page for actual format}

3.5. ACADEMIC INTEGRITY

At AIU, we encourage researching for the development of learning. Many, if not all the time, most of the time, will read academic articles, periodicals, books, or other publications. Keep in mind that while there is a lot of information, you need to be careful to choose your resources wisely. Make sure you know the sources you are using are trustworthy.

3.5.1. Referencing

It is also imperative that you cite your references the correct way. There are various ways to use in text citations. You can use MLA, APA, or Chicago Style Manual. Choose the style that you feel comfortable with. All of the styles have their own rules. You must follow the rules from the moment you start writing the paper until you finish with a work cited page, more commonly known as a bibliography.

3.5.2. In text citations and paraphrasing

When you are writing a paper and you want to mention the name of an author during the text, you can write, “Dr. Valcin (2000) mentioned.....” (Indirect quotation). Or you can also write, Dr. Valcin (2000, p. 7) mentioned, “you must use at least one reference.....” (Direct quotation).

Keep in mind that depending which writing style you choose (MLA, APA, or Chicago Style), determines the way in which you write the in text citations.

There is a great website that can help you reference your citations that comes from the University of Purdue: <http://owl.english.purdue.edu/owl/> Look for the writing style that you prefer. We know referencing can be confusing, so we give you the freedom to choose the best writing style that you choose.

3.5.3. References at the end of the text

Your college paper must contain a list of references. This list (presented in alphabetical order) goes back to all of your in-text references and provides readers the opportunity to see those references. For a 5-page document, a list of at least 10 references is sufficient, but you should try not to have only 5 or 6 references. This is what many call a bibliography. Make sure you follow rigidly the format determined by the writing style you are using (MLA, APA, Chicago Style).

Example:

References

Valcin, F. (1996). Unveil The Yankee. Artex Publishing: St. Petersburg, Florida.

3.5.4. Plagiarism

Plagiarism is taking someone else's ideas and not give the author the necessary credit. Plagiarism is the same as stealing someone else's ideas. In the writing process, we must be very careful to reference and cite everything we use. Plagiarism is illegal. The people that you write to will have to know that who wrote or who came up with the idea that you are presenting. Presenting those ideas as your own constitutes in **plagiarism**.

3.5.5. Turn-it-in

At **AIU**, we have a system to determine if our work is authentic or if it has been stolen from someone else. **Turn-it In** is a great way to verify if the writing is reasonable. There is a way to measure how much information of the writing paper is yours and how much information is borrowed from someone else. You receive a score every time you upload your assignment. The goal is to be as close to 0 (zero) as possible. Of course, if this is a research paper, you will have a percentage that is not 0 (zero). Generally speaking, we are accepting papers that have a score of around 50%. Meaning, 50% are your own ideas and 50% are someone else's ideas. However, remember that must quote or reference those ideas that are not yours. (To see how to use turn-it-in [click here](#))

3.6. FORMAT STYLES AND OTHER HANDY SUPPORT

APA style (with the manual published by the American Psychological Association) is a writing and formatting standard universally accepted and recommended in most colleges and universities in the United States of America. For the most part, the APA style tries to unify and show how to write and present manuscripts for publication. MLA style is the Modern Language Association that is widely accepted in most disciplines in the Humanities. The Chicago Style has been also a style guide for American English publishing. Any student who is interested can acquire the manual at any local bookstore. We make mention of this here solely so that our students can be aware of its existence.

3.7. ELECTRONIC STUDENT SECTION

We ask you to have all your correspondence through your electronic student section. Your advisor will respond within 24 hours. Log into that section following specific instruction included in this manual on [page 210](#).

3.7.1. E-MAIL MESSAGES

(Only an exception if there is no alternative)

Due to the nature of distant delivery advisory, a significant amount of communications between students and the academic department occurs through electronic correspondence (through your student section). We continue to strongly encourage this form of communication. If, as an exception, you believe that you need to send an email to AIU, the message must have headers in the subject box. If not, as it can be imagined, it can cause confusions in the department while sorting out messages and placing them appropriately where they belong. For this reason, we ask that students always identify their email messages in the following manner:

Subject: AIU - ID UM234BBW1001 – Seminar # 2

If you happen to change the subject of your email, you then need to say so by writing something like the following:

Subject: AIU - ID UM234BBW1001 – New topic for thesis

By proceeding like that, you help the academic department expedite your case because such headers say a lot, if not all, about your case before even anyone reads your correspondence.

3.7.2. TELEPHONE CALLS

AIU's system can be executed entirely without needing to make a single phone call. This is the way we designed all procedures so the students do not have to pay extra money by calling the university. If it is absolutely necessary, while we are all aware that every second costs money, it is important to provide the secretary with every single character in your student ID. For instance, you need to begin or end your message in the following manner:

“This is a message from John Doe, ID # UB999BA2222.”

Whenever you fail to follow this procedure, this will cause a delay in the time it takes to respond to your needs.

3.8. PEER-TO-PEER NETWORKING

There is the possibility, in the near future, for our students to communicate with one another. Through discussion groups previously assigned by the university, you will be able to discuss topics with other students. It is our expectation is to complete this project within the next year. We will let you know once this becomes available.

3.9. SELF-EVALUATION CHECKLIST

Self-Assessment Checklist to determine the value of your assignments

Before you submit any paper, please use this page to determine on your own whether you did a good job or not. If there are more than 2 items you cannot verify within your document, then, please make the appropriate corrections in order to earn credit for the assignment.

- _____ I have a cover page quite similar to the sample on [page 50](#).
- _____ I included a table of contents with a corresponding page number for each item.
- _____ I included an abstract of the document (only for the thesis).
- _____ I followed the outline proposed on [page 52](#).
- _____ The length of my introduction and my conclusion is commensurate with the size of my document.
- _____ I used references throughout the document as suggested on [page 53](#).
- _____ My references are listed in alphabetical order at the end as suggested on [page 53](#).
- _____ Every title mentioned in the text appears in my list of references or vice-versa.
- _____ I have a detailed illustration of the point of view I am trying to defend.
- _____ I used a set of appendices at the end with graphics or other types of supporting documents.
- _____ I used graphs, charts, and/or statistics to further scientifically clarify my ideas.
- _____ I have at least 50 pages of text (15 minimum if not a thesis) except if advised otherwise.
- _____ I have at least 70 pages of text (20 minimum if not a thesis) for a terminal degree.
- _____ Every section of my document followed a logical sequence (1, 2, 3...)
- _____ I included a section consisting of *unbiased* recommendations and/or suggestions about the topic.
- _____ I have avoided all fancy fonts, drawings, or decorations.
- _____ I have used a simple, clear, and easy syntax that is accessible to all.
- _____ I had a spell-checker such as Microsoft Word (or other) to review my text for spelling mistakes.
- _____ I had a spell-checker such as Microsoft Word (or other) to review my text for grammatical mistakes.
- _____ I have not infringed copyright laws by using material from other individuals or institutions.
- _____ I hereby attest that the work I am submitting is totally my own to the best of my knowledge.

Student Signature

Date

3.10. SUPPORTING RESOURCES

Using and finding E-books from Atlantic International University's online library is now easier than ever before. There are now 43,000+ books in our library, start learning and using them today!

In total, the on-line library contains 75,000 libraries representing 171 countries in total. There are more than 220 million bibliographies with more than 1,700 million individual items, and items written in 470 languages of 112 countries. Every 10 seconds a new item is added to the library. There are 27 million complete articles of specialized magazines, 1.9 million eBooks of which 30,000 are available to our students and the rest they can purchase, there are 6.9 million international conferences that can be seen, as well as 8 million dissertations.

In addition, following are some new sources of information for you:

- The DATABASE called Wilson Select Plus is no longer an option within the online library; there are still many academic resources available to the student there. If you wish to browse the Wilson Select Plus option you must go to the following link:

<http://vnweb.hwwilsonweb.com/hww/jumpstart.jhtml>

- The log in information is:

Username: BCG22

Password: UNHI212755

- This will give you access to additional resources for the curriculum design and the development of the courses. Please remember to “Copy” and “Paste” the username and password to ensure access to the page. Remember we encourage the students to use outside sources as well.

Additionally, following are some new sources of information for you:

3.10.1. Free Public Libraries & Other Academic Resources

<HTTP://www.encyclopedia.com>

Provides an online encyclopedia service.

<HTTP://bubl.ac.uk/>

A British sight with many useful articles and journal abstracts

<HTTP://www.esimez.ipn.mx/>

“Instituto Politecnico Nacional” (Mexico) (Spanish Only)

<HTTP://www.continental.edu.pe/>

Continental University of Peru – Organización Educativa Continental (Spanish Only)

<HTTP://www.ac-montpellier.fr/>

Montpellier University (France) (French Only)

<HTTP://www.sec.gov/>

The US Securities and Exchange Commission. Contains Edgar Database on Corporate Information. SEC news digest and public statements. Current SEC rulemaking. SEC division of enforcement. Small Business information.

<HTTP://lcweb.loc.gov/>

The Library of Congress. Contains America’s story in words, sounds and pictures. Exhibitions (on-line gallery). News events and more. Catalogs, collections and research services. Congressional Information. Copyright office – forms and information.

HTTP://marvel.loc.gov/	The Library of Congress World Wide Server. This connects to many other Library of Congress web pages, such as LC Marvel Gopher, LC Authority Service, and LC Basic Bibliographic Service.
HTTP://www.investor.com	Financial information from the Microsoft Network.
HTTP://www.cnn.com	News and information from the CNN network
HTTP://www.cnnfn.com	Financial information from the CNN network
HTTP://www.clearinghouse.net/	The Argus Clearinghouse provides access to a growing collection of over 300 topical Guides to Internet Resources, many created by librarians.
HTTP://sunsite.berkeley.edu/	The Berkeley Digital Library is sponsored by the Library of the University of California, Berkeley and Sun-Microsystems, Inc. Provides information and support for those Building digital libraries, museums and archives.
HTTP://www.ipl.org	The Internet Public Library Project. Another excellent site.
HTTP://www.oclc.org	The Internet Resources Cataloging Project is a database containing over 92,000 bibliographic records.
HTTP://www.nlm.nih.gov/	The National Library of Medicine.
HTTP://www.nnlm.nlm.nih.gov/	The National Network of Libraries of Medicine. Provides biomedical information from around the world.
HTTP://sjcpl.lib.in.us/homepage/	SJCPL's List of Public Libraries with WWW Services. This is an extensive list of public libraries with www servers. Useful for students using local library Services in their home town.
HTTP://www.sil.si.edu/	Natural history and museum resources from the Smithsonian Institutions.
HTTP://www.dpi.state.wi.us/	A useful directory for state library web sites.
HTTP://dliis.dos.state.fl.us/	State Library web sites from Florida. Contains State archives, state libraries, and Legislative library services.
HTTP://www.library.vanderbilt.edu/	Has good information for searching the web.
HTTP://vlib.org/overview	The WWW virtual library. Enables the student to access information through subject or service resources.
http://www.bls.gov/search/ooh.htm	Guidance to search for occupations.
http://www.jobguide.thegoodguides.com.au/occupation/search	Guidance to search for occupations
http://careerservices.rutgers.edu/CareerHandouts.html	Career Advice

3.10.2. Virtual Libraries on the Internet

As an additional support, you may find on the Internet many virtual libraries. You can even conduct a your own search in www.yahoo.com or www.google.com typing in the box the string “virtual libraries.” Here is a list AIU compiled for you:

https://www.highbeam.com/reg/reg1.aspx?refid=ga_gts_elib_14&gclid=CNimwtT7640CFRqsOAodr2IbuA

http://www.questia.com/start/?D=se1startCRID=online_library&KEY=libraries

http://www.loc.gov/index.html?gclid=CI_U4av8640CFSE7gQod2VKjsQ

http://www.highbeam.com/landing/online_library.aspx?refid=ya_freeonlib_1

<http://vlib.org/Computing>

<http://www.wdl.org/>

3.10.3. About Newspapers and Magazines (you can request information about subscription costs)

[HTTP://www.newsweek.com](http://www.newsweek.com) Newsweek magazine

[HTTP://www.nationalgeographic.com](http://www.nationalgeographic.com) National Geographic

[HTTP://www.time.com/time/](http://www.time.com/time/) Time magazine

[HTTP://www.usatoday.com](http://www.usatoday.com) USA Today

[HTTP://www.nytimes.com](http://www.nytimes.com) The New York Times

[HTTP://www.boston.com/globe/](http://www.boston.com/globe/) The Boston Globe

[HTTP://www.suntimes.com](http://www.suntimes.com) Chicago Sun-Times

[HTTP://www.sfgate.com/chronicle/](http://www.sfgate.com/chronicle/) San Francisco Chronicle

[HTTP://www.usnews.com](http://www.usnews.com) US News and World Report

[HTTP://www.psychologytoday.com](http://www.psychologytoday.com) Psychology Today

[HTTP://www.economist.com](http://www.economist.com) The Economist

[HTTP://www.hoovers.com](http://www.hoovers.com) Subscription service

3.10.4. Free Internet Sites To Learn English and Other Languages

<http://www.focusenglish.com/>

<http://www.merriam-webster.com/>

<http://www.esl.com/>

<http://www.yourdictionary.com/>

<http://www.yourdictionary.com/languages.html>

<http://www.eleaston.com/>

<http://www.englishlistening.com/>
<http://www.esl-lab.com/>
<http://www.esl-lounge.com/>
<http://www.traducegratis.com/>
<http://www.abcdatos.com/programas/traductores/index.html>
<http://world.altavista.com/>
http://www.worldlingo.com/es/products_services/computer_translation.html
<http://www.freetranslation.com/>
<http://translation.paralink.com/>
http://www.langdy.com/dacc_g.htm
<http://www.ncsa.es/traductor/index.htm>
<http://www.tecapro.com/spanglish.html>
<http://wordweb.info/free/>
<http://www.alicantetotal.com/diccioguay/index.htm>
<http://www.freelang.net/dictionary/>
<http://www.free-soft.ro/index-en.html>
<http://www.diccionarioingles.com/>
<http://www.traducegratis.com/diccionario1/>
<http://www.langtolang.com/>
<http://www.allwords.com/>
<http://www.diccionarios.com/index.phtml?redirect=true>
<http://www.onelook.com/>
<http://dictionary.cambridge.org/>
<http://www.bartleby.com/61/>
<http://www.wordsmyth.net/>
<http://dictionaries.travlang.com/>

3.11. GUIDE FOR WRITING AN ESSAY/TERM PAPER

Synopsis

1. [What is an essay?](#)
2. [Prior to beginning to write](#)
3. [The organization of the essay](#)
4. [After writing](#)
5. [Maintaining and polishing the essay](#)
6. [Dialectics](#)
7. [Transitions](#)
8. [Research process](#)
9. [How to conduct research](#)
10. [Referencing](#)

1. WHAT IS AN ESSAY?

Writing simply consists in putting on paper a thought or an opinion. Although, **not** all types of writing are appropriate in the world of academics, which we call essays.

An essay is a type of prose, which briefly analyzes, interprets, or evaluates a topic. It is hence a literary genre just like poetry, fiction, and drama. It must also be viewed as a task which students are accustomed to, and which consists of a prompt to develop in a certain number of paragraphs, usually five. Key differences between an essay and other forms of writings are:

- An essay uses a formal tone. In your essay, you should stay away from humor, sarcasm, colloquialism, and irrelevant observations or facts. It is essential to understand the sharper contrast that exists in Spanish (more than in English), between spoken language (informal), and written language. This may even compel an English speaker to consider Spanish styles to be impersonal or even pretentious.
- One writes for readers who, regardless of their intelligence, may not necessarily know a topic or issue sufficiently well.
- In fact, the fundamental purpose of an essay is to demonstrate total and appropriate knowledge in the most adequate manner possible. It is extremely important to address the issue of the prompt accurately.

The value of an essay is assessed on the basis of three key criteria:

1. Well documented content
2. Appropriate and well organized logic
3. Correct use of the language

2. THE PRE-WRITING STAGE

It is a myth to believe professional writers complete their tasks in just one strike. The truth is that prior to reaching the stage of the finished product, writers must produce several drafts. Hence, it is normal for you to also make several attempts before your text becomes acceptable to readers because this is part of the process.

The recommended initial step is to jot down anything that comes to your mind without the use of a dictionary and away from having concerns to do it right.

The actual initial steps of the process involve:

- 3.6 The elaboration of a web of ideas with no logical reasoning, sequence, or organization.
- 3.7 The drawing of an outline with a graphical focus on the central points of the essay.
- 3.8 The writing of the first draft.

3. ORGANIZATION OF THE ESSAY

Each essay consists of three main components: the introduction, the body, and the conclusion. Following are some details about them.

3.1. Introduction

This segment does three things for readers: indicates the purpose of the text, defines the topic, and points to the organization of the ideas. How is this achieved?

The first step is about clarifying the objective of the essay. Readers should be focused on the topic of the text which allows them to ask themselves specific questions about the essay. This would be a clear indication that the introduction is perfect.

This focus may also become the object of the thesis of the text, to which clarifying strategies can play the essential role of support. Examples can include:

- Surprise: when the most salient element of the essay emerges suddenly.
- Confirmation: when the essay is based on facts already known, which would eventually ease up the understanding of the idea being presented.

- **Contradiction:** when the essay starts with a popular idea but quickly swerves towards a contrast that helps make the point.
- **Suspense:** when the gradual presentation of the idea makes readers remain in the expectation, setting them up to want to know more and more information.

The introduction, which should be limited to no more than two paragraphs (preferably just one fairly extended), would contain the following:

- A brief presentation or announcement of the topic
- The thesis topic, which should provide clues about the direction and the logical sequence of the arguments

Now, let's look at some thesis topics corresponding to concrete questions.

Question 1. Describe the main character of the poem The Cid.

Thesis 1. Cid, the main character of the poem, is characterized by his physical might, and his moral strength, which symbolize Christian father and spouse.

On the outset, this thesis sets the stage for a development lending itself to what would be the fundamental theme of the essay: physical might and moral strength.

Question 2. Compare the characters: Don Quixote and Sancho Panza.

Thesis 2. In general, Don Quixote and Sancho Panza appear to be two characters evolving on two completely opposed poles: Don Quixote represents the idealistic human being, while Sancho Panza symbolizes the realistic one. Yet, in several instants of the novel, the roles are completely reversed.

Here, a simple compare/contrast strategy would be sufficient to depict or paint differences and similarities between surrealism and realism in mankind through a Venn diagram graphic.

IMPORANT NOTE: In essays intended for academia, the title is a very important component and can include just the topic or question related to the essay. In documents with different purposes, the same strategy based on the title can be used because it serves as a guide or it clarifies the foundation for the reader. It is of a paramount importance to use such guides because they give readers the impression that the writer has them in mind and wants to communicate with them from the very beginning.

3.2. The Body

This is the area where readers receive clarification or details announced in the introduction. Every aspect of the essay, which is highlighted in the introduction, must be the object of a separate paragraph in the body. In the body, writers display their organization skills and their mastery of logic science.

There are several strategies that can be used depending on the essay genre. These can include being descriptive, narrative, or expository. Let us consider some examples:

- Analytical Essay. This is about the description of components of an entity. This technique is particularly popular in literature. Thus, the analysis of a novel will look at the characters, the dialogue, the stand, and some other elements typical of an essay.
- Compare and Contrast Essay. It is used to emphasize differences and similarities between two groups.
- Definition Essay. Writers explain a concept unknown to readers. Ways to accomplish this can include: modeling a concept in a class context, illustration through concrete examples, or just semantics with the use of synonyms and antonyms.
- Classification Essay. It is similar to an analysis, but it focuses more on various types of an entity, rather than on the components of a whole. For instance, an old and prevalent type of novel is the picaresque one where the protagonist has a series of episodic adventures in which he/she sees much of the world around him/her and comments satirically on such environment.
- Cause and Effect Essay. This document attempts to underlie the origins and consequences of any reality or phenomenon.

IMPORTANT NOTE: Another common style is cause persuasive essay which tries to convince readers through emotions and not with evidence. In this case, one important resource is figurative language (images, metaphors, similes, and other rhetorical forms). While such styles are popular in advertisements and creative writing, they are not the object of assignments and should not be used in academic essays.

3.3. The Conclusion

The conclusion is the last paragraph, which recapitulates broadly ideas presented in the thesis topic and the introduction.

In the conclusion, the formula of the introduction is inverted with a brief summary of the essay and a conclusive sentence that can catch the reader's attention on the cornerstone of the essay. This must be done in such a pragmatic way that it opens up a new, larger perspective for the reader.

4. THE POST-WRITING STAGE

A review with two fundamental steps must follow the writing of the first draft.

- First, one must assess whether the content and the organization of the essay truly conveys the intended message to the reader and if there is cohesion between the sections.
- Secondly, a close focus must be directed to the elements of form (spelling, grammar, punctuation, capitalization, and sentence structure).

It is important to compare errors committed between two essays to avoid the recurrence of the same mistake and to improve one's overall writing skills.

5. POLISHING YOUR ESSAYS

With time and practice, you will build a style of your own. After all, considering the much time and energy spent in crafting this product of yours, it is worth making it permanent. To that end, here come some sound advice and suggestions:

- Read a great deal and read all styles; above all, manage to figure out what styles you like and which ones you would like to adopt.
- Practice your writing with a variety of styles.
- Read popular newspapers. Focus on vocabulary words and unknown figures of style. Build your own lexicon so that you can gradually keep recording new terms or words with a certain level of difficulty.
- Practice and write a lot. Write even at your leisure time. Keep a diary of key moments of your life or write about meaningful events although you do not plan to share your writings with others.
- Open up a correspondence in English with a friend, or participate in chat lines in this language.

6. LOGICAL REASONING

This is critical in an essay because it lets both your organizational skills and convincing powers transpire.

In order to allow this, writers use inductive and deductive reasoning. In the former, one starts with concrete examples to formulate general statements. The latter inverts the process and begins with general statements to be proved gradually with concrete illustrations. One advantage of these methods is that readers may also participate in the reasoning process consequently to better understand what is written.

¿When is it recommended to use either method?

Actually, it all depends on the topic, the objective of the essay and the intended audience. If the reader is familiar with the issue at hand, manipulation of the information can prove appropriate through inductive reasoning. Otherwise, it might pay to first present a hypothesis (deductive reasoning) or a clear, understandable thesis topic and get thereafter on the task of proving the point.

IMPORTANT NOTE: In an essay, it is always recommended to avoid some logical discrepancies with such *generalizations* (baseless comments), *vicious cycles* (attempts to develop a topic with the same terms with no details or clarifications), *illogic information* (irrelevant information with no connection with the announced premises).

7. TRANSITIONS

The role of transitions is vital in writing and in every essay. They are sentences or one-word connectors that allow readers to grasp your logic and follow the flow of your argument. Unquestionably, well-placed transitions take your readers softly and gently by the hand and shepherd them along. In the examples below (the list is fairly long), transitional words and phrases are classified by topic and meaning:

Addition (to add a detail)

In addition to, furthermore, moreover, besides, then, too, also, both-and, another, equally important, first, second, etc., again, further, last, finally, as well as, in the second place, next, likewise, in fact, as a result, consequently, in the same way, for example, for instance, however, thus, therefore, otherwise.

Time Organization (to show sequence)

After, before, then, once, next, last, at last, first, second, etc., at first, formerly, rarely, usually, another, finally, soon, meanwhile, at the same time, during the morning, day, week, etc., most important, later, to begin with, afterwards, generally, in order to, subsequently, previously, in the

	meantime, eventually, concurrently, simultaneously.
Space Organization (to show location or position)	At the left, at the right, in the center, on top, below, beneath, under, around, above, over, straight ahead, at the top, at the bottom, surrounding, opposite, at the rear, at the front, in front of, beside, behind, next to, nearby, in the distance, beyond, in the forefront, in the foreground, within sight, out of sight, across, under, nearer, adjacent, in the background.
Concession (to display a sense of compromise)	Although, at any rate, at least, still, thought, even though, granted that, while it may be true, in spite of, of course.
Emphasis (to reinforce a detail)	Above all, indeed, truly, of course, certainly, surely, in fact, really, in truth, again, besides, also, furthermore, in addition.
Details (to be specific and to the point)	Specifically, especially, in particular, to explain, to list, to enumerate, in detail, namely, including.
Examples (to attract)	For example, for instance, to illustrate, thus, in other words, as an illustration, in particular.
Result (or consequence)	So that, thus, consequently, hence, accordingly, for this reason, therefore, so, because, since, due to, as a result, in other words, then.
Summary (before a conclusion)	Therefore, finally, consequently, thus, in short, in conclusion, in brief, as a result, accordingly.
Suggestion (to propose)	For this purpose, to this end, with this in mind, with this purpose in mind, therefore.
Illustration (to clarify)	Thus, for example, for instance, namely, to illustrate, in other words, in particular, specifically, such as.
Contrast (when comparing)	On the contrary, contrarily, notwithstanding, but, however, nevertheless, in spite of, in contrast, yet, on one hand, on the other hand, rather, or, nor, conversely, at the same time, while this may be true.

8. THE RESEARCH PROCESS

A research is simply a more sophisticated essay. About 10 pages are usually considered a minimum, and a lot of planning, investigating, and elaborating is required. Sometimes, it is informative, that is, it simply informs and presents valuable data. Or, it can

be a true critique that analyzes and interprets information, and can even draw specific conclusions while making recommendations in a convincing and authoritative fashion.

IMPORTANT NOTE: Many agree that an informative essay is acceptable in a class about civilizations and cultures, but not in a literature class where the purpose is to foster both analytical reading skills and a proven sense of critique as well.

9. HOW TO CONDUCT RESEARCH

It is an irony that nowadays, it can be difficult to access material in a library. As a result, one modern resource is cyberspace. While many types of information found through this medium are fairly worthy, many are not. One has to be careful in the documentation process by taking the time to go beyond what can be found in an encyclopedia, for instance.

The bottom line is to carefully filter every piece of information one can come across. Among other things, ensure the name of the author, magazine, or book is readily available. Details about the context the document was produced (a critique is also a plus) help to determine the true worth of the document.

Many magazines, such as *Modern Language Notes*, constitute an excellent source of information on the Internet. Many university libraries join hands with some sites like “Project Muse” to complete this continuum. Furthermore, many *electronic books* are also available for research or general reading.

As you get into the research phase, you should write down titles of all resources available, starting from the general to the particular. There lies the difference between a broad **bibliography** and a list of **selected references**.

10. REFERENCING

In the world of humanities and academics there are several referencing styles. In literature, the Modern Language of America (MLA) format is very popular. A highly recommended reference textbook for this style is: Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. 5th. ed. 1977. New York: The Modern Language Association of America, 1999. In this section, we will look at some of the key details regarding the MLA format.

- While conducting your research, a good idea is to literally take notes and write down important citations, which you might want to use later.
- To copy someone else’s ideas and not give them credit is called **plagiarism** and it is illegal. The correct way to use such ideas is as follows:

- To use a **direct quotation**: “No ruler, in so far as he is acting as a ruler, will study or enjoy what is for his own interest” (Plato 24).
- You can also **paraphrase** an idea that you think is important. However, you must give credit to the original writer. For example: *Plato argued that a ruler will act on behalf of its citizens and not on behalf of his best interest* (Page 24).
- Although you mention an author’s name at the end in a bibliography, in-text quotations must receive proper credits within the document also. For example, Mark Portman made a solid case about what authors and publishers can do to sell their literary products (2001).
- While you mention the original author of the source within your document, you must also create a bibliography so that the reader can review the list of sources you used in the essay. Also, keep in mind that the way to cite your sources differs depending which writing style you are using. The most popular styles include MLA, APA, and Chicago Style.
- Finally, we must also be knowledgeable about the correct way to list entries in a bibliography.

Basic acceptable routines are as follows:

(For books) Last Name, First Name. Underlined title. Place of publication:
publishing company, year of publication.

(For articles) Last Name, First Name. “Article”. Title of the Magazine. Number
(year): page – page.

Example:

Shipley, George A. “A Case of Functional Obscurity: The Master Tambourine- Painter of Lazarillo, Edition VI.” Modern Language Notes 97 (1982): 225-233.

For more information on referencing, go to [page 53](#) of this handbook.

3.11.1. HOW TO CRAFT A BIBLIOGRAPHY

A bibliography is a guide that helps us find the location of a book in a library along with key data or information. It gives us a variety of sources of information such as a book, a magazine, an article, etc. It is very important because it is the source of your information. Following is the correct way to prepare this a bibliography:

PÉREZ, Antonio. *Las bellas experiencias*. Ed. Santillana.

México, D.F. 2003. pp.345.

In the case of an article in a magazine, it can be referred to in a bibliography in this manner:

PÉREZ, Antonio. *Las belles experiencias* en “Revista Cultural Última” Grupo Porrúa. N°23. año. 2000.
Pág. 13.

For more information on referencing go to [page 53](#) of this handbook.

3.12. ABT STUDENTS

The students who previously studied at an institution and finished all of their courses, but were not able to graduate are able to become an all but thesis student (ABT). The procedure for students to follow to become an ABT student is as follows:

1. Register online
2. Signal in your application that you have finished a curriculum and you want to transfer the courses that you have finished previously.
3. Once it is written, you will have to do the first phase of studies completely. This is where you would present all of your documentation that you can prove your experience and show the subjects that you have finished in the previous program with your copy of the corresponding Transcript (Portfolio).
4. Phase II: Once you have finished all of this, AIU will transfer all of your credits from your previous institution and they will appear in the AIU transcript.
5. AIU may require one or a couple complementing additional courses prior to the creation of your thesis.
6. When you finish your first phase, AIU’s academic department will confirm that you qualify to the ABT program at AIU and your Phase III will be activated so that you can present your final thesis.
7. When you present your final thesis, the Academic Department will evaluate it.
8. When your final thesis is approved, AIU will activate your fourth phase and will send you graduation letters so that you can process your order of graduation documents, diploma, and official transcript.
9. AIU will wait for your payment of \$370 as your graduation fee and apostille and will order your graduation documents to be elaborated.

“IF FIRST WE COULD KNOW WHERE WE ARE AND TOWARDS WHERE WE ARE GOING, WE COULD BETTER JUDGE WHAT TO DO AND HOW TO DO IT.”



-ABRAHAM LINCOLN

4. ORIENTATION COURSES (FORMATS AND EXAMPLES)

4.1. FIRST PHASE OF STUDIES

**“LEARNING IS NOT ATTAINED
BY CHANCE, IT MUST BE
SOUGHT FOR WITH ARDOR AND
ATTENDED TO WITH DILIGENCE.”**



- ABIGAIL ADAMS

4.1.1. COMMUNICATION AND INVESTIGATION (COMPREHENSIVE RESUME)

The course **“COMMUNICATION AND INVESTIGATION
“COMPREHENSIVE RESUME”** is a fundamental part for the degree that the student expects to complete at **AIU**. It is the source of information that takes the student’s previous, present, and past experiences allowing **AIU** to direct and empower him/her. This gives **AIU** a clear evaluation of the mission and requirements that must be developed for the benefit of the student.

The previously mentioned requires an exhaustive analysis of what the student is, has been, and wants to be. It allows for the foundation of the degree program, its objectives, the plan of studies, the picture, and program matters to be developed by the student. With **AIU**’s diligent supervision, the development of the degree program occurs in optimal conditions.

Next a declarative listing appears, not all-inclusive, for the development of the future part of the Integral Curriculum.

- **KNOW YOURSELF**

- Interests
- Qualities
- Necessities
- Values
- Limitations
- Character
- History
- The person I want to be/become

- **TO KNOW MY ENVIRONMENT:**

- The tendencies of my surroundings.
- The different areas that are to become part of me or what I want to be.
- The social and personal importance of each area that interests me. How necessary? What satisfaction is that going to give to me?
- What average salary do professionals in my area of interest have? What contributes to my surroundings in my development?

- **TO KNOW HOW TO DECIDE AND THEREFORE:**

- To know how to analyze my thoughts and feelings.
- To have clear image of who I am and to be realistic in assessing myself while arranging a way to live in a different environment.
- To know how to take risks and understand to learn from making mistakes.
- To have confidence in myself.

- **TO KNOW HOW TO CONFORM:**

- To divide the experiences of success and failure.
- To have a clearer image of who I want to be and can be, to recognize:
 - a) To follow ahead or,
 - b) To modify some things or,
 - c) To change the course.

With the “Comprehensive Resume”, the number of credits are transferred on a criteria based from different international agencies. They specialize in corresponding the number of credits associated with different elements that integrate the resume. It is based on the amount of time dedicated, the result obtained, and the difficulty of which we are evaluating.

With these credits, the curriculum is verified to complement the additional credits that the title of the academic degree requires.

4.1.1.1. COMPREHENSIVE RESUME DESIGN AND COMPLETION

- a) The Comprehensive Resume will have to be filled using the format in your student section. A .pdf file will allow you to type in the necessary information based on your achievements.
- b) Before starting this assignment, it is recommended to read the form carefully to get an idea of how to organize the experiences.
- c) Do not put the same experience in more than one section; choose carefully which one is more suitable.
- d) Complete each section even if you think it is irrelevant. If necessary, create annexes that include the information.
- e) When there is nothing to add in a section, write N/A (non-applicable).
- f) Complete carefully each space applicable. In case of not remembering hours of preparation or instruction, write an approximate time, giving the advisor the opportunity to evaluate the experience in terms of dedication.
- g) Each retrospective and/or present section will have to count on its corresponding document in the following assignment, the Portfolio.
- h) Indicate in the last column if the documentation is included in the Portfolio with an “x”.
- i) The present information refers to the last 6 months.
- j) The previous information includes the rest of your life experience.

4.1.1.2. DESCRIPTION OF THE RESUME

The resume provides a clear image of your academic, work, and experiential experiences. It enables AIU to see a clear assessment you and your transfer credits. It was designed specifically to help you widen the scope of your life by focusing on your future and developing milestones of success on the basis of your strengths and developmental areas.

The comprehensive resume is divided into three sets of experiences: academic, work, and experiential field.

Your **Academic Experience** refers to your prior (retrospective), recent (current, i.e., including information about the last six months), and future (prospective, i.e. your planned development) education in order to define the direction and level of your growth.

Your **Work Experience** tells us what you have learned in your past (retrospective), recent (current, i.e., including information about the last six months), and future (prospective) jobs in order to help you and your program in its developmental alternatives.

Your **Experiential Fields** help us learn about the development of factors supplementing your prior experiences that provide you with expertise, self-confidence, and, above all, practical knowledge. This may allow us to resolve current (i.e., covering the last six months), past (retrospective), and future (prospective) circumstances, not necessarily limited to the acquisition of new experiential fields in your personal development.

Learn more about this course by watching the following Videoconference AIU has prepared for you:

[Course Comprehensive Resume Videoconference](#)



FORMAT



Bachelor

COMPREHENSIVE RESUME BELONGING TO:

Identification Number

Date of birth:

Date:

Documentation:

INSTRUCTIONS

- Please provide us with all the described materials and/or certifications of their authenticity. (In case you do not have them, attach registration number, telephone or any other data that may allow us to confirm such authenticity).
- This résumé shall be completed to *AIU*'s full satisfaction.
- Each of entries in the retrospective and current sections require the attachment of authentication documents.
- If needed, add additional sheets and indicate what section they belong to.
- Please attach only PHOTOCOPIES of your documents and keep the originals.
- Current information covers the last six months.
- The *prospective* information should include the rest of your expected life.

1.- . HIGH-SCHOOL / COLLEGE LEVEL:

ACADEMIC

PROSPECTIVE	DATE	
	MONTH	YEAR

CURRENT		DATE		X	CREDITS PERCENT COMPLETE
PROGRAM	INSTITUTION	MONTH	YEAR		

RETROSPECTIVE		DATE		X	CREDITS PERCENT COMPLETE
PROGRAM	INSTITUTION	MONTH	YEAR		

3. - EMPLOYMENT

WORK EXPERIENCE

PROSPECTIVE				
#	MONTH	MONTHS	COMPANY NAME	JOB POSITION
	YEAR		POSITION IN COMPANY	ACHIEVEMENTS IN POSITION
1				
2				
3				

CURRENT					
#	MONTH	MONTHS	COMPANY NAME	JOB POSITION	X
	YEAR		POSITION IN COMPANY	ACHIEVEMENTS IN POSITION	
1					
2					
3					
4					
5					

RETROSPECTIVE					
#	MONTH	MONTHS	COMPANY NAME	JOB POSITION	X
	YEAR		POSITION IN COMPANY	ACHIEVEMENTS IN POSITION	
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

4. - TRAINING COURSES, SEMINARS, ETC. (AT WORK)

WORK EXPERIENCE

#	INITIAL DATE		HOURS	SPONSOR	PROSPECTIVE
	MONTH	YEAR			POSITION DESCRIPTION
	ACHIEVEMENTS TOWARDS PROGRAM				
1					
2					
3					

#	INITIAL DATE		HOURS	SPONSOR	CURRENT	X
	MONTH	YEAR			POSITION DESCRIPTION	
	ACHIEVEMENTS TOWARDS PROGRAM					
1						
2						
3						
4						

#	INITIAL DATE		HOURS	SPONSOR	RETROSPECTIVE	X
	MONTH	YEAR			POSITION DESCRIPTION	
	ACHIEVEMENTS TOWARDS PROGRAM					
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						



Bachelor

5. - ARTISTIC UNDERTAKINGS

EXPERIENTIAL

PROSPECTIVE							
#	INITIAL DATE		HOURS	DESCRIBE WORKS YOU PARTICIPATED IN	ACHIEVEMENTS	PRODUCERS/DIRECTORS	PRIZES
	MONTH	YEAR					
1							
2							
3							
4							
5							
6							
7							
8							

CURRENT								
#	INITIAL DATE		HOURS	DESCRIBE WORKS YOU PARTICIPATED IN	ACHIEVEMENTS	PRODUCERS/DIRECTORS	PRIZES	X
	MONTH	YEAR						
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								

RETROSPECTIVE								
#	INITIAL DATE		HOURS	DESCRIBE WORKS YOU PARTICIPATED IN	ACHIEVEMENTS	PRODUCERS/DIRECTORS	PRIZES	X
	MONTH	YEAR						
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
12								
13								
14								
15								
16								

6. PROFESSIONAL EXPERIENCE IN TEACHING
EXPERIENTIAL

PROSPECTIVE ORGANIZATIONS					
#	COURSE, SUBJECT, ETC.	HOURS	DATE		PLEASURES / ACHIEVEMENTS
			FROM	TO	
1					
2					
3					
4					
5					
6					
7					

CURRENT ORGANIZATIONS						
#	COURSE, SUBJECT, ETC.	HOURS	DATE		PLEASURES / ACHIEVEMENTS	X
			FROM	TO		
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

RETROSPECTIVE ORGANIZATIONS						
#	COURSE, SUBJECT, ETC.	HOURS	DATE		PLEASURES / ACHIEVEMENTS	X
			FROM	TO		
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						



Bachelor

7.- LANGUAGES

IDENTIFY LEVEL WITH APPLICABLE KEY:

G = GOOD
F = FAIR
P = POOR

EXPERIENTIAL

PROSPECTIVE					
#	LANGUAGE	READ	SPEAK	WRITE	CIRCUMSTANCES OF USE
1					
2					
3					

CURRENT						
#	LANGUAGE	READ	SPEAK	WRITE	CIRCUMSTANCES OF USE	X
1						
2						
3						
4						

RETROSPECTIVE						
#	LANGUAGE	READ	SPEAK	WRITE	CIRCUMSTANCES OF USE	X
1						
2						
3						
4						
5						



Bachelor

8. GENERAL LEARNING

PROSPECTIVE

#	DESCRIBE ANY LEARNING EXPERIENCES UNRELATED TO YOUR WORK AND WHICH YOU BELIEVE MERIT A COLLEGE CREDIT
1	
2	
3	
4	
5	

CURRENT

#	DESCRIBE ANY LEARNING EXPERIENCES UNRELATED TO YOUR WORK AND WHICH YOU BELIEVE MERIT A COLLEGE CREDIT	X
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

RETROSPECTIVE

#	DESCRIBE ANY LEARNING EXPERIENCES UNRELATED TO YOUR WORK AND WHICH YOU BELIEVE MERIT A COLLEGE CREDIT	X
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		

EXPERIENTIAL

9. INDEPENDENT STUDIES / READING

EXPERIENTIAL

PROSPECTIVE				
#	AUTHOR	TITLE	PUBLISHER	YEAR
1				
2				
3				
4				
5				
6				
7				
8				
9				

CURRENT					
#	AUTHOR	TITLE	PUBLISHER	YEAR	x
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					

RETROSPECTIVE					
#	AUTHOR	TITLE	PUBLISHER	YEAR	x
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					

10. OFFICIAL / LEADER ROLE IN RELIGIOUS, POLITICAL, CIVIC, FRATERNITY ORGANIZATIONS
EXPERIENTIAL

PROSPECTIVE				
#	ORGANIZATION / POSITION	YEAR	ACTIVITY	ACHIEVEMENTS
1				
2				
3				
4				
5				
6				
7				
8				
9				

CURRENT					
#	ORGANIZATION / POSITION	YEAR	ACTIVITY	ACHIEVEMENTS	x
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					

RETROSPECTIVE					
#	ORGANIZATION / POSITION	YEAR	ACTIVITY	ACHIEVEMENTS	x
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					

11. TRAVELS

EXPERIENTIAL

PROSPECTIVE				
#	FOREIGN COUNTRIES VISITED FOR ONE MONTH OR MORE	MONTHS	TRIP REASON	RESULTS
1				
2				
3				
4				
5				
6				
7				
8				
9				

CURRENT					
#	FOREIGN COUNTRIES VISITED FOR ONE MONTH OR MORE	MONTHS	TRIP REASON	RESULTS	x
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					

RETROSPECTIVE					
#	FOREIGN COUNTRIES VISITED FOR ONE MONTH OR MORE	MONTHS	TRIP REASON	RESULTS	x
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					

12. MILITARY SERVICE
PROSPECTIVE

#	ACTIVE / RESERVE MILITARY SERVICE
1	
2	

ACTUAL

#	ACTIVE / RESERVE MILITARY SERVICE	x
1		
2		
3		

RETROSPECTIVE

#	ACTIVE / RESERVE MILITARY SERVICE	x
1		
2		
3		
4		

13. COMMENTS
PROSPECTIVE

#	NOTES, COMMENTS & MISCELLANEOUS INFORMATION
1	
2	

CURRENT

#	NOTES, COMMENTS & MISCELLANEOUS INFORMATION	x
1		
2		
3		

RETROSPECTIVE

#	NOTES, COMMENTS & MISCELLANEOUS INFORMATION	x
1		
2		
3		
4		

EXPERIENTIAL

3. - EMPLOYMENT

WORK EXPERIENCE

PROSPECTIVE				
#	MONTH	MONTHS	COMPANY NAME	JOB POSITION
	YEAR		POSITION IN COMPANY	ACHIEVEMENTS IN POSITION
1	January 2013	24	Collective Financial Group Head Financial Advisor Manager	Head Financial Advisor Manager Best Manager in the Company
2				
3				

CURRENT					
#	MONTH	MONTHS	COMPANY NAME	JOB POSITION	X
	YEAR		POSITION IN COMPANY	ACHIEVEMENTS IN POSITION	
1	February 2011	2	Collective Financial Group Financial Advisor	Financial Advisor N/A	
2					
3					
4					
5					

RETROSPECTIVE					
#	MONTH	MONTHS	COMPANY NAME	JOB POSITION	X
	YEAR		POSITION IN COMPANY	ACHIEVEMENTS IN POSITION	
1	June 2010	9	Financial Consultant Financer	Financer N/A	
2	July 2009	6	World Wide Company Assistant	Assistant N/A	
3					
4					
5					
6					
7					
8					
9					
10					



Bachelor

4. - TRAINING COURSES, SEMINARS, ETC. (AT WORK)

WORK EXPERIENCE

#	INITIAL DATE		HOURS	SPONSOR	PROSPECTIVE	
	MONTH	YEAR			POSITION DESCRIPTION	ACHIEVEMENTS TOWARDS PROGRAM
	N/A	N/A			N/A	
1	N/A	N/A	N/A	N/A	N/A	
2						
3						

#	INITIAL DATE		HOURS	SPONSOR	CURRENT		X
	MONTH	YEAR			POSITION DESCRIPTION	ACHIEVEMENTS TOWARDS PROGRAM	
	N/A	N/A			N/A		
1	N/A	N/A	N/A	N/A	N/A		
2							
3							
4							

#	INITIAL DATE		HOURS	SPONSOR	RETROSPECTIVE		X
	MONTH	YEAR			POSITION DESCRIPTION	ACHIEVEMENTS TOWARDS PROGRAM	
	January	2009			10		
1	January	2009	10	Financial Consultant Company	Beginner Training Program	N/A	X
2							
3							
4							
5							
6							
7							
8							
9							
10							



Bachelor

5. - ARTISTIC UNDERTAKINGS

EXPERIENTIAL

#	INITIAL DATE		HOURS	DESCRIBE WORKS YOU PARTICIPATED IN	ACHIEVEMENTS	PRODUCER&DIRECTORS	PRIZES
	MONTH	YEAR					
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2							
3							
4							
5							
6							
7							
8							

#	INITIAL DATE		HOURS	DESCRIBE WORKS YOU PARTICIPATED IN	ACHIEVEMENTS	PRODUCER&DIRECTORS	PRIZES	X
	MONTH	YEAR						
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								

#	INITIAL DATE		HOURS	DESCRIBE WORKS YOU PARTICIPATED IN	ACHIEVEMENTS	PRODUCER&DIRECTORS	PRIZES	X
	MONTH	YEAR						
1	June	2008	50	Poem Writing Course	N/A	N/A	Diploma	
2								
3								
4								
5								
6								
7								
8								
9								
10								
12								
13								
14								
15								
16								
18								



Bachelor

6. PROFESSIONAL EXPERIENCE IN TEACHING

EXPERIENTIAL

PROSPECTIVE ORGANIZATIONS					
#	COURSE, SUBJECT, ETC.	HOURS	DATE		PLEASURES / ACHIEVEMENTS
			FROM	TO	
1	College Finance Summer Course	100	May 2014	July 2014	N/A
2	College Finance Course	100	August 2014	January 2015	N/A
3					
4					
5					
6					
7					

CURRENT ORGANIZATIONS						
#	COURSE, SUBJECT, ETC.	HOURS	DATE		PLEASURES / ACHIEVEMENTS	X
			FROM	TO		
1	High School Mathematics	60	January 2011	June 2011	N/A	
2						
3						
4						
5						
6						
7						
8						
9						
10						

RETROSPECTIVE ORGANIZATIONS						
#	COURSE, SUBJECT, ETC.	HOURS	DATE		PLEASURES / ACHIEVEMENTS	X
			FROM	TO		
1	N/A	N/A	N/A	N/A	N/A	
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						



Bachelor

7.- LANGUAGES

IDENTIFY LEVEL WITH APPLICABLE KEY:

G = GOOD
F = FAIR
P = POOR

EXPERIENTIAL

PROSPECTIVE

#	LANGUAGE	READ	SPEAK	WRITE	CIRCUMSTANCES OF USE
1	Greek	Good	Good	Good	Vacations
2	Portuguese	Good	Good	Good	Vacations
3					

CURRENT

#	LANGUAGE	READ	SPEAK	WRITE	CIRCUMSTANCES OF USE	X
1	English	Good	Good	Good	Everyday Use	
2	Spanish	Good	Good	Good	Everyday Use	
3	Portuguese	Fair	Fair	Good	Childhood	
4						

RETROSPECTIVE

#	LANGUAGE	READ	SPEAK	WRITE	CIRCUMSTANCES OF USE	X
1	Greek	Poor	Poor	Poor	Poor	
2						
3						
4						
5						



Bachelor

8. GENERAL LEARNING

PROSPECTIVE

#	DESCRIBE ANY LEARNING EXPERIENCES UNRELATED TO YOUR WORK AND WHICH YOU BELIEVE MERIT A COLLEGE CREDIT
1	N/A
2	
3	
4	
5	

CURRENT

#	DESCRIBE ANY LEARNING EXPERIENCES UNRELATED TO YOUR WORK AND WHICH YOU BELIEVE MERIT A COLLEGE CREDIT	X
1	N/A	
2		
3		
4		
5		
6		
7		
8		
9		
10		

RETROSPECTIVE

#	DESCRIBE ANY LEARNING EXPERIENCES UNRELATED TO YOUR WORK AND WHICH YOU BELIEVE MERIT A COLLEGE CREDIT	X
1	Learning about the Army procedures through ROTC in High School	
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		

EXPERIENTIAL



Bachelor

9. INDEPENDENT STUDIES / READING

EXPERIENTIAL

PROSPECTIVE				
#	AUTHOR	TITLE	PUBLISHER	YEAR
1	Plato	Republic	Oxford	2011
2				
3				
4				
5				
6				
7				
8				
9				

CURRENT					
#	AUTHOR	TITLE	PUBLISHER	YEAR	x
1	Muhammad Yunus	Building Social Business	Public Affairs Group	2010	
2	Patrick U. Pett	Creating a New Civilization through Social Entrepreneurship	Transaction Publishers	2011	
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					

RETROSPECTIVE					
#	AUTHOR	TITLE	PUBLISHER	YEAR	x
1	Mitch Albom	The Five People You Meet in Heaven	Publisher Weekly	2007	
2	Howard Handelman	The Challenge of Third World Countries	Longman	2007	
3	Paul Collier	The Bottom Billion	Oxford	2007	
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					



Bachelor

10. OFFICIAL / LEADER ROLE IN RELIGIOUS, POLITICAL, CIVIC, FRATERNITY ORGANIZATIONS

EXPERIENTIAL

PROSPECTIVE				
#	ORGANIZATION / POSITION	YEAR	ACTIVITY	ACHIEVEMENTS
1	N/A	N/A	N/A	N/A
2				
3				
4				
5				
6				
7				
8				
9				

CURRENT					
#	ORGANIZATION / POSITION	YEAR	ACTIVITY	ACHIEVEMENTS	x
1	N/A	N/A	N/A	N/A	
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					

RETROSPECTIVE					
#	ORGANIZATION / POSITION	YEAR	ACTIVITY	ACHIEVEMENTS	x
1	N/A	N/A	N/A	N/A	
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					

11. TRAVELS
EXPERIENTIAL
PROSPECTIVE

#	FOREIGN COUNTRIES VISITED FOR ONE MONTH OR MORE	MONTHS	TRIP REASON	RESULTS
1	Greece	12	Learn	Great
2	Portugal	12	Learn	Great
3				
4				
5				
6				
7				
8				
9				

CURRENT

#	FOREIGN COUNTRIES VISITED FOR ONE MONTH OR MORE	MONTHS	TRIP REASON	RESULTS	x
1	Canada	8	Vacations	Great	
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					

RETROSPECTIVE

#	FOREIGN COUNTRIES VISITED FOR ONE MONTH OR MORE	MONTHS	TRIP REASON	RESULTS	x
1	Great Britain	7	Visit family	Great	
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					



Bachelor

12. MILITARY SERVICE

PROSPECTIVE

#	ACTIVE / RESERVE MILITARY SERVICE
1	United States Army
2	

ACTUAL

#	ACTIVE / RESERVE MILITARY SERVICE	x
1	United States Army	
2		
3		

RETROSPECTIVE

#	ACTIVE / RESERVE MILITARY SERVICE	x
1	United States Army	
2		
3		
4		

13. COMMENTS

PROSPECTIVE

#	NOTES, COMMENTS & MISCELLANEOUS INFORMATION
1	N/A
2	

CURRENT

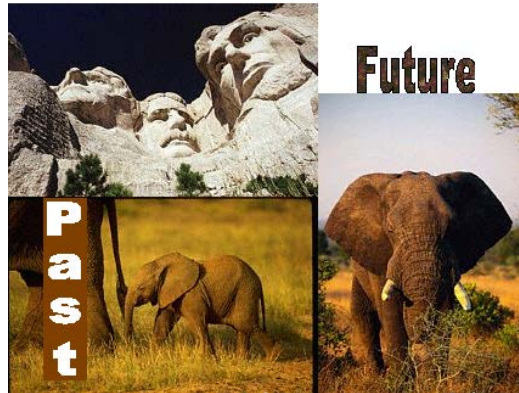
#	NOTES, COMMENTS & MISCELLANEOUS INFORMATION	x
1	N/A	
2		
3		

RETROSPECTIVE

#	NOTES, COMMENTS & MISCELLANEOUS INFORMATION	x
1	N/A	
2		
3		
4		

EXPERIENTIAL

**“DREAMS OF THE FUTURE
CAPTIVATE ME MORE THAN HISTORY
OF THE PAST.”**



- THOMAS JEFFERSON

4.1.2. ORGANIZATION THEORY (PORTFOLIO)

“Organization Theory or Portfolio” is the compiled and progressive list that you must send to **AIU** proving the veracity of your accomplishments. This includes verifiable references in the areas of academics, employment, and experience, showing us the levels that you have reached. It is done to be able to verify the level you reached in the strategic areas of:

-Culture of Development

- Development Management

- International Development

Providing us data allows us to know your organizational and administrative methods. Also, we will be able to understand the legal, ethical, social, technical, and theoretical implications of your experiences.

The managing of your portfolio is advised to follow the following sequence:

- a) List the documentation that must be annexed.
- b) Compile your documentation.
- c) Complete the documentation that you may not have:
 - A verifiable record number.
 - Telephone and/or direction verification.
 - Letter of reference from someone that can verify you.
- d) Please send all your documentation **scanned** while keeping your originals. **The mandatory documents** to be sent scanned according to the Bachelors Degree program is a copy of your **High School Diploma** or its equivalent.

The official transcripts or certificates from the school or company's signature and/or seal, are preferred to be sent directly to our offices by the academic institution. If you have some problems, you can speak with your advisor to give you an alternative form of verification of documents, if the academic or labor institutions cannot do it.

- e) In case you do not have the completed information, send the documentation that you have and commit yourself to send the rest of the documentation on a specific due date. It is important that you write a message to your advisor explaining your case and the date on which you will have the documentation.
- f) In case you cannot obtain official documents of some sections, but you have the complete documentation of other sections, we can accept notarized documents that include all of the required information.
- g) Identify each document by matching it with the number corresponding to the comprehensive resume. The documents that you should have correspond to the "x" that you placed on your comprehensive resume. List progressively the documentation that corresponds to each unit.

Learn more information about this course by watching the following videoconference AIU has prepared for you.

Please click on the link:

[Course Portfolio Videoconference](#)

FORMAT
ORGANIZATION THEORY (PORTFOLIO)
LIST OF DOCUMENTS

Student Name:

ID #:

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)
- 8)
- 9)
- 10)
- 11)
- 12)
- 13)
- 14)
- 15)
- 16)
- 17)
- 18)
- 19)
- 20)
- 21) Etc.

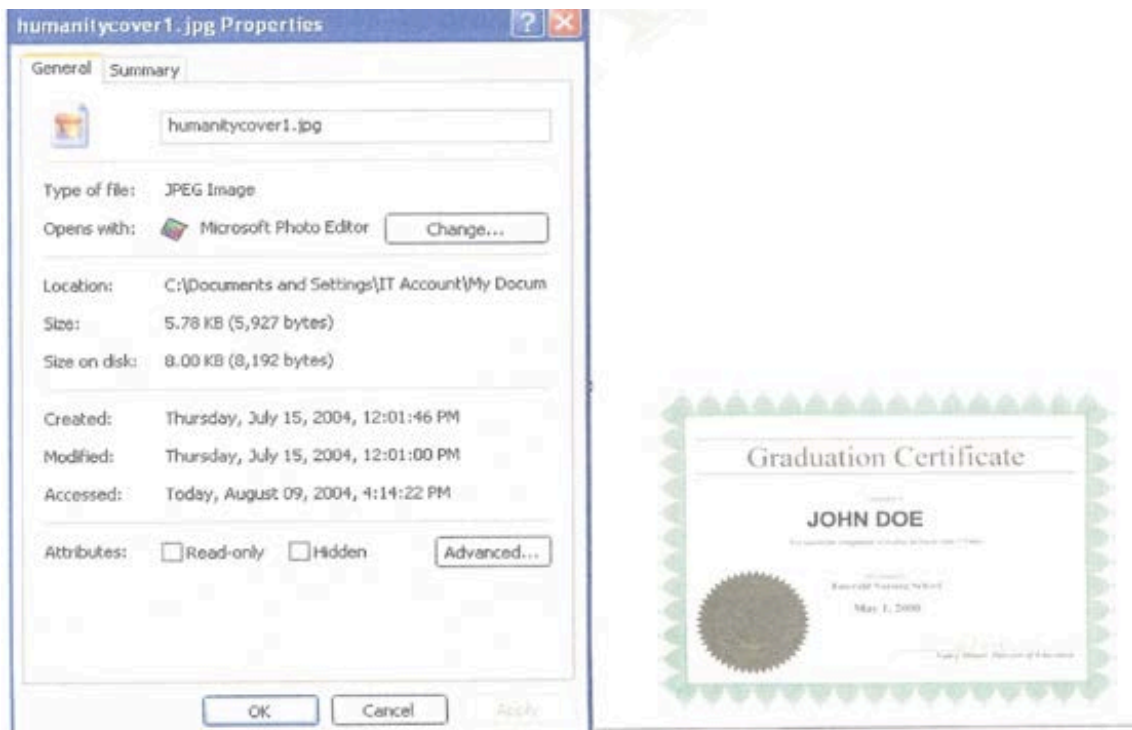
**Please find, as attachments to this message, important documents I
have scanned for your revision and approval.**

EXAMPLE

Remember, the most important documents are your High School Diploma and Transcripts or their equivalent. When you list all of your documents in the format on the previous page, scan your documents. When you are sending your scanned images make sure they are in the jpg. format. The size of the documents should not exceed 350kb. To verify that the documents do not exceed that size follow these simple steps:

1. Right click the image.
2. Select properties to see the image size.
3. If the file is larger than 350 KB, open the file.
4. Click on save as.
5. Select jpeg as the file type.
6. Check the image's size again by seeing its properties.
7. If the image is again too large, then rescan the document with a Smaller resolution.

Please take a look at the following image for your guidance.



EXAMPLE

Additional Recommendations:

1. You can save all of your documents and save them in one folder on your computer. If you compress the folder, then you will be able to send one file with all of your documentation. In addition to your documents, remember to add your list of documents as well as your cover page for the assignment to be complete.
2. You can paste your documents on a Microsoft Word document and submit one file that includes your cover page, a list of documents, and the documents themselves. Try to make the documents as readable as possible.
3. Make sure you only submit the documents that are the most important.

**“THE TRAGEDY OF LIFE
DOESN’T LIE IN NOT REACHING
YOUR GOAL. THE TRAGEDY
LIES IN HAVING NO GOAL TO
REACH.”**



- BENJAMIN E. MAYS

4.1.3. ACADEMIC EVALUATION (QUESTIONNAIRE)

At **AIU**, it is important to maintain a level of development with those enrolled, thus the examinations are a reference point to complete those areas that present a deficit of knowledge and/or skill in the student.

With it, we can really look within the program for a significant advance in the student. For that reason, we request you honestly answer the following questionnaire without receiving aid and register the time it took you to complete it.

The result of the questionnaire does not affect your degree program, but locates a realistic starting point that allows us to balance and complete your works and/or studies.

AIU does not base the development of its students on memory nor erudition, but in understanding that there will be an accumulation of knowledge based on applied wisdom. Without a doubt, we want to maintain reference marks of the surroundings to validate the results that we will obtain.

With this information, we will have elements that allow us to go beyond the “norm”, breaking limits of paradigms. This allows you to act by your account defining the professional level at which you aspire, in all cases, to become superior. You are trusting your own capability of learning, cultivating your natural creativity, and developing your capability to integrate to your growth the different life areas and its environment. With an original and purposeful thought, you will allow your experience to generate the fields proposed and the circumstances required for your development.

Additionally, there are other questionnaires that base your knowledge on empirical information. If you have taken any of the following questionnaires we want to know the results. This will not affect your degree program, but will give you another starting point for you to continue to grow. The following list contains a list of basic questionnaire exams. Again, to reiterate, they are **not required**, they are absolutely optional, except when the contrary is indicated by the advisor.

BASIC QUESTIONNAIRE EXAMS:

- (Scholastic Aptitude Test) **SAT**
- (American College Testing Proficiency Examination Program) **ACT – PEP**
- (Graduate Management Admission Test) **GMAT**
- (Graduate Record Examination) **GRE**
- (Law School Admission Test) **LSAT**
- (Math Assessment Test) **MAT**
- (Test of English as a Foreign Language) **TOEFL**
- (Florida Teacher Certification Examination) **FTCE**
- (Medical College Admissions Test) **MCAT**

Take a candid look at yourself, and on this basis, use the [form](#) on the next page of this manual to select the option that best applies to your observation.

Learn more information about this course by watching the following videoconference AIU has prepared for you.
Please click on the link:

[Course Questionnaire Videoconference](#)

FORMAT

Click on [this link](#) to access the Questionnaire format. The following is an image of the format.

Atlantic International University
A New Age for Distance Learning



Academic Evaluation (Questionnaire) Answers to the Questionnaire

Name: _____

Date: _____

ID number: _____

Time _____

Hours _____

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	

20	
21	
22	
23	
24	
25	
26	
27	
28	
29	
30	
31	
32	
33	
34	
35	
36	
37	

EXAMPLE

Atlantic International University
A New Age for Distance Learning



Academic Evaluation (Questionnaire) Answers to the Questionnaire

Name: John Doe Date: 3/10/2011

ID number: U892320103842MM Time 2 hours Hours

1	A
2	B
3	C
4	A
5	A
6	C
7	B
8	C
9	A
10	B
11	B
12	A
13	A
14	A
15	B
16	C
17	B
18	A
19	A

20	B
21	B
22	A
23	C
24	A
25	B
26	B
27	A
28	A
29	B
30	B
31	C
32	C
33	C
34	C
35	A
36	B
37	B

- 1)
 - a) You lock yourself up in your family and feel intimidated by new environments; any kind of change worries you; you strive to preserve your status quo.
 - b) You accept the unknown, but don't seek it. You can adapt to changes that occur, but you don't usually initiate them. You don't make too many positive efforts to change.
 - c) You seek for the unknown and love what's mysterious. You are grateful for change and try almost everything in life. "The beauty of life lies in change."

- 2)
 - a) You feel very enthusiastic about yourself, with no complaints or reserves. You don't have the time or the need for self-conceit. You have a strong sense of belonging in the world and in mankind.
 - b) You accept yourself in most areas, but more in a spirit of resignation than of enthusiasm. You believe you are more-or-less adjusted, just as everyone else, and that you are more-or-less where you should be.
 - c) There are many things about yourself that you dislike, both publicly and privately; you believe yourself to be unattractive, unintelligent, "below average"; you mistrust yourself and others; you feel you don't "belong"

- 3)
 - a) You usually feel irritated but normally control yourself. You are able to express your anger or frustration and usually find rational approaches to things; you seldom create unpleasant situations.
 - b) Immobilized by irrational anger; incapable of controlling yourself or of even thinking in certain situations. You are characterized by bursts of bitterness that turn off everybody.
 - c) You sometimes feel irritation, especially in the presence of injustice, but this gets you moving instead of immobilizing you; you keep your cool while seeking a constructive and original solution. It's a pleasure to work with you.

- 4)
- a) You are aware of certain internal motivations, but external ones are much more stimulating for you. When influenced by external rewards, you sometimes overlook external signs and listen rather to your conscience or your own wishes. You wish to "adapt".
 - b) Fully aware of the external system of rewards and signs. You respect the system only if your internal signals tell you it's worth it, but rule your own destiny according to your inner signals.
 - c) You always rate people in terms of "status symbols" of all kinds. Your opinions are highly influenced by external signals.
- 5)
- a) You resent your life conditions and the state of the world; you use others mostly as a way to vent your feelings. You prefer to criticize things, rather than accept or change them.
 - b) You find no complaints in life, except in those cases when the "complaints" may be channeled to those able to solve the problems. You don't complain to yourself; you are able to share your problems with others in order to get their support. You tend to act, rather than criticize.
 - c) You find many things to complain about, but you don't complain loud enough or give up soon. It's normal for you to talk with others about solutions to these problems. You don't seek reasons to complain.
- 6)
- a) You feel unloved, unappreciated or despised by others; you resent the fact they are too harsh to you. You never look inside yourself to see how much love, appreciation or respect you give to others.
 - b) You usually feel loved and respected to a certain degree, both by your family and circle of friends, but somewhat distant from the rest of mankind. You are able to give some love and respect to those people close to you, but may crumble if people reject you.
 - c) You know that love and respect are given to those that nourish such love and respect. You are sincerely loved and respected by all those able to reciprocate your feelings. You don't worry if others reject you.

7)

- a) You feel no anxiety about your performance; you know one learns both from success and failure. You don't care how others rate your performance or the standards they use; you know that worrying only hampers your performance. You aren't obsessed about acquiring things.
- b) You feel a "normal degree" of anxiety regarding the effectiveness of your performance in most areas of life, with certain special sensitivity zones (such as work, sex, sports, etc.). You are sometimes willing to accept "poor performances," but some of them tend to disturb you very much. You feel trapped by the need to acquire money and possessions.
- c) Constantly worried about performance in all areas of life. You feel depressed if others look down on your performance at work, in bed, etc. You equate merit with your job, your money and your possessions.

8)

- a) You believe certain areas of life have a meaning and a purpose, yet you are unable to integrate everything in a unified and focused whole. You often struggle and/or compete in certain aspects of life, although you may feel externally secure about the big picture.
- b) You seem to be drifting through life; you can't find too much meaning or purpose in your work, relationships, etc.; to you, life seems an endless struggle; you tend to be on the verge of panic for survival, even though you subjectively feel secure.
- c) You display a vigorous sense of purpose in most aspects of life or in all of them. Your holistic perception of life empowers to see the meaning and content of everything. You never drift or struggle uselessly. You possess a firm inner certainty about your own merits.

9)

- a) You are motivated mostly by animal necessities, rewards, and external signs; however, you are able to respect some superior needs in yourself and others and to meet them with a certain degree of success.
- b) You are motivated mostly by superior human needs and values. You acknowledge animal and basic needs as fundamental, but have no problem in satisfying them. Above all and at all times, you seek truth, justice and peace.
- c) You are motivated almost exclusively by the drive to satisfy basic animal needs and external expectations. You feel little or no respect for superior needs in yourself and others.

10)

- a) Strong sense of possession towards your family, your friends and your community. You see them as your property and you are always afraid you'll lose them. Often suffer from irrational envy and jealousy.
- b) No sense of ownership regarding people or things. You know that the best way to lose things is to hold on too tight. Practically immune to jealousy and envy.
- c) You set rigid behavioral standards for others, and in certain instances you might be torn by envy. Sentimental disillusionings easily disturb you.

11)

- a) Compulsively dichotomic thought. You are rarely able to perceive both sides of issues. You are opinionated and revengefully so. You label and then forget all persons, things and ideas. Usually disturbed by others once you've labeled them.
- b) Dichotomic thought in some aspects, but may be reasonable regarding others if approached carefully. You usually maintain special prejudice and are intolerant regarding vague or imprecise issues.
- c) You apply dichotomy only to concrete objectives and are able to perceive the nuances. You first see the big picture and understand the truth in apparent contradictions. You think cooperatively about all kinds of problems. You are never worried about how others label you or try to label others.

12)

- a) You see the past as an educational experience helping you to live the present time, and the future only as a series of present moments you will live in full if they eventually arrive. You plan your future only to the extent that it's necessary to satisfy your life expectations.
- b) You sometimes mull over the past. You think rather a lot about the future with a certain degree of anxiety; but in the end you tend to think, "things will be much better when..." You are rarely immobilized by complaints, but you are able seldom able to fully experience your present.
- c) You constantly worried about the past and the future. You tend to mull over past injustice and/or about "the good old days". You are governed by your projections of the future; you are often anxious about the future and plan for the worst.

13)

- a) You rather rigidly demand from yourself and others a "mature," serious or formal behavior in many occasions. You tolerate childish behavior only in children that "haven't yet grown up." You tend to disapprove "immature" behavior, but it rarely angers or disturbs you very much.
- b) You tend to criticize "immature" behavior in yourself and others. You are governed by rigid and superficial "maturity rules" and are quick to downplay spontaneous or juvenile behavior as "childish." You resent "immaturity" in anybody and at any age. You are unable to let kids be kids.
- c) You don't accept anybody labeling your behavior or that of others as "mature" or "immature." You decide your own road into growth and maturity and let others decide theirs. You enjoy the juvenile behavior of others and you also indulge in it.

14)

- a) You experience some intense emotions, but wonder why they aren't more intense or more frequent: Why does life tend to be so dull and monotonous? In general, you accept "that's life," and never wonder what you could do to live longer and more intensely.
- b) You are able to translate most of your activities into deep experiences, because you have made them a basic component of your life. You downplay the future and the anxiety of how things are going to happen, and instead think creatively about how you can achieve deeper and more intense experiences today.
- c) Your experiences are never intense or emotional; you never feel the intense need to "live for today." You're incapable of rejecting projections about the future and your anxiety of how things are going to happen, and therefore are incapable of natural cheerfulness. You "feel down" most of the time.

15)

- a) You feel and often express disgust for the basic animal functions; body odor, sex, etc. are usually repugnant to you, and exercise is a bore. You can't accept aging as a natural thing, and instead try to deny it or hide it.
- b) You love your basic animal nature and marvel at how well your body is working. You react immediately to all your needs. You exercise because it gives you physical pleasure. You value aging as a universal means to live and grow. You never deny or hide your age.
- c) Animal functions are a bit embarrassing, but you usually keep those thoughts to yourself, perceiving them just as the price we have to pay for our animal condition. You exercise, but mostly in quest of external rewards; you resent aging but you know you can't stop it.

- 16)
- a) Hypochondriac. You are constantly scared about all kinds of illness, and eventually death. You may often complain of mysterious maladies and pains and develop a heavily dependence on physicians and pills. You never even think you can cure yourself. Your complaints about illness can get to dominate your life
 - b) You generally accept "normal health" without undue worry, and only seldom "fear death," and only for rational causes, but you depend heavily on physicians and pills to cure you, and to know what you should do to achieve "super-health".
 - c) You strive for physical "super-health" with a minimum of support from physicians and pills, because you know you can preserve your health and strength unaided. You only fear death when it becomes a real threat, and you then trust that your animal instincts and your body will be able to defeat the threat, if it is possible.
- 17)
- a) You feel guilt only when your conscience warns that you have done wrong. You react immediately to your conscience's call to do right and to eliminate any feelings of guilt. You never manipulate others by guilt feelings, nor do you allow others to use them to manipulate you. You don't care to find the guilty party, but rather to find solutions to things.
 - b) You feel guilty about specific conducts, but you don't always feel "judged." There are times when other may manipulate you via petty guilt feelings; and you sometimes try to use guilt feelings to try and manipulate others. You are usually concerned about finding the "guilty party," but are usually able to forgive and forget.
 - c) You feel guilty most of the time; you feel judged, especially by your family, even though they aren't really judging you. This irrational guilt feeling allows others to easily manipulate you, and, for your part, try to make others feel guilty. You are always concerned about finding the "guilty party."
- 18)
- a) You depend heavily on your family and friends as regards your identity, but also feel a longing for personal freedom (as in the typical teenage rebellion). You dislike being too dependent in your life and would prefer to be more independent; however, you are seldom willing to accept the risks of independence.
 - b) Strong feelings of dependency on your family, friends, work and organizations. You hold on to them because your ego depends too much on them, and may crumble when fundamentally dependent relationships are broken. Yet, you repress your dependency needs.
 - c) You have resolved the conflict between dependency and independence by embracing interdependence. You depend only on yourself, but can see how all individuals in this world "depend" on one another in order to act as independent and compassionate human beings.

- 19)
- a) You rarely reproach others for your faults, but you think you practically aren't in control of your life and that you can blame the world for being the way it is. You often waste time in blaming others in specific situations, instead of looking for solutions.
 - b) You never waste your time in blaming others for your faults. You realize your true concern in life are those things you can control; you can detect mistakes in the behavior of yourself or others, but rather than placing blames or feeling guilty, you act to find solutions.
 - c) You blame others or "society" for your misfortunes; you blame your faults on your parents, your boss, your family, etc. You flare up or become defensive when others suggest what you could do. You don't care about solving problems; all you want is to accuse others.
- 20)
- a) You usually lack a sense of humor. You may sometimes tell foolish jokes and try to enforce joy (by eliciting noisy laughter). But you never let go of your most "serious" issues, usually your authoritarian beliefs, your quest for status, etc. You are unable to appreciate spontaneous humor and disapprove of it most of the time.
 - b) You admit that a sense of humor is vital in all areas of life, and that it doesn't always imply laughter and fun, but rather a global acceptance of life and all that's absurd in it. You love a hearty laugh whenever you get it; you are able to laugh, especially at yourself, and love spontaneous humor in all situations of life.
 - c) You are usually capable of a hearty laugh when it's "proper" (while having coffee, etc.). But you often laugh at the butt of your criticisms, very seldom at yourself or about the issues that are "serious" to you. Only in special circumstances can you appreciate spontaneous humor and/or join it.
- 21)
- a) Very "localistic" as regards your values and identity: often too chauvinistic as regards your family, your neighborhood, your friends or famous acquaintances, your favorite restaurant or brand of tires, etc. You need to defend those values at any cost and feel personally threatened when your values are challenged.
 - b) Certain local fanaticism, but you tend to espouse patriotism and nationalism as fundamental values. You feel little threatened by local changes and the challenging of values close to you. You feel an avuncular concern about human issues, but tend to obey more to your localistic and nationalistic fanaticism than to a true love of mankind.
 - c) Totally global and humanistic in your values and identity; able to take pride in real local triumphs when they contribute to the advancement of mankind, but also ready to oppose local and national fanaticism if it's otherwise. You reject all forms of ethnocentricity, prioritizing instead global interests and your condition as a human being.

22)

- a) You totally reject the comparison/competition game. You are usually so focused on what you're doing that you hardly notice what the others are doing, except they are working or playing with you. You salute the success of others as positive contributions to the advancement of mankind.
- b) You accept comparison and competition as "facts of life," but seldom as a life-or-death issue. You may resent comparisons to others in sensitive areas (such as your job and relationships), but you usually don't take detours to compare yourself unfavorably to others. You practice the comparison/competition game as honestly as you can.
- c) Your life is ruled by comparisons. You are always watching what others are doing, and compare or compete with them in all areas of life. You are uneasy when others compare favorably to you according to external benchmarks. You may downplay the successes of others in order to make yours look better in comparison, even resorting to lies and deception.

23)

- a) You dislike failure and strive to succeed in everything. You demand your family and others to succeed. You can tolerate failure as the price of success. You are willing to try new things: "if at first you don't succeed, try again."
- b) Scared of failure; you avoid any activities in which you are clumsy or unskilled. You get angry with yourself or others when things go wrong. You don't learn from mistakes; you usually try to deny or hide them, and may ridicule others for their failures.
- c) You reject the success/failure dichotomy; you are thankful for failures because they are part of the learning process; you are willing to try most anything that interests you, but don't have a compulsive need to succeed in all your undertakings. Success comes naturally in the fulfillment of your vital undertakings and practically in all things that attract your earnest attention.

24)

- a) You have your heroes and can value them to a certain extent, but accepting their human frailties. You choose as our heroes the "great figures of history" and believe in "what they stand for." Even though you may be defensive about them, you are seldom angry enough that you can't act.
- b) You don't have any concrete heroes; you know that there are millions of unsung heroes for each famous one. You can see the hero that lives in each human being; you admire the examples of those that have pushed mankind forward, and learn from them.
- c) You worship yourself; you exaggerate the merits of those famous persons you see as similar to you, and live vicariously through them. You get angry when your heroes "disappoint" you. You argue with others about the merits of your heroes and get angry when they don't share your admiration or challenge it.

25)

- a) You are a conformist in everything. You're always worried whether you've done things right according to the majority and/or the authorities. You always refer to etiquette rules, advice columns, etc., and are always on top of the latest trends. You are a stickler for rules and ask everybody else to be the same.
- b) You grant no value to conformism per se or to external approval or rewards, or to non-conformity per se either. If something conforms, great; but if it doesn't, it's also OK. You especially reject blind conformity on "important issues;" you strive to avoid useless standards and customs as much as you can, and reject and fight those that are really destructive.
- c) You obey most cultural standards and adapt to most customs: you strive to adapt but always allow yourself some individuality. You are usually conformist on "important issues" such as the choice of a career, political attitudes or the place you'll call home. But you are able to ignore rules when they're clearly ridiculous.

26)

- a) You are scared of being alone. You reject your and others' need for intimacy and depend on constant external stimuli in order to preserve your "command of reality." You fear others may want to hide from you (or hide things from you) when they wish to be alone. You frequently invade the privacy of others.
- b) You usually prefer not to be alone, but like your "private moments." If you are left alone for too long you may get severely "depressed." You usually respect the privacy of others, but are worried and/or intrigued about those that seek to be alone "for too long." You may yearn for more privacy.
- c) You're just as happy alone as in company. You defend the right to privacy, both yours and that of others. Your life is a productive combination of your moments in company, which you choose yourself. You never suffer from the "depression of solitude" because you're at peace with yourself and know you can find company when you wish to.

27)

- a) Closely connected to internal signs that warn you of all kinds of falsehood. Above all, you seek to be at peace with your conscience. You can restrain yourself from boasting or adopting a false identity. You admit your mistakes readily, even ironically but never giving excuses or becoming defensive. You focus on others with a child-like sincerity.
- b) You deceive yourself and/or block your internal signs in various ways; you fall victim to slight boasting, but you don't pretend to appear radically different from what you really are. You usually admit your mistakes but use excuses. Your internal signals are strong enough to prevent your being absolutely false before others.
- c) You deceive yourself. You are constantly apprehensive because you try to pretend to be what you are not. You can't admit your mistakes; you are defensive and give excuses. Your inner signals are almost totally blocked. You may be an absolute sham.

28)

- a) You only use your creativity or express your individuality in special and limited circumstances. You are scarcely able to display any creativity in your job (where it may be rejected) or in key relationships or family situations. However, you can exert it in your hobbies and other leisure activities.
- b) You never use creativity in life: you don't see yourself as creative. You never let out your creative genius. You imitate most everything. Deep inside, you resent that; you are intimidated by truly creative people and unconventional lifestyles.
- c) You let your creative imagination fly whenever it can; you approach everything from a creative angle, and you only imitate when you can't find a better way. Above all, you apply your creativeness to your profession and in your key interpersonal relationships.

29)

- a) Very limited intellectual motivations. You may allow yourself some areas of curiosity, especially in your free time. You may like history, horticulture or meteorology, but you seldom focus your full intellectual strengths and curiosity on the basic issues and potentialities of life. Your key reason for study is to learn and to achieve external success.
- b) Your natural curiosity and instincts propel your quest for the truth in all roads of life. You know that education is largely self-education. You're able to focus your intellect on any area, especially on the basic issues and potentialities of human life.
- c) Intellectual stagnation or frequently anti-intellectual. For you, education "ended" when you graduated. You repress your natural intellectual curiosity, and suspect or envy those that don't do the same. You provide superficial or unrealistic "explanations" of your "thoughts" and feel angry when others "humiliate" you by revealing information you didn't know.

30)

- a) A compulsive planner, restless and with concrete plans for everything, you get mad if things don't go exactly as planned. You give more time to your worries about "the program" than to enjoy the moment. You immediately begin to worry about the next plan.
- b) You prepare all your plans on based on the concrete conditions of the moment. You honor your commitments to others, but keep them at acceptable and manageable levels. If possible, you'd rather not have a "plan" and leave room for spontaneity.
- c) You often worry about "patterns" in life (schedules for everything including meals bedtime, even lovemaking) and usually prefer having specific plans. Even though you are capable of some spontaneity —usually without too many worries about plans and programs— you tend to regulate your life excessively.

31)

- a) A follower and never a leader. You may attain "honor" positions granted by some authoritarian association, but you never follow your instincts, launch new ideas or defy authority. You constantly repress your need to be your own guide and secretly resent your "follower" status, which generates paralyzing conflict within you.
- b) Mostly a follower, you are nonetheless able to become a leader in certain vital areas; you react to your instincts, both in severe issues of conscience or in flashes of inspiration. You tend to deny your need to "lead yourself" and partially resent this situation, although you usually accept it by being a follower.
- c) You don't see the world as one of leaders and followers, except in the case people decide to be followers. You follow your instincts all the time; you feel inspired when others agree with you, but can't abide with blind discipline; what you want is colleagues every bit as willing to lead themselves as you are.

32)

- a) You absolutely don't care for money per se. You seek interesting jobs; you try to live happily with the money you have and never judge anyone in "monetary" terms. If you get rich it will be by accident, and without resigning your vocation. You enjoy all experiences, costly or otherwise; you spend without any guilt feelings (but don't squander). You are very generous to the needy.
- b) You may be very concerned about money, even in plenty; but you worry even more about the material comforts and "independence" that money can afford than about money in it. You don't usually value yourself by the money you have, but you'd love to be rich, although never by working in something you hate. You're able to enjoy the money you have, although you feel somewhat guilty when you spend it. Rather generous. Frequent conflicts over money.
- c) Obsessed with money, no matter how much you have. You're obsessed about survival, long-term security and becoming rich as the only "objective" criterion of your worth. You'll accept and hold on to any job if it gives you lots of money. You are usually stingy and despise the poor (even if you're one of them). Deep inside, you resent your dependence on money; this creates internal conflict.

33)

- a) Although you may not completely give in to fun and relaxation, you allow enough of them in your life to remain "healthy." Usually, your worries prevent you from totally relaxing. Fun should be a secondary luxury ("wait for the holidays"). You more-or-less enjoy entertainment and vacations. You seldom let go.
- b) Practically unable to relax or have fun. You see them as "useless" or a waste of "valuable working time;" thus you can't defeat anxiety and physical tension. You are so competitive and rigid in games, that you can't enjoy them. You spend your vacation worrying about little details, plans and even your work. Unable to let go.
- c) You practice the art of fun and relaxation as a vital component of happiness, creativity, and living for today. You feel good in any situation. You know how to totally relax, usually via yoga, meditation or some other method of your own. You see sports and games as pure fun. You holiday several times a year and know how to enjoy them. Nobody has to force you to let go.

34)

- a) Rather topical ideas about beauty and where it may be found. The frequent use of the word "beautiful" denotes a reaction to superior needs, but you don't try very hard to enhance your "conventional vision," and thus have many blind spots on how to appreciate and/or create beauty. You judge it on the basis of acceptable external cultural criteria.
- b) You see the world as a marvel of beauty. You perceive no limits to your need for beauty or barriers as to where it may be found and/or created. "A child's smile can be better than any sunset." "That old house could make a fine photograph if I include those wild lilacs in the picture." "Everybody's intrinsically beautiful, even though their actions may not." Always caters to his desire to seek the beauty of life.
- c) Insensitive to beauty. You have very narrow and rigid ideas on what it is or where you can find it (sunsets, pinup girls). You see ugliness everywhere: ("That's a hideous house; it needs paint urgently.") You judge the beauty of others by their appearance or status, and most people are an eyesore. Repressing your need to see beauty in the world leads you to grouchiness and monotony.

35)

- a) You believe you have no choice in the course of your life; you resign to the idea that it's all preordained. You are a fatalist that usually looks negatively on everything and everybody (including yourself), and this pushes you into desperation and depression if you lack ongoing external objectives to achieve.
- b) Every moment of your life poses a free, personal choice. You reject the idea that external things may prevent you from realizing your true potential. You downplay "ambition" and "correct choices" as defined by others at the moment of personal decision-making. You believe in boundless free will.
- c) You see most aspects of your life as pre-ordained by external factors such as race, social status, education and luck, but believe that people can "improve themselves" if they have great ambition and make the right choices in society's great "success game." Your total faith in personal choice saves you from deep desperation.

36)

- a) You feel little respect for life and for humankind as a whole. You see most lives as insignificant (they aren't worth living), including those that starve to death around the world. War and violence seem to you a natural trait of our species. You only care for the lives of those close to you; and you may get paranoid with the idea that perhaps others care as little for your life as you care for theirs.
- b) You basically respect all human life, but rigidly focus on those close to you. You do accept that many of those starving to death around the world might not need to die. You wish that war and violence might end some day, but you're pessimistic about it. You see as inevitable the competition among peoples and nations for the resources of the world, every bit as inevitable as hunger, sickness, etc. You hope your beloved won't be hurt.
- c) All life is sacred to you and all humans have the same intrinsic value. Your daily devotion to the people close to you is an expression of your concern for all mankind and for the welfare of our species. You believe that war, hunger and sickness could be banished if humankind really tries, and focus your life on helping others and putting an end to injustice.

37)

- a) You float down the river of life; you feel you are always linked to it. You enjoy your control of the waters, the beauty of this world and this perpetually changing life you're swimming in. You savor the moments of peace while you walk by the seaside or explore your surroundings. You think, behave and feel as you own master.
- b) You don't struggle against life to the point of panic, but you very often feel you are swimming upstream and that you don't really know to what extent you really want to risk exploring all this uncharted territory. You'd rather wade your way across or sit on the shore when you get tired. You have cycles of inertia, agitation and adaptation.
- c) Your struggle against life is endless. You always feel you're fighting the tide and that you can't stop and catch your breath; you're always on the verge of losing to the undertow. You are in a state of constant inner agitation (whether you can hide it or not), ruled by cycles of panic, inertia and agitation.

END OF QUESTIONNAIRE

Great! You have finished the questionnaire. Congratulations!

SUGGESTIONS:

Read the following suggestions for further information on the questionnaire:

The questionnaire will give you a sense of your own projections towards who you want to be. Go back to the answers that you have selected, read the texts that you felt connected to. Is there anything that you want to change? Would you want to be or act differently?

This assignment will allow you to see yourself from a different angle. Sometimes, it helps to put things into perspective to see who you really are and to feel your emotions and feelings. It is important to grow and develop academically, but it is also important to develop your own feelings, emotions, acts, and behavior.

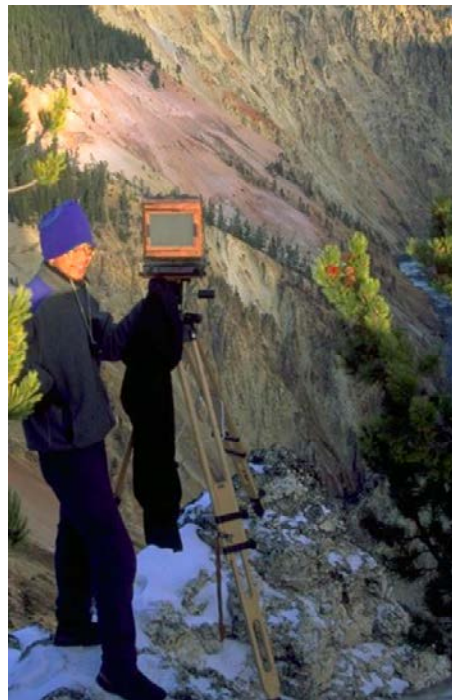
Write down any perceptions or thoughts you might have. It is a way of connecting with yourself. You might want to take this questionnaire on a later date and see if anything has changed.

**** Note:** These suggestions are only for your own record. You only have to submit your answers to the questionnaire to receive a grade.

**“THE LARGER THE HURDLE, THE
GREATER THE GLORY OF DEFEATING IT.”**



- MOLIÈRE



4.1.4. EXPERIENTIAL LEARNING (AUTOBIOGRAPHY)

DEFINITION OF WHAT HAS BEEN AND WILL BE MY LIFE.

Instructions for auto-application:

Reviewing your life achieves a contact with all the events, struggles, successes, and failures in your life. Those experiences have taken you to where you are now and direct you towards where you would want to be in the future.

Complete the autobiography on a blank page. Review the events, the people who have influenced you, the institutions where you studied or worked, and key stages that left some important track. Include key stages that impacted you and consider the basis of the prospective of your integral curriculum. Incorporate everything that you consider necessary so that the stated prospective is fulfilled. Use the following format to divide your retrospective experiences, your current experiences, and your prospective goals. Write at least 2 (two) pages to receive credit.

Learn more information about this course by watching the following videoconference AIU has prepared for you.

Please click on the link:

[Course Autobiography Videoconference](#)

FORMAT

Experiential Learning (Autobiography)

Student Name:
ID #:

RETROSPECTIVE:

CURRENT:

PROSPECTIVE (Keep writing until you transcend to this world):

Note: A minimum of two pages, in which, half of it would be related with your past and current experiences, and the other half would be related to your future.

EXAMPLE

Atlantic International University
A New Age for Distance Learning



Experiential Learning (Autobiography)

Student Name: John Doe

ID #: UD5 XXXXX

RETROSPECTIVE:

I was born on a warm, sunny day October 19-- in ---, USA. I live-----
Somalia----- and I graduated from New Mexico State University, Las Cruces,
USA. -----
----- I started school when I was 5-years-old. I went to Elementary school
through four grades then I attended Intermediate School and secondary school as well ---.

CURRENT:

In my current position I hold dual roles. I am a station supervisor for an
ambulance service that currently maintains 10 stations throughout the county. -----
-----report off and special events, quality
assurance for patient care and documentation, OSHA and infectious -----
-----Torrance State hospital, interacting and
providing EMS advice to elected officials of Derry ----- and -----
----- pulmonary disease, cancer, and poor
nutrition and hydration, diabetic problems, and mental health disorders. Trauma care for
single and multiple blunt force, ----- Duties involve assessment of patients in any,
environment. Care -----
----- immobilization. Care of
patients with infectious illness and diseases (VRE, MRSA, Staph, HIV/AIDS).

PROSPECTIVE (Keep writing until you transcend to this world):

What's my outlook on the future?

The year 20.... I hope to obtain my Ph. D not only as a degree but also hope to become
senior member of the United Nations system which needs radical changes. I want -----
-----, I'll have-----, I'll work at---- in a position-----.

Note: A minimum of two pages, in which, half of it would be related with your
past and current experiences, and the other half what should be your future.

“IT IS ONE THING TO SHOW A MAN THAT HE IS IN ERROR, AND ANOTHER TO PUT HIM IN POSSESSION OF TRUTH.”



– JOHN LOCKE



4.1.5. PROFESSIONAL EVALUATION (SELF EVALUATION MATRIX)

The present matrix will have a minimum of 10 lines which will include important abilities in your profession, enlisted in high-priority form. These abilities will be described on a scale from 1 to 5 (with 5 being excellent and 1 being poor). They will be placed on three columns. The first column will be the grade that you give yourself in each one of those abilities; the second, third, and fourth column will be the grade that other people that are considered to be admirable in your work, and are involved in your profession, give you.

Learn more information about this course by watching the following videoconference AIU has prepared for you.

Please click on the link:

[Course Self Evaluation Matrix Videoconference](#)

FORMAT

Professional Evaluation (Self Evaluation Matrix)

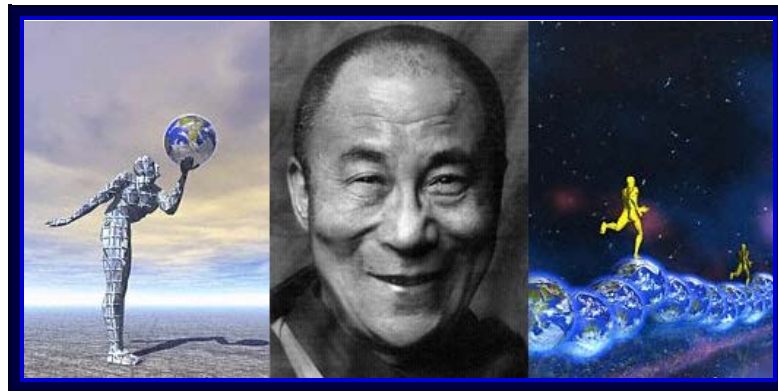
		Student Name:			
		ID #:			
#	Abilities	Student	Person A	Person B	Person C
	Scale	1 - 5	1 - 5	1 - 5	1 - 5
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
		Student:	Person Name A:	Person Name B:	Person Name C:
		Title:	Title:	Title:	Title:
		E-mail or Phone #	E-mail or Phone #	E-mail or Phone #	E-mail or Phone #

NOTE: You must complete each row accordingly to the abilities that best fit you and that you believe are of great importance in the field of your interest. Please have three co-workers evaluate you in these abilities chosen. It is important for you to provide us with their contact information such as; email & phone number. This evaluation must be scored from 1 being the lowest to 5 being the highest. Please also provide your own Self Evaluation, if you have any questions to this assignment; please feel free to contact your academic advisor.

EXAMPLE

Professional Evaluation (Self Evaluation Matrix)					
		Student Name: JOHN DOE			
		ID #: UD5XXXXXX			
#	Abilities	Student	Person A	Person B	Person C
	Scale	1 - 5	1 - 5	1- 5	1- 5
1	Leadership	4	3	4	2
2	Entrepreneurship	3	4	2	1
3	Organizational Skills	4	4	3	3
4	People Skills	5	4	3	5
5	Worldly	3	4	2	4
6	Assertive	3	4	3	2
7	Good Judgment	2	3	3	1
8	Team Player	2	3	3	1
9	Aggressive	1	1	2	2
10	Creative	5	4	3	4
		Student: John Doe	Person Name A: David Smith	Person Name B: Bruce McDowell	Person Name C: Tom Michael
		Title: President	Title: Co-worker	Title: Vice president	Title: Administrative Asist.
		E-mail or Phone # 333-333-33-33	E-mail or Phone # 444-444-44-44	E-mail or Phone # 555-555-55-55	E-mail or Phone # 666-666-66-66
<p>NOTE: You must complete each row accordingly to the abilities that best fit you and that you believe are of great importance in the field of your interest. Please have three co workers evaluate you in these abilities chosen. It is important for you to provide us with their contact information such as; email & phone number. This evaluation must be scored from 1 being the lowest too 5 being the highest. Please also provide your own Self Evaluation, if you have any questions to this assignment; please feel free to contact your academic advisor.</p>					

**“IN OUR
INTERDEPENDENT WORLD OF TODAY,
THE INDIVIDUALS AND NATIONS NO
LONGER CAN SOLVE MANY OF ITS
PROBLEMS ALONE. WE NEED EACH OTHER.
WE MUST DEVELOP A SENSE OF UNIVERSAL
RESPONSIBILITY. IT IS OUR COLLECTIVE
RESPONSIBILITY AS INDIVIDUALS TO
PROTECT AND TO NOURISH THE
WORLDWIDE FAMILY, TO SUPPORT ITS
WEAKER MEMBERS, AND TO PRESERVE
AND TO TAKE CARE OF THE ATMOSPHERE
IN WHICH WE LIVE.”**



-DALAI LAMA

4.1.6. PROFILE OF THE ENROLLED AIU STUDENT THROUGH THE INTEGRATION CHART AND GUARANTEE OF AN ACADEMIC DEGREE

The integrity and consistency of the profile of the enrolled AIU student is obtained through the foundation of constant feedback of the student's Integration Chart and Guarantee of Academic Degree. Obtaining this constant update, placing great value on the student and his/her unique surroundings, presents local globalization and sustainability.

4.1.7. FUNDAMENT OF KNOWLEDGE (INTEGRATION CHART) INTEGRATION CHART OF THE DEGREE PROGRAM

This chart of integration is fundamental in locating the prospective fields you have established in your integral curriculum and in your autobiographical future. This will support you to tailor the skills, abilities, and knowledge you need in order to be competent in your professional field. This generates your professional fields of competency by completing the columns of the following document. At the same time, it generates work related competencies that must be defined in the last column of the format, along with the third column of the format that is the emphasis to the area of expertise that allows you to have the corresponding certification in the dominant field. This allows you to declare an emphasis so that upon receiving your degree, you have met requirements within the specific area of your field you would like to pursue. The Integration Chart as well in the Guarantee of Academic Degree will support you in documenting the courses that will serve you beyond your studies.

How To Complete the Integration Chart

In the format located in your student section, you will see a chart. The chart includes several columns. The first column is AIU's formation and professional experience for development. The second column is its educational axes. The third column are the dominant fields or departments. These fields can include academic departments such as Science, Economy, Engineering, Administration, Management, Sociology, etc. The fourth column includes the emphasis of study. This emphasis can include the communication, accountability, the production, administration, the quality, and language. The next column is the specialties, which are the same as the area of expertise. They are those areas that are often called majors or areas of study. They include the informative, the methodology, the mathematics, the human development, and the humanities. Finally, the last column are the professional fields. These fields will include your proposal of the Integrated Curriculum Design.

You will need to fill in the chart based on what you are studying. The most important fields that you need to fill in are the dominant departments, the specialties, and

the professional fields. The departments include your area of study. For example, if you are studying Microeconomics, Economy will be one dominant field. You can add as many dominant fields as you wish. What is important is to determine which areas you want to concentrate in. Think of this column as a column that brings together your work areas.

The next column you need to fill in is the specialties column. This is where you fill in the area of expertise related to your studies. It can be Informative, Methodology, Mathematics, Human Development, or Humanities. What are going to be the specialties when you plan your Curriculum Design? What area do they fall under?

Finally, you will need to fill in the professional fields of study. These fields include the subject itself. For example, if you are studying microeconomics, you might add microeconomics, macroeconomics, economy, international political economy, theories of economics, etc. Every student is different, every student will have different professional fields even though they might be studying the same thing. What matters here are the concepts of subjects that you want to concentrate in. It is important to define what you will be working as or where you are going. This last column emphasizes those areas that you want to look into or the direction to where you would like to take your degree.

The rest of the columns cannot be added or modified, they do not have to be changed. Based on what you are focusing on, the columns can adapt to what you want to gain based on the columns that you have filled out. Remember, you only need to add the information of the dominant departments, specialty, and the professional fields.

The purpose of this chart is to give you guidance when you plan your Curriculum Proposal. Remember, at AIU, you have the opportunity to develop your plan of study. This chart will help you when you are ready to plan your courses.

Learn more information about this course by watching the following Videoconference AIU has prepared for you.

Please click on the link:

[Course Integration Chart Videoconference](#)

Integration Chart of the Program of Degree

AIU	Educational Axes	Dominant Fields	Emphasis	Specialties	Professional Fields
Formation	Personal and Social Development	Administration and Economy	Communication Accountability	Information Technology	The Proposal
And	Discipline Development		Production	Methodology	of the
Professional	Methodology and Instrumentation Development	Sciences and Engineering	Administration Quality	Mathematics	Integral Curriculum
Experience	Participation in the International Culture	Social	Language	Human Development	
For		and Human Studies		Humanities	
Development					

FORMAT

Fundamentals of Knowledge (Integration Chart of the Guarantee of an Academic Degree)

Student Name:	ID:
---------------	-----

<i>AIU</i>	Educational Tracks	Dominant Departments	Emphasis	Specialties	Professional Fields
Education	Personal & Social Education		Communications	Information Technology	
And			Accounting	Methodology	
Professional	Scientific Education		Production	Mathematics	
Experience	Methodological And Instrumental Education		Administration	Human Development	
For			Quality		
Development	Participation In International Culture		Languages	Humanities	

EXAMPLE

Fundamentals of Knowledge (Integration Chart of the Guarantee of an Academic Degree)

Student Name:	ID:
----------------------	------------

<i>A.I.U.</i>	Educational Tracks	Dominant Departments	Emphasis	Specialties	Professional Fields
Education And Professional Experience For Development	Personal & Social Education Scientific Education Methodological And Instrumental Education Participation In International Culture	Management and Economics Science And Engineering Humanities And Social Studies	Communications Accounting Production Administration Quality Languages	Information Technology Methodology Mathematics Human Development Humanities	Organization Change Management Philosophy. Human Resources Planning. Performance Management. Reward and Performance. Strategic Planning. Business Requirements and Business Needs. Manpower Planning Maintenance and Budgeting. Compensation. Empowerments. Career Path Developing. Training & Program Designing. Job Evaluation. Job Design. Succession Planning. Organization Change Risk Management "I like to design to be the leader in this area". Quality Management Payroll and Financial Studies or Statistics. Advanced Recruitment Strategies. Employees Satisfaction. HR Policies and Procedures. Latest HR Strategies ("Whole Sale and Retail Corporations").

EXAMPLE

4.1.8. DEVELOPMENT OF GRADUATE STUDY (GUARANTEE OF AN ACADEMIC DEGREE)

The AIU student is characterized for feeling, thinking, and acting congruently in function with the Declaration of Human Rights, in the following aspects:

- **WITH HIMSELF/HERSELF.**
- **WITH THE ACADEMIC WORK.**
- **WITH THE PROFESSIONAL FIELD.**
- **WITH THE DEVELOPMENT OF THE COUNTRY.**
- **WITH THE INTERNATIONAL CULTURE.**

The student, in reference to **HIMSELF/HERSELF**:

1. Searches the constant consciousness via self-questioning as the possibility for defining himself/herself totally as an individual and social being.
2. Accepts participation and responsibility around him/her and other people's development, being conscious of utilizing them based on the potential of their advantages and their limitations.
3. Channels positively vital impulses towards activities that affect improvement of oneself and others.
4. Has an open and flexible mind that allows one to take advantage of and learns from one's own experiences and those of others. This way, one will be enriching the understanding of reality.
5. Has the capability to learn from the past, to live totally in the present, and to plan the future through original and creative actions that allows seeing with clarity the relationship between the aims and means and to act consequently. In addition, he/she is able to love ones own person and his/her peers with honesty and objectivity.
6. Develops attitudes and dispositions that allow one for self-evaluation as a person of worth, respect, and confidence; to discover potentials for development and own limitations of surroundings; to act in a realistic and congruent way.
7. Defines a unique way to think and to perform in front of people with diverse beliefs, customs, and knowledge, while being able to respect them and to confront them, taking a positive advantage of the value of the human interchange.

In reference to **ACADEMIC WORK**, the student:

1. Is conscious of the importance and the value of the average study as a means of taking control of specialized knowledge, and forms habits of discipline and methodological theoretical rigor.

2. Assumes the commitment to fulfill the program in high quality and assumes the opportunity generated by his/her own initiative.

3. Relates disciplinary knowledge to problems of his/her professional field and personal interests of accomplishment.

In relation to the **PROFESSIONAL FIELD**, the student:

1. Has the interest and the disposition to combine studies with activities from labor in his/her own profession in order to take advantage of the formative elements in work and school.

2. Accounts with the initiative to inquire into the technical advances of his/her race in the diverse labor scopes, with the intention to select the best ones to use and form opportunities, always looking for productivity and excellence.

3. Identifies the experts of the professional area and takes advantage of their directions and information to define his/her personal line of work.

4. Has the capability to prevail in life, extending the mere certification prescribed for his/her own studies and experience.

In reference to **DEVELOPMENT OF THE COUNTRY AND THE WORLD**, the student:

1. Acquires economic, political, and social information on situations of his/her surroundings in order to analyze and prepare suitably in order to face challenges as a professional and as a citizen should do. Also, the student has the capability to know and handle new tools that allow for adaptation in changing professional situations.

2. Possesses elements of judgment to critically value the crucial problems of the country and the world while committing himself/herself to collaborate according to the possibilities and their solution.

3. Knows, applies, and defines the Letter of Human Rights relating it to his/her daily lives and professional activity.

In relation to **CULTURE THE INTERNATIONAL**, the student:

1. Finds himself/herself in a disposition to know and experience approaches of diverse cultural behaviors, to traverse the learning of languages, trips, interchanges, events, etc., and to obtain significant benefits from them.

2. Understands the types of relationships that involve international situations with his/her country and its different aspects and implications. Thus, also, identifies the tendencies of worldwide development and conditions for cultural change in work, education, and social behavior.

The structural levels defined allow us to adapt and to relate the diverse contents, methodologies, and labor practices to pass through the following educative axes:

- **PERSONAL AND SOCIAL FORMATION.** Structure through social and human sciences, which the person studies, applying them to growth and development, with the aim of obtaining behaviors and positive attitudes that allow total interactions in familiar, professional, religious, and social scopes. The development comes from the change in the individual to project his/her external dimension.

- **DISCIPLINARY FORMATION.** Includes the knowledge specialized in the areas of Administration and Economy, Human and Social Sciences, and Engineering and Studies.

- **METHODOLOGICAL AND INSTRUMENTAL FORMATION.** Includes the handling of means, methods, and languages of professional practices and the process of investigation.

- **FORMATION AND LABOR EXPERIENCE.** Provides the abilities and knowledge required to use as exercises in professions as an integral work system. It allows the control of labor functions, from attention to requirements, until the guarantee of the quality of the conclusion is working.

- **PARTICIPATION IN THE INTERNATIONAL CULTURE.** Provides values, principles, and criteria that allow the student to enrich his/her vision of the world to include/understand better international surroundings. Also, develops great social challenges and solutions to:

- Attitudes of Solidarity and Commitment.
- Knowledge.
- Abilities.

How To Complete the Guarantee of an Academic Degree

The **AIU** student must generate a matrix containing rows with the five aspects defined in the graduate profile, and columns with the five educational tracks defined in the operational level of the rationales for the curriculum.

The matrix should be both quantifiable and qualifiable, in order to guarantee that the **AIU** graduate fulfills the conditions for his/her academic degree, some of which are:

- TO KNOW THE AIU's PHILOSOPHY AND BE CONSISTENT WITH THE CURRICULUM.

- TO ATTAIN THE PROSPECTIVES IN THEIR COMPREHENSIVE RESUME.

- TO BE A ROLE MODEL FOR OTHER AIU GRADUATES

Fill out the following format and relate how your degree will be helpful in those areas. For example, in the first quadrant, write how your personal and social education will help you. Underneath this quadrant, write how your personal and social education will help you in your academic activity. Follow the same path to fill out every quadrant in the chart. Remember, in this assignment, your Integration Chart and your Curriculum Design are connected to the Degree. They all encompass the necessary goals and visions you have. This will chart will help you after you graduate.

Learn more about this course by watching the following Videoconference AIU has prepared for you:

[Course Guarantee of an Academic Degree Videoconference](#)

FORMAT

Development of Graduate Study (Guarantee of an Academic Degree)

Student Name:

ID Number:

Educational Tracks	AIU Graduate Profile				
	Personal & Social Education	Methodological and Instrumental Education	Scientific Education	Work Education and Experience	Participation in Work Culture
To Themselves					
To Their Academic Activity					
To their Professional Activity					
To the development of their Country					
To International Culture					

EXAMPLE

Atlantic International University
A New Age for Distance Learning



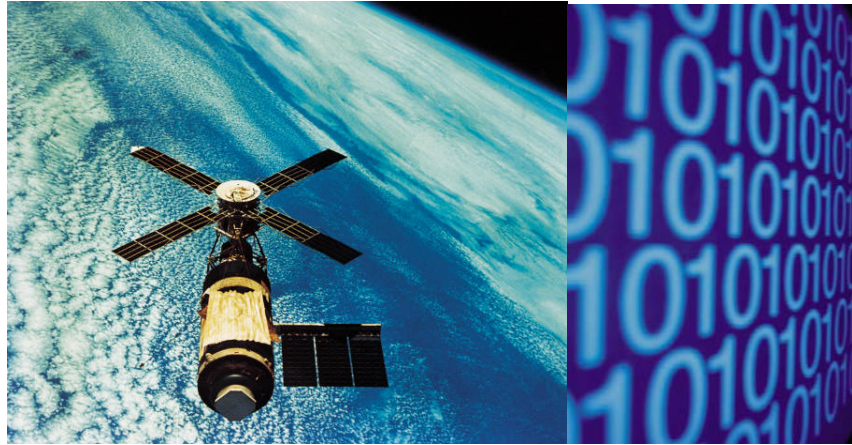
Development of Graduate Study (Guarantee of an Academic Degree)

Student Name: John Doe
ID Number: UD5XXXXXXX

Educational Tracks	AIU Graduate Profile				
	Personal & Social Education	Methodological and Instrumental Education	Scientific Education	Work Education and Experience	Participation in Work Culture
To Themselves	To be effective in making a difference in others through communication, dying to self, letting go of the past and that which limits me in any way, developing positive attitude and to be free and at ease with all people in all situations	To develop disciplines that I can apply to my personal life and be more effective in managing my life from financial issues to raising a family. To develop fluency in Hungarian.	To obtain a BSEE degree and gain confidence and satisfaction from achieving this goal	To enhance my teaching capabilities by using my experiences from work to develop my personal and social skills	To be able to let go of that which limits and constrains my full self expression in order to give myself fully to others
To Their Academic Activity	To enhance reading, memory, and thinking skills to be efficient in studies	Learn and apply methods to enhance my learning capabilities.	To bring yet another dimension to A.I.U of changes that take place in students and to show what differences they can make in the world	To develop my academic skills by using my daily work and applying it to my academic requirements	To bring new dimensions and meanings of international culture into my academic dreams and goals
To their Professional Activity	Develop communication skills that cause teamwork, efficiency, and being able to resolve technical and personnel problems	To change my professional life from a technician to a leader that causes change in companies to shift from standard practices to exceptional practices of quality, customer service, excellence and relations.	To be an electrical engineer designing and developing new technology	To bring to work what I learn from my studies and to be able to use what I learn to further the development of the company	To see the needs of international cultures and to find ways that my company and make a difference in those communities
To the development of their Country	Develop communication and leadership to cause other to bring forth new organizations for education, technology and health	To develop a summer school program that gives students tools to enhance their academic achievements	To develop new ideas and technology to my country	To learn successful business practices in order to develop new business providing more jobs and opportunities, and to think of ways to improve existing education programs	To see the differences in international communities that can benefit my country, like to learn how my country can benefit from recycling programs currently not in use but used by other countries
To International Culture	Communication and leadership skills to bring education and culture to remote communities abroad	To learn other languages and travel to other countries making a difference in individuals	To bridge my country with other countries respecting freedom, democracy and individual rights for bringing more minds together to develop new technology	To bring successful business practices and educational methods to international communities	To see how different international communities are from one another, and to see how similar the people are, concerning their dreams of how the world should be

EXAMPLE

**“LEARNING IS ALWAYS A
REBELLION... EVERY BIT OF
NEW TRUTH DISCOVERED IS
REVOLUTIONARY TO WHAT WAS
BELIEVED BEFORE.”**



-MARGARET LEE RUNBECK

4.1.9. FUNDAMENTAL PRINCIPLES (PHILOSOPHY OF EDUCATION)

Write a paper of 1 to 3 pages on your philosophy of education (what you think of education, methods of distance learning as it is in your case, for example).

Learn more information about this course by watching the following videoconference AIU has prepared for you. Please click on the following link:

[Course Philosophy of Education Videoconference](#)

EXAMPLE

Fundamental Principles I (Philosophy of Education)

Student Name: JOHN DOE

ID #: UD5XXXXXX

Looking into the man-kind history, we will discover -----
-----, Amazingly, the ancient long
lasting civilizations were depending on the self-education learning. Considering any great
ancient scientist and try to know how did he collect his background? You will definitely read -
-----, Notice all these -----
----- of the verbs, you will know that they don't
have guide but themselves.

This is what I call self-education, -----
-----where people depend basically on themselves.

Nowadays we are much luckier than our grandfathers; we have the luxury of
depending on others to get us educated besides -----
-----, Therefore we got to add other verbs to our vocabulary of learning
such as researching, reading and persisting.

For some reason I didn't get high marks in all subjects I studied in the faculty when I
was dedicated for learning. Actually I was not worry enough about that matter. I was studying

----- world. I had to learn and learn to find my self
a place in this world. It took a while to understand how you can learn from your failures as
well as you learn from your successes.

I prepared my self a plan -----
----- I need to learn and enhance by studying -----
-----, In addition I still have
nearly three years to reach my point. I hope it will be enough.

I tried distance learning with others, and to be -----
-----, I found AIU's paradigm tends to have clear discipline and well organization. How much I
do -----
----- to my ears.

**NOTE: IT IS REQUIRED, AT LEAST, 3 PAGES TO COMPLETE THIS
ASSIGNMENT.**

EXAMPLE

With this assignment, we have finished the individual introspection that allows one to know his/her academic, professional, work, experiential, social, and integral levels that the candidate has reached to date in theory as much as in practice. In addition, having the expectations of development in the different areas from evolution leads to growth.

The training program looks to introduce the candidate in an optimal way to his/her surroundings to take advantage of the existing globalization and personal circumstances. Looking for development management of an international shape, allows one to generate a personal cultural heap with individual, familiar, social sustainability, economic, and fundamental areas.

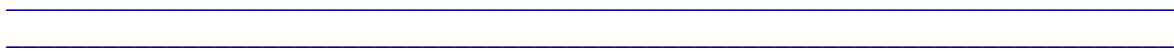
The entire training program is an interactive cycle. One is required to have a constant update in a world of continuous changes. By doing so, one will be able to optimize the learning experiences and to generate the model most suitable to each student to obtain and maintain an education that is continuous in nature.

The success of the program will be greatly due in measurement by the student being more humane and exerting and respecting human rights in harmony with common rights, as basic solutions to basic humanitarian problems.

**“LEARN AS THOUGH YOU
WOULD NEVER BE ABLE TO
MASTER IT; HOLD IT AS
THOUGH YOU WOULD BE IN
FEAR OF LOSING IT.”**



- CONFUCIUS



4.2. SECOND PHASE OF STUDIES

In this second phase of practical studies, the student creates the present level. He/she comparatively projects the level at which he/she wants to be and develops the matters that will allow this evolution. For it, he/she will develop the following assignments:

4.2.1. DEVELOPMENT OF COLLEGE EDUCATION II (BIBLIOGRAPHY)

Prepare a bibliography of at least 20 titles (books, magazines, articles, WebPages, etc.) in your field. We request you include a greater number of bibliographies than the predominant benchmark in the field from the AIU virtual library. This bibliography will be the first approach to the requirements of the matters that you will later present in the curriculum design.

It is important to mention that the chosen bibliography will have to be within 6 years of antiquity as maximum, single exceptional cases will be accepted.

For a better explanation of how to correctly make a list, we request that you see the bibliographical example on [page 53](#) for a better explanation.

EXAMPLE

Atlantic International University
A New Age for Distance Learning



Development of College Education II (Bibliography)

Name: _____ ID #: _____

BOOKS

1. Leach, Jenny and Moon, Bob (2003). Learners and Pedagogy. United Kingdom: Paul Chapman Pub & The Open University.
2. Swann, J.et al. (2003). Research Methods in Education Handbook. Oxford, United Kingdom: Alden Group.
3. .
4.
19. .
20.etc.

WEB PAGES

1. The practice of Social Research 9th edition, Earl Babbie, Chapman University, www.wadsworth.com.
2. .
3.
19. ..
20.etc.

MAGAZINES

1. The Economics. How Skype, podcasts and broadband are transforming language teaching Jun 7th 2007 | SAN FRANCISCO
From *The Economist* print edition.....
2.
20.etc.

NEWSPAPERS

1. The New York Times. City Students Lead Big Rise on N.Y. Math Tests By JENNIFER MEDINA, Published: June 13, 2007
2.
19. ..
20.etc.

STATISTICS

1. Central Bank; www.bcrp.gob.pe
2.
16. .
17. .
18. .etc.

SUPPORTING DOCUMENTS

1. APPROXIMATIONS TO THE MORALRESPONSIBILITY OF THE CREDITORS Xavier Iguiniz December, 2006 Work Document 191
<http://www.pucp.edu.pe/economia/pdf/DDDD191.pdf>
2. .
12. .
13. ...etc.

EXAMPLE

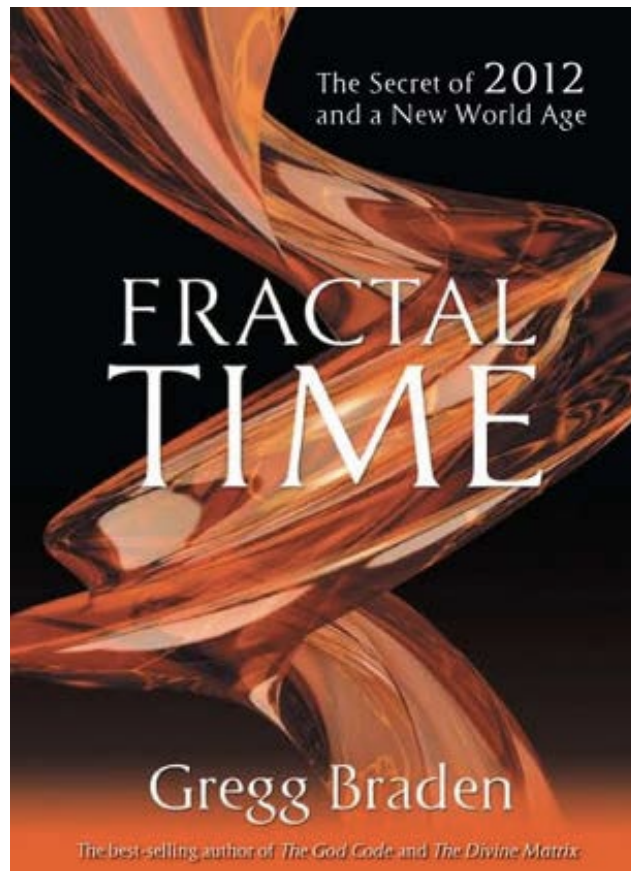
4.2.2. SEMINAR INTERNATIONAL DEVELOPMENT I – FRACTAL TIME (ESSAY)

We ask that you read the titled book *Fractal Time* written by the Gregg Braden.

Through this assignment, you will find an interesting perspective on life cycles to modern discoveries. Braden explains how our present mirrors our past cycles of time. You will find how to make sense of the constant changes in today's world. Through these discoveries, we will be guided away from the destructive choices we have made in the past and we will be demonstrated a way "to the greatest possibilities of our lives". The author does a great job explaining how the past can reveal our future.

We hope that you present/display an essay of the book (10-15 pages) based on the "[Guide for Writing an Essay/Paper](#)" located on [page 61](#) of this handbook. Give preference to the changes that are generated in your life and in your surroundings.

This book is not necessarily located in the AIU Library; you will need to get it from www.amazon.com or from any other resource.



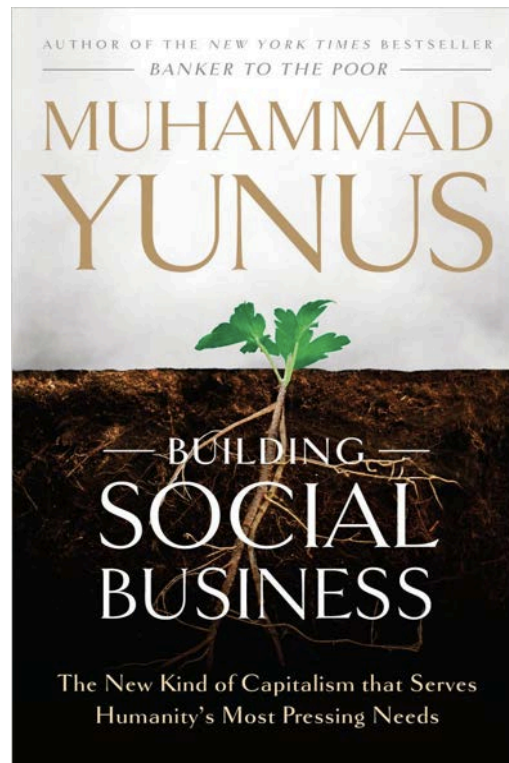
4.2.3. SEMINAR ADMINISTRATIVE DEVELOPMENT I- BUILDING SOCIAL BUSINESS (ESSAY)

We ask that you read the titled book *Building Social Business* written by Muhammad Yunus.

This book is fundamental to understand new developments in the world. Yunus received the Nobel Peace Prize in 2006 for his growth in microcredit. He is the pioneer of microcredit, and his book details his developments in social business as a continued practice in today's world by major corporations. Social business has become a new dimension of capitalism. Through this book, we hope you learn from Yunus' example.

We hope that you present/display an essay of the book (10-15 pages) based on the “[Guide for Writing an Essay/Paper](#)” located on [page 61](#) of this handbook. Give preference to the changes that are generated in your life and in your surroundings.

This book is not necessarily located in the AIU Library; you will need to get it from www.amazon.com or from any other resource.



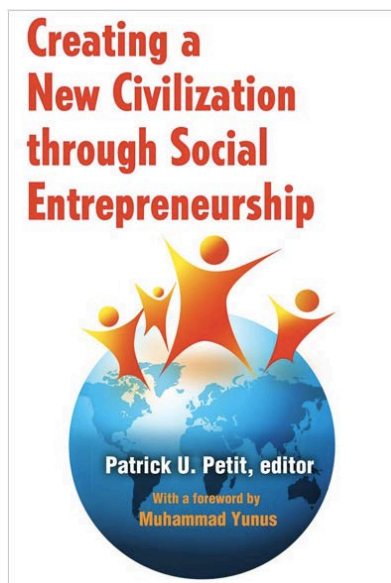
4.2.4. SEMINAR CULTURAL DEVELOPMENT I- CREATING A NEW CIVILIZATION THROUGH SOCIAL ENTREPRENEURSHIP (ESSAY)

We ask that you read the titled book *Creating a New Civilization through Social Entrepreneurship* written by Patrick U. Petit. It is an applicable text in any facet of life with ample examples. We hope that you present/display an essay of the mentioned book (10-15 pages) based on the “[Guide for Writing an Essay/Paper](#)”.

Why the book *Creating a New Civilization through Social Entrepreneurship*? This is a book that can be generalized for students of any area in the University level. Also, this book shows how entrepreneurship is possible, especially in tough times of financial and economic crisis. Social entrepreneurs are emerging in all facets of society undertaking important tasks. We hope you enjoy this book and learn from great entrepreneurs.

We hope that you present/display an essay of the book (10-15 pages) based on the “[Guide for Writing an Essay/Paper](#)” located on [page 61](#) of this handbook. Give preference to the changes that are generated in your life and in your surroundings.

This book is not necessarily located in the AIU Library; you will need to get it from www.amazon.com or from any other resource.



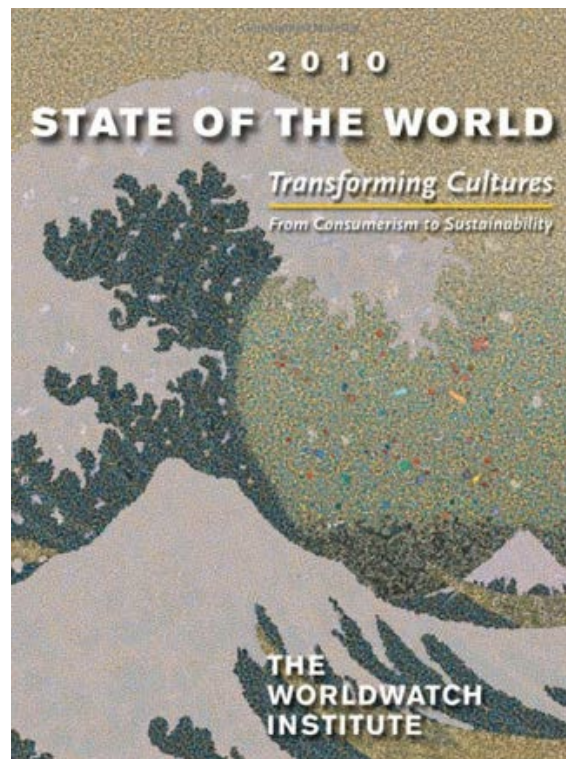
4.2.5. SEMINAR INTERNATIONAL DEVELOPMENT II- 2010 STATE OF THE WORLD: TRANSFORMING CULTURES FROM CONSUMERISM TO SUSTAINABILITY (ESSAY)

We ask that you read the titled book *2010 State of the World: Transforming Cultures from Consumerism to Sustainability* written by the Worldwatch Institute.

Through this assignment, you will understand ways in which we can control the education, the media, governments, traditions, and social movements in order to restore our cultures through sustainability. These leading institutions lead our lives, and the Worldwatch Institute details the transformation of those institutions to create a better world. Through this text, we hope you learn through their findings valuable information on sustainability and restoration of the Earth.

We hope that you present/display an essay of the book (10 to 15 pages) based on the “[Guide for Writing an Essay/Paper](#)” located on [page 61](#) of this handbook. Give preference to the changes that are generated in your life and in your surroundings.

This book is not necessarily located in the AIU Library; you will need to get it from www.amazon.com or from any other resource.



4.2.6. ADDITIONAL OPTIONAL ESSAYS

The following essays are optional.

You can develop an essay of the following books as additional assignments. You can choose if you would like to develop one essay, two, three, all of them, or none of them.

The directions on these essays follow these pages.

1. *The Hidden Connections* by Fritjof Capra
2. *What the Bleep Do We Know* by William Arntz, Betsy Chasse, and Mark Vicente
3. *In Defense of Globalization* by Jagdish Bhagwati
4. *How To Change the World: Social Entrepreneurs and the Power of New Ideas* by David Bornstein

Additionally, the following list contains other books that you might find interesting in English:

5. *Absolutely Everything That Matters in Science in 1001 Bite-Sized Explanations* by Parsons Paul
6. *Changing Minds: The Art and Science of Changing Our Own and Other People's Minds* by Howard Gardner
7. *Creating a World Without Poverty: Social Business and the Future of Capitalism* by Muhammad Yunus
8. *Gogoogle: 20 Ways To Reach More Customers and Build Revenue with Google Business Tools* by Greg Holden
9. *Guesstimation: Solving the World's Problems on the Back of a Cocktail Napkin* by Lawrence Weinstein and John A. Adams
10. *How the Nine Months Before Birth Shape the Rest of Our Lives* by Annie Murphy Paul
11. *On Complexity* by Edgar Morin
12. *Performance Intervention Maps: 39 Strategies for Solving Your Organization's Problems* by Ethan S. Sanders and Sivasaliam Thiagarajan
13. *Philosophy in Crisis: The Need for Reconstruction* by Mario Bunge
14. *Quantum Shift in the Global Brain* by Ervin Laszlo
15. *Quantum Enigma: Physics Encounters Consciousness* by Bruce Reimann and Fred Kutter
16. *Reforming Complexity: Perspectives from the North and the South* by Fritjof Capra, Alicia Juarrero
17. *Science and the Akashic Field: An Integral Theory of Everything. Inner Traditions* by Ervin Laszlo
18. *Self comes to Mind: Constructing the Conscious Brain* by Antonio Damasio
19. *Seven Complex Lessons in Education for the Future* by Edgar Morin
20. *Stop Acting Like a Seller and Start Thinking Like a Buyer: Improve Sales Effectiveness by Helping Customers Buy* by Jerry Acuff and Wally Wood.
21. *Superstrings and Other Things: A Guide to Physics* by Carlos Calle
22. *The Akashic Experience: Science and the Cosmic Memory Field* by Ervin Laszlo
23. *The Divine Matrix: Bridging Time, Space, Miracles, and Belief* by Gregg Braden
24. *The Element* by Ken Robinson and Lou Aronica
25. *The Emotion Code* by Bradley Nelson
26. *The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits* by C.K Prahalad.
27. *The Humanity of Humanity. The Human Identity* by Edgar Morin
28. *The Mind's Eye* by Oliver Sacks
29. *The Next Global Stage* by Kenichi Omae
30. *The Spiritual Doorway in the Brain: A Neurologist's Search for the God Experience* by Bradley Nelson
31. *The Spontaneous Healing of Belief: Shattering the Paradigm of False Limits* by Gregg Braden
32. *The Tell-Tale Brain: A Neuroscientist's Quest for What Makes Us Human* by V.S. Ramachandran
33. *Welcome to Your Brain* by Sandra Aamodt and Sam Wang.
34. *Where Good Ideas Come From* by Steve Johnson
35. *Wikinomics: La Nueva Economia de las Multitudes Inteligentes* by Don Tapscott and Anthony D. Williams

Additionally, the following list contains other books that you might find interesting in Spanish:

36. *Antiaging Natural: Un Programa para Regenerar el Cuerpo y Revitalizar la Mente* by Victoria Baras Vall
37. *Educación, Ciencia, Tecnología y Competitividad* by Jose Luis Calva
38. *Educación en la Era Planetaria* by Edgar Morin, Emilio Roger Ciurana, and Raul D. Motta.
39. *El Eneagrama: Quien Soy? Descubre Tu Personalidad y los Secretos para Relacionarte Exitosamente con los Demás* by Andrea Vargas
40. *El Experimento de la Intención: Como Cambiar Tu Vida y Cambiar el Mundo con el Poder del Pensamiento* by Lynne Mctaggart.
41. *El Medico Cuantico: Guia de la Física Cuántica Para la Salud y la Sanación* by Amit Goswami
42. *El Método 6. Ética* by Edgar Morin
43. *Encienda la Chispa: Un Plan que Potenciara su Metabolismo para Quemar Grasa las 24 Horas del Día* by Robert K. Cooper and Leslie L. Cooper.
44. *Hacia el Abismo?: Globalización en el Siglo XXI* by Edgar Morin
45. *Imagen Cool* by Alvaro Gordo
46. *Inmortales y Perfectos: Como la Medicina Cambiara Radicalmente Nuestras Vidas* by Salvador Macip
47. *La Educación Inteligente: Tu Hijo Sigue Tus Pasos Conviértete en su Mejor Guía* by Bernabe Tierno
48. *La Nueva Alquimia de la Vida* by Fred Alan Wolf
49. *Los Pilares de la Felicidad: 30,000 Días Para Una Vida en Plenitud* by Bernabe Tierno
50. *Los Siete Saberes Necesarios Para la Educación del Futuro* by Edgar Morin
51. *Mal de Escuela* by Daniel Pennac
52. *Sabiduría Esencial: El Jugo de la Vida Exprimido Para Ti* by Bernabe Tierno
53. *Terapia para Gente Cuerda: Desarrollo Humano Multidimensional* by Horacio Jaramillo Loya
54. *Un Trabajo con Alma* by Thomas Moore
55. *Yo S.A de C.V: Conviértete en el Director General de tu Propia Vida* by Guillermo Ganem

4.2.6.1. SEMINAR CULTURAL DEVELOPMENT- THE HIDDEN CONNECTIONS (ESSAY)

We ask that you read the titled book *The Hidden Connections* written by Fritjof Capra, for several reasons, since it is an applicable text in any facet of life. We hope that you present/display an essay of the mentioned book (10 to 15 pages) based on the “[Guide for Writing an Essay/Paper](#)”.

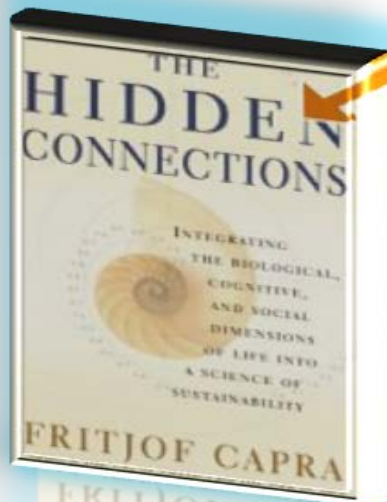
Why the book *Hidden Connections*? This is a book that can be generalized for students of any area in the University level, also, it is a book that integrates the different technical and human disciplines that allows the student to have a holistic vision in the resolution of developing alternatives in interdisciplinary matters as well as in the globalized world in which we live in, and to obtain a sustainable development. With this book, several subjects from the University level are covered in different ways as in prestige universities like AIU.

We hope that you present/display an essay of the book (10 to 15 pages) based on the “[Guide for Writing an Essay/Paper](#)” located on [page 61](#) of this handbook. Give preference to the changes that are generated in your life and in your surroundings.

This book is not necessarily located in the AIU Library; you will need to get it from www.amazon.com or from any other resource.

Additionally, we have prepared for you a videoconference which explains the main points covered in this book. You can listen to this videoconference and then be able to prepare the essay we are requesting from you. In order to access this videoconference, please click on the following link:

[The Hidden Connections \(Essay\)](#)



4.2.6.2. SEMINAR ADMINISTRATIVE DEVELOPMENT- What tHe βL€P Dθ ωΣ (k)πow!?! (ESSAY)

We ask that you read the titled book or the watch the movie “*What tHe βL€P Dθ ωΣ (k)πow*” written by William Arnatz, Betsy Chasse, and Mark Vicente.

This essay is fundamental to integrate the advances and scientific tendencies in our daily lives as the one of our communities, optimizing the evolution possibilities. It is very satisfactory to find integrated in a single film and/or book most of the thoughts, theories, and discoveries of the present scientists; with greater reason when they appear to us of an accessible way and with an ample range of applications that are concrete and practical.

We hope that you present/display an essay of the book (10 to 15 pages) based on the “[Guide for Writing an Essay/Paper](#)” located on [page 61](#) of this handbook. Give preference to the changes that are generated in your life and in your surroundings.

This book or the movie is not necessarily located in the AIU Library; you will need to get it from www.amazon.com or from any other resource.

Additionally, we have prepared for you a videoconference which explains the main points covered in this book. You can listen to this videoconference and then be able to prepare the essay we are requesting from you. In order to access this videoconference, please click on the following link:

Part I:

[What tHe βL€P Dθ ωΣ \(k\)πow!?! \(Essay\) Part I](#)

Part II:

[What tHe βL€P Dθ ωΣ \(k\)πow!?! \(Essay\) Part II](#)



4.2.6.3. SEMINAR INTERNATIONAL DEVELOPMENT- IN DEFENSE OF GLOBALIZATION (ESSAY)

We ask that you read the titled book *In Defense of Globalization* written by Bhagwati, Jagdish.

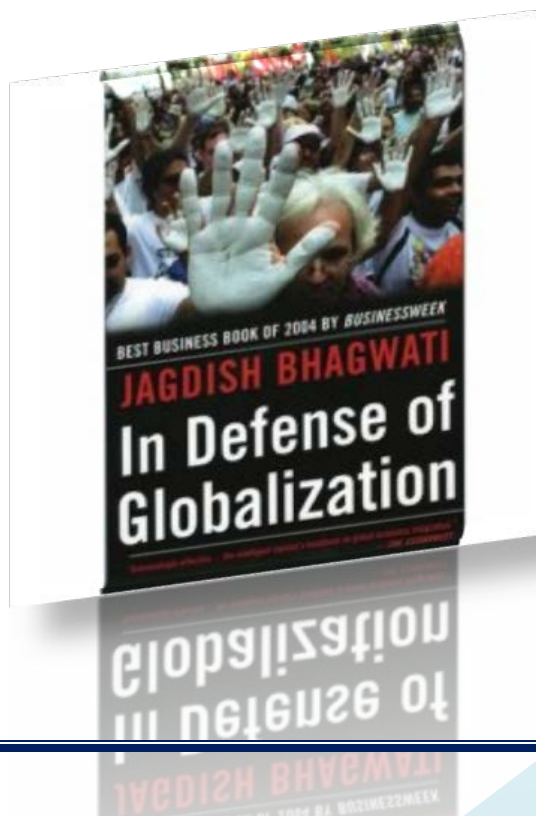
Through this assignment, the Bachelors candidate will get the vision of the benefits of Globalization in this world, rather than the distraction of seeing it as an inconvenience. We can take the opportunity to reduce poverty, to include the rights of women and children, as well as democracy, culture, human rights, and improve our environment. Then, we can also minimize the social and economical risks, or the fanatic financial capitalism.

We hope that you present/display an essay of the book (10 to 15 pages) based on the “[Guide for Writing an Essay/Paper](#)” located on [page 61](#) of this handbook. Give preference to the changes that are generated in your life and in your surroundings.

This book is not necessarily located in the AIU Library; you will need to get it from www.amazon.com or from any other resource.

Additionally, we have prepared for you a videoconference which explains the main points covered in this book. You can listen to this videoconference and then be able to prepare the essay we are requesting from you. In order to access this videoconference, please click on the following link:

[In Defense of Globalization \(Essay\)](#)



4.2.6.4. SEMINAR INTERNATIONAL DEVELOPMENT- HOW TO CHANGE THE WORLD: SOCIAL ENTREPRENEURS AND THE POWER OF NEW IDEAS (ESSAY)

We ask that you read the titled book *How To Change the World: Social Entrepreneurs and the Power of New Ideas* written by David Bornstein.

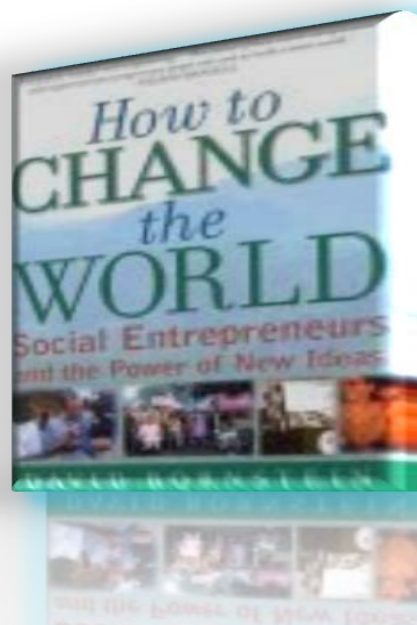
With David Bornstein, the level of human consciousness is reborn as a vital element in the new world trend of Social Entrepreneur at every level of the human being. This will take us to the evolutionary development which breaks all current paradigms that may represent all of us, with determination and innovation, a huge difference and impact to our global village.

We hope that you present/display an essay of the book (10 to 15 pages) based on the “[Guide for Writing an Essay/Paper](#)” located on [page 61](#) of this handbook. Give preference to the changes that are generated in your life and in your surroundings.

This book is not necessarily located in the AIU Library; you will need to get it from www.amazon.com or from any other resource.

Additionally, we have prepared for you a videoconference which explains the main points covered in this book. You can listen to this videoconference and then be able to prepare the essay we are requesting from you. In order to access this videoconference, please click on the following link:

[How to Change the World: Social Entrepreneurs and the Power of New Ideas](#)



**“EACH PERSON MUST
APPLY HIMSELF/HERSELF TO
EDUCATION PROPERLY UNTIL
THE LAST DAY OF THEIR
LIVES.”**



-MASSIMO D'AZELGLIO

4.2.7. CURRICULUM DESIGN

4.2.7.1. HOW TO PREPARE YOUR CURRICULUM DESIGN?

In reference to the Curriculum Design, it is the exhibition of the proposals of the assignments the student wishes to complete. Luckily, studying through this system, you will be able to design your own curriculum while incorporating areas from your professional life, occupation, educative experiences, and others. Those areas that have already been dominated, have the opportunity to develop more. By only annexing those areas that require to be updated, complemented, and/or learning of similar features, one is able to reach the objectives proposed in the first phase of studies.

It is recommended that you research other university websites of your country or prestigious universities around the world to investigate all of the areas of these universities. By choosing, based on advice and according to your experience, a work area, one will create an expectation to the future.

It is important that, if you want to validate your degree title in your country, you verify your curriculum and make sure it contains the areas approved by the Secretary of Education of your country. Previously, you had to verify that the AIU program fulfilled its alignment of incorporation of foreign titles in your country.

You will have to take into account the following points to develop and obtain a successful curriculum design:

- **Title of the Subject**
- **Terminal Objective of the Course**
- **Brief Description**
- **Synopsis of Contents**
- **Activities of the Course**
- **Source of the Data**
- **Bibliography**

It is very important you understand that you, individually, handle the process of your studies from the beginning until the end.

4.2.7.2. DR. VALCIN'S BOOK IN DEVELOPING THE CURRICULUM DESIGN

We would also like to let you know that AIU's Academic Dean, Dr. Franklin Valcin, has published a book called *Curriculum & Course Design*. This book can help you to prepare the best curricula possible for your program of studies. **We urge you to read his book as it will explain important themes in Curriculum Design and Andragogy.**

At AIU, the curriculum design is one the most important assignments based on the andragogic philosophy of education. This book provides you with the best information to help you develop a program of studies that will fulfill not only your academic requirements but, ultimately, your life-long goals as well. We encourage you to read the book.

As an AIU student, you can download an electronic copy of *Curriculum & Course Design* from the student resources page for \$5.00. If you want, a hardcopy of the book is available for \$30.00 plus shipping. Please contact the Student Services Department at studentservices@aiu.edu to purchase your copy.

4.2.7.3. PREPARATION OF ASSIGNMENTS

Once AIU has approved the curriculum design proposal, you may begin to develop the assignments one by one. In order to do that, you must add these courses into your student section under the option "**Curriculum Proposal**" and you will be able to submit them. The university reserves the possibility of complementing, simplifying, integrating, and/or of eliminating those proposals according to the conduciveness of the process while they are being developed, for your optimal learning experience.

In all cases, the development will be focused on incorporating culture, administering resources in an optimal way, and internationalizing its diffusion and application as being possible.

Provided below are some of the alternatives that exist for the development of the assignments. You can complement them with the description of the Curriculum Proposal on everything based on its approach in agreement with its idiosyncratic and perspective of life:

1. Investigation publishable in a magazine or an international forum of the specialty.

The objective of AIU it is to try that the capability of each one of our students is recognized by open doors. By the same token, we ask that your projects have a regional and worldwide recognition. We know and think that your contributions will be of much aid. To accomplish this, we require that the project be published in some magazine, newspaper, and/or other means (TV, radio, Internet, etc.). Before the accomplishment of your work,

consult the procedure with the corresponding source to know the necessary requirements to achieve it. Once published, we request you send a copy to AIU for filing and diffusion.

2. Practical case that is developed which you have access to information.

If you, within your work area, are making a project to benefit and/or to improve your institution, this case could be presented/displayed to AIU and can be submitted as an assignment. In some specific cases, for other students, it has been accepted as a Thesis depending on its originality, content, and relevance of the assignment.

3. Cases of clients and/or those in which you are advisor.

In the case of you being an advisor or assessor of some project and/or institution in which you have taken part, transcribe your experiences, so that they can generate credits. Remember that AIU revalidates the labor experience in academic credits.

4. Self-examination of the subject with 20 to 50 questions with answers of multiple options that demonstrate you have learned the subject.

Create an examination imagining that you are the student who will have to answer it, handling it with a certain degree of complexity. AIU's objective is for you to be able to have the necessary information so that in the future, you can transmit it being a professor or advisor. With your experiences and your exercise, it helps to extend the outlook. The best proof of learning is the capability to self-examine oneself.

5. Patent of the subject in question.

The experience of AIU is that each investigation, discovery, and/or complementation must have a benefit personally, economic, and moral. By doing this, obtaining the Patent for your project will indicate having the security to obtain recognition and repayment that is deserved.

6. Publication of a book or article on the topic.

A way to transmit the objective of your project is through a book or article in a magazine (this can become your Thesis). With this, you will help many people to know the expectations for additional growth while being shaped for knowledge. In addition, you will be fulfilling the objective in the Bachelor level with its creation and in publishing its diffusion that extends the cultural heap of surroundings.

7. AIU online course

AIU has created online courses that you can include in your curriculum design. They are located in your student section under "supporting resources". There are two lists. [Click here](#) to access the first course list. [Click here](#) to access the second course list.

8. A combination of previous options.

This concept talks about the option that the student has in each assignment by the use of a combination of previously given alternatives.

We recommend all assignments to be consistent with the **“Interactions of the Students with the University”** of chapter 3 taking into account a declarative level:

1. Title page
2. Index
3. Pages Enumeration
4. Cover the 7 basic questions in the course of your subject, what? Who? When? Where? How? Why? So that? (not concerning the order)
5. Diagrams, schemes, correlative matrices, and/or comparative tables
6. Statistics (optional depending upon the subject)
7. Deepening of the subject
8. Practical examples and/or cases
9. Scientific and Technological advances
10. Justification of subjective and objectively writing, qualitatively, and quantitatively
11. Lived experiences
12. How the treated subject is seen at the local, regional, national and/or world-wide level
13. Advantages and disadvantages
14. Conclusions
15. Your opinion
16. Bibliography, citations, and appointments (6 years back at the most) in case of using support from WebPages, specify the place exactly of where you located that information. You could use as support our website www.aiu.edu, in online resources, student resources, career resources, and/or assignments you will find around 1,500 courses for your support as well as our virtual library.
17. A brief examination of 20 to 50 questions with multiple-choice option with its answers.

18. To complete “the list to review on your own the value of the document” expressed in interactions **3.1.1. of this manual.** [Page 56.](#)

Additional Guidelines/Recommendations:

1. When you submit your assignment, make sure you submit all of your designed courses at the same time in one document. Do not submit one course design on one document and another course design on another document. Meaning, your advisor should verify all of your designed courses assignments at once and in one document. The advisor should see the previous format for all of your designed courses.
2. Take advantage of your studies!! We would love for you to publish your work on the Internet, magazines, newspapers, television, radio, or any other media means available. Learning is a constant practice. Globalization gives us the opportunity to learn from different cultures and places very easily. Of course, AIU needs to see your work to grade it, but please take advantage of the world in which we live in. You can be helping another person by sharing your work while you are being rewarded for the assignments that you submit to us.
3. The Curriculum Design is based on your abilities and goals. We are giving you the freedom to decide what is important in your lives to apply in your assignments. Every person is different and has different aspirations, you have the ability to make the most of what you want to learn, while at the same time, receive academic credit.
4. The Curriculum Design format is located in the next pages of this handbook following the examples.

4.2.7.4. VALIDATING PREVIOUS CREDITS

To know how many courses you need to develop, you should see how many credits you already have. AIU validates your previous **work and academic experience**. You are able to submit your transcripts or work experience documents to receive transfer credit. These are the alternatives:

- 1) Transfer credits based on **Academic Credits:** AIU can validate the credits that you took in the past in another college. You have to be requesting the transfer to include these courses in your AIU Transcript. These courses must be in the Bachelors level program. In this case, you need to submit a copy of the Transcript showing the courses you took. Make sure you tell your advisor that you want to transfer those courses. Your advisor will evaluate the courses and you will be notified if they can be transferred. They have to be related to your field.

In addition, if you have finished all of your courses in another institution, you can request to become an ABT student. For more information on ABT students [click here](#).

- 2) Transfer credits based on **Work Experience**: Your advisor may assign you 10 credits per year of working experience, not exceeding 80 credits. The work experience credits must be related to the field. If you have both work experience and academic experience, your academic experience comes first and your advisor can only transfer a maximum of 80 transfer credits.

The total number of credits in a Bachelor program is between **120 to 130 credits**.

4.2.7.5. WEB PAGES FOR PUBLICATION

At **AIU**, we believe in the caliber of our students to share cultural archives, in order for the world to be closer with the diversity of knowledge.

Here is a list that may interest you to upload your degree assignments and/or thesis:

- ◆ <http://www.websitemagazine.com/?xcmpx=2299>
- ◆ <http://www.lulu.com/author/create.php?gclid=CILD7reA7I0CFQwsOAod9AbitA>
- ◆ <http://www.booksurgepages.com/publish/go/index.php?fromWebsite-GOOGLE&adword=publishing&gclid=CPGv396A7I0CFQwsOAod9AbitA>
- ◆ <http://www.onlinepublisher.nl/index.asp?Taal=en&gclid=CJrCzeyA7I0CFRqsOAodr2IbuA>
- ◆ <http://rubypublishing.com/>
- ◆ <http://www.opencontent.org/openpub/>
- ◆ <http://www.eop.com/>
- ◆ http://www.homestead.com/?s_cid=G17226
- ◆ <http://pubs.acs.org/>
- ◆ <http://www.authorhouse.com/ContactUs/FreePublishingGuide.aspx?source=GOOG&keyword=general+misc&gclid=Clu6y8mB7I0CFQ2aOAodF029sw>
- ◆ <http://www.asbpe.org/>

FORMAT
CURRICULUM PROPOSAL

NAME:		ID # :		
DEGREE:		MAJOR:		
COURSE TITLE:				
Course Objectives	Course Description	Activities To carry out The Plan	Source of Data	Bibliography

Important Note: You will use this same format for each one of the courses you plan to submit and will seek for your Advisor's approval, only then you can start developing each one of these same courses. PLEASE SEND THIS ASSIGNMENT ONLY ONE TIME AND USE AS MANY PAGES AS YOU NEED

EXAMPLE

CURRICULUM PROPOSAL

NAME:		ID # : UBXXXXXXXXXXXXXX		
DEGREE: Bachelor in Religious Studies		MAJOR: Religious Studies		
COURSE TITLE: Religions of the East				
Course Objectives	Course Description	Activities To carry out The Plan	Source of Data	Bibliography
To explore religions of the East and analyze how context affects the meaning, status, and uses of a religious text.	To be introduced to the study of several Asian religions, namely Buddhism, Hinduism, Confucianism, Daoism, and Shinto, and focuses on the question of what the classics are and why they are classic.	Create short writing exercises on each religion. Create a midterm and a final that includes critical thinking questions and different points of view on each religion.	My source for this course is from The University of Indiana in Bloomington.	The Sacred East: Hi Buddhism, Confucia Daoism, Shinto By <u>C. Scott Littleton</u> Considering the Asia by <u>Wade Wheelock</u>

Important Note: You will use this same format for each one of the courses you plan to submit and will seek for your Advisor's approval, only then you can start developing each one of these same courses

CURRICULUM PROPOSAL

NAME:		ID # : UBXXXXXXXXXXXXXX		
DEGREE: Bachelor in Religious Studies		MAJOR: Religious Studies		
COURSE TITLE: Introduction to Christianity				
Course Objectives	Course Description	Activities To carry out The Plan	Source of Data	Bibliography
<p>To understand the history and different concepts that stem from Christianity. To understand what Christianity really is.</p>	<p>This course will follow the History. Beginning with Jesus and the gospels (canonical and non-canonical), weaving through Late Antiquity, the Middle Ages, the Reformation and the American context before ending with readings of contemporary issues in Christianity such as civil rights, poverty, politics, and the ordination of women.</p>	<p>To create a 20 page paper on the historical concepts and develop a 15 page paper on one specific time period and evaluate the effects it had. To interview a priest and evaluate his viewpoints on Christianity.</p>	<p>My source for this course is from The University of Indiana in Bloomington.</p>	<p>Introduction to Chri by Mary Jo Weaver, David Brakke</p>

Important Note: You will use this same format for each one of the courses you plan to submit and will seek for your Advisor's approval, only then you can start developing each one of these same courses

CURRICULUM PROPOSAL

NAME:		ID # : UBXXXXXXXXXXXXXX		
DEGREE: Bachelor in Religious Studies		MAJOR: Religious Studies		
COURSE TITLE: Introduction to Hinduism				
Course Objectives	Course Description	Activities To carry out The Plan	Sou	Bi
<p>To examine the classical texts of the Hindu traditions, such as the Upanishads, Bhagavad-Gita, and Gitagovinda.</p>	<p>To explore the creative tension between the ascetic's quest for freedom and the householder's search for enjoyment. To provide an opportunity to examine such religious issues as differing views of the self, the nature of the world and the ultimate goal of life.</p>	<p>Writing a 20 page research paper on the texts. Critically thinking about the different points of view and the nature of the world.</p>	<p>My source for this course is from The University of Indiana in Bloomington.</p>	<p>What is Hinduism? by <u>Editors of Hinduism Today</u></p>

Important Note: You will use this same format for each one of the courses you plan to submit and will seek for your Advisor's approval, only then you can start developing each one of these same courses

CURRICULUM PROPOSAL

NAME:		ID # : UBXXXXXXXXXXXXXX		
DEGREE: Bachelor in Religious Studies		MAJOR: Religious Studies		
COURSE TITLE: Gandhi and Gandhism				
Course Objectives	Course Description	Activities To carry out The Plan	Sou	Bi
<p>To understand the impact that Gandhi had on philosophy and his own culture while also examining at future leaders who were influenced by him.</p>	<p>This course will begin with a biographical account of Mahatma Gandhi, and proceed from there to various interpretations of the man, his life, his philosophy, and his influence. I will look at his role in the Indian nationalist movement, his influence on the course of race relationships in South Africa, and his impact on the thought of such leaders as Martin Luther King, Jr. We will also look at such topics as his techniques of non-violent protest, his views on women, and his economic and social impact on modern India.</p>	<p>Research Gandhi's life and write a research paper. Do a case study on different leaders of the past such as Martin Luther King and examine how Gandhi influenced them.</p>	<p>My source for this course id from the University of Texas at Austin.</p>	<p>Judith Brown, <i>GANDHI: PRISONER OF HOPE</i> MK Gandhi, <i>AUTOBIOGRAPHY</i> R. Mukherjee, <i>GANDHI READER</i> Joan Bondurant, <i>CONQUEST OF VIOLENCE</i></p>

Important Note: You will use this same format for each one of the courses you plan to submit and will seek for your Advisor's approval, only then you can start developing each one of these same courses

CURRICULUM PROPOSAL

NAME:		ID #: UBXXXXXXXXXXXXXX		
DEGREE: Bachelor in Religious Studies		MAJOR: Religious Studies		
COURSE TITLE: Introduction to Islam				
Course Objectives	Course Description	Activities To carry out The Plan	Sou	Bi
<p>To understand the history and different concepts that stem from Islam. To understand what Islam really is.</p>	<p>This course provides an introduction to the religion of Islam. I will examine at the theology, history, and main social and legal institutions of Islam. Islam, as a major system of belief in the world, is experienced by Muslims and non-Muslims alike. Consequently, besides studying the basic tenets and texts of the religion, this course will focus on the variety of ways in which Muslims and non-Muslims have understood and interpreted Islam. I review the debates surrounding the life of the prophet of Islam, Islamic pre-modern and modern history, the Islamic concept of God and society, the role of women, and finally, Islamic government and movements.</p>	<p>Writing a 20 page research paper on the texts. Critically thinking about the different points of view and the nature of the world.</p>	<p>My source for this course is from The University of Texas at Austin.</p>	<p>Fazlur Rahman. Islam. F.M. Denny. An Introduction to Islam.</p> <p>F. E. Peters. A Reader on Classical Islam.</p> <p>N.J. Dawood. The Koran.</p> <p>Ira Lapidus. A History of Islamic Societies.</p>

Important Note: You will use this same format for each one of the courses you plan to submit and will seek for your Advisor's approval, only then you can start developing each one of these same courses

CURRICULUM PROPOSAL

NAME:		ID # : UBXXXXXXXXXXXXXX		
DEGREE: Bachelor in Religious Studies		MAJOR: Religious Studies		
COURSE TITLE: African-American Religions				
Course Objectives	Course Description	Activities To carry out The Plan	Sou	Bi
<p>To understand the different types of African American religions.</p>	<p>This course examines the varieties of African American religions from the early modern era to the present. The course will have analytical focus on colonialism, slavery, modern race and gender identities, and transnational linkages. Topics include Diaspora theologies, government surveillance, and cultural revivalism. Students will also study major issues of method and historiography of African American religions.</p>	<p>Research statistics of these religions. Look for case studies and compare and contrast the religions on a table. Draw my conclusions on a 20 page paper.</p>	<p>My source for this course is from The University of Indiana in Bloomington.</p>	<p>Isichei, Elizabeth Allo. <u>The Religious Traditions of Africa : A History</u>. Westport, Conn: Greenwood Publishing Group, 2004.</p>

Important Note: You will use this same format for each one of the courses you plan to submit and will seek for your Advisor's approval, only then you can start developing each one of these same courses

CURRICULUM PROPOSAL

NAME:		ID # : UBXXXXXXXXXXXXXX		
DEGREE: Bachelor in Religious Studies		MAJOR: Religious Studies		
COURSE TITLE: Prophet of Islam: Life and Times				
Course Objectives	Course Description	Activities To carry out The Plan	Sou	Bi
<p>To understand the life of Muhammad and to analyze the impact the Prophet had on the Islamic religion and its society.</p>	<p>This course will study the life and career of the Prophet of Islam, Muhammad. It includes examining the beginning of his message in Mecca, the migration to and establishment of the Islamic state in Medina, and the conquest of Mecca. It is key to understand the social and political background to the Prophet's message and the impact of that message on his historical context. There is a special focus on the doctrinal, social and political positions adopted by the Prophet and their impact on later Muslim society. Furthermore, there is an analysis of the different approaches taken by historians in interpreting and understanding the Prophet's life.</p>	<p>Interview a Muslim leader, gather data from Muslims to understand their views, write a 20 page paper with my conclusions.</p>	<p>My source for this course is from The University of Texas at Austin.</p>	<p>Montgomery Watt, Muhammad, Oxford University Press</p> <p>Martin Lings, Muhammad. Islamic Texts Society</p> <p>Annemarrie Schimmel. And Muhammad is His Messenger: The Veneration of the Prophet in Islamic Piety</p> <p>Takeyh, Ray, and Gvosdev, Nikolas K.. <u>The Receding Shadow of the Prophet : The Rise and Fall of Radical Political Islam.</u> Westport, Conn: Greenwood Publishing Group, 2004.</p>

Important Note: You will use this same format for each one of the courses you plan to submit and will seek for your Advisor's approval, only then you can start developing each one of these same courses

CURRICULUM PROPOSAL

NAME:		ID # : UBXXXXXXXXXXXXXX		
DEGREE: Bachelor in Religious Studies		MAJOR: Religious Studies		
COURSE TITLE: Difficult Dialogue: Islam in America				
Course Objectives	Course Description	Activities To carry out The Plan	Sou	Bi
<p>To express agreement or disagreement about charged cultural issues as part of a scholarly community which respects intellectual differences in the common quest for both knowledge and mutual respect.</p>	<p>The course surveys the presence of Islam in American history and society from the eighteenth century to the present. Religion is a major category of analysis, but it is analyzed in tandem with other factors, including domestic and foreign politics, race, ethnicity, and gender. Challenges faced by Muslim Americans regarding issues of tolerance, assimilation, pluralism and the secular are focal themes of the class.</p>	<p>Investigate cases in which Muslims were either praised or repressed. Analyze laws and major events. Write a 20 page paper with my conclusions through research.</p>	<p>My source for this course is from The University of Texas at Austin.</p>	<p>Saleema Abdul-Ghafur, <i>Living Islam Out Loud: American Muslim Women Speak</i></p> <p>Robert J. Allison, <i>The Crescent Obscured: The United States and the Muslim World, 1776-1815</i></p> <p>John I. Esposito, <i>What Everyone Needs to Know about Islam</i></p> <p>Jane Smith, <i>Islam in America</i></p>

Important Note: You will use this same format for each one of the courses you plan to submit and will seek for your Advisor's approval, only then you can start developing each one of these same

**“I AM CONVINCED
THAT IT IS OF
PRIMORDIAL
IMPORTANCE TO LEARN
MORE EVERY YEAR THAN
THE YEAR BEFORE.
AFTER ALL, WHAT IS
EDUCATION BUT A
PROCESS BY WHICH A
PERSON BEGINS TO
LEARN HOW TO LEARN?”**



- PETER USTINOV

4.3. THIRD PHASE OF STUDIES

This phase is the culmination of the program at **AIU** in which you will present/display your thesis or final project. This phase must be the integration of all the learned material obtained during your program of study and must also be focused on the practical application of **AIU's** techniques and technologies, as well as taking a cultural heap of humanity.

For this reason, we need you to present your development based on the following sequence:

4.3.1. PROPOSAL OF THESIS CONTENT AND/OR FINAL PROJECT

This will show you the steps to submit the content of your Thesis or Final Project to our Academic Staff. We recommend you follow the thesis recommendations on the following pages, that at a declarative level, but not be limited to, can contain:

- NAME OF THE THESIS (title page)
- INDEX
- INTRODUCTION
- DESCRIPTION
- GENERAL ANALYSIS
- CURRENT INFORMATION
- DISCUSSIONS
- CONCLUSIONS
- BIBLIOGRAPHY

4.3.2. FINAL THESIS OUTLINE

Below you will find two outlines to help you with your thesis. The first one is less detailed than the second one, but both provide a general outline with guidelines to direct you to write a successful thesis:

Thesis Outline #1

Acknowledgements (to people who helped you)
Abstract (a short summary of your thesis)

Chapter 1: General Introduction

Contextual Data
Background Information

Chapter 2: Definition of the Investigation (or Issue)

Statement of the Issue
Description of the Issue

Chapter 3: Dynamics of the Anticipated Solution

Goal(s) and Objective(s) of the Investigation
Methodology

Chapter 4: Overall Outcomes

Strategy and Techniques
Results

Chapter 5: Analysis

Interpretation of Results
Questions about alternatives

Chapter 6: Conclusion

General Discussions
Recommendations

References
Appendices

While the above outline may be modified, it is highly recommended that you use the outline, though you should change, add, or remove wherever you find it appropriate.

Thesis Outline #2

I. Introduction

- Definition of the notion/concept of modernity (an explanation of the key term)
- Introduction of the topic (what specific topic will be featured?)
- The issue being debated (what specific aspect of the topic will be considered?)

II. Elements of procedures

- Presentation of the methodology (the modalities of the debate)
- Choice of the variables (an overview of ways data will be manipulated)
- Possible Outcomes (a hypothesis)

III. Review of the Literature

- Past Literature (what old authors have said on the topic?)
- Modern Literature (what contemporary authors have said on the topic?)
- A Comparative Reading (a possible comparison of the two)

IV. Detailed Analysis

- The Actual Process
- Illustrations
- Preliminary Results

V. Overall Outcomes

- The Actual Results
- Interpretations of Results
- Link to Real Life

VI. Analysis

- Isolated Analysis
- Comparative Analysis
- Questions about alternatives

VII. Conclusion

- General Discussions
- Recommendations

References

Appendices

While the above outline may be modified, it is highly recommended that you use the outline, though you should change, add, or remove wherever you find it appropriate.

EXAMPLE

**JOHN DOE
ID UB001BBW0001**

**THE ART OF CONSENSUS BUILDING, SOCIAL CONTRACTS
AND THE ROLE OF VISIONARY LEADERSHIP AND
STRATEGIC MANAGEMENT IN ECONOMIC TURNAROUNDS**

**A Final Thesis Presented to
The Academic Department
Of the School of Business and Economics
In Partial Fulfillment of the Requirements
For the Degree of Doctor in Business Administration**

**ATLANTIC INTERNATIONAL UNIVERSITY
HONOLULU, HAWAII
SUMMER 2010**

EXAMPLE

TABLE OF CONTENTS

1. INTRODUCTION
2. DESCRIPTION
3. GENERAL ANALYSIS
4. CURRENT INFORMATION
5. DISCUSSIONS
6. CONCLUSIONS
7. BIBLIOGRAPHY

Introduction

The core of macroeconomic and other social programs is the ultimate ----- productive sectors; ----- opportunities through active investment horizons; creation of equitable distribution -----, among other aspirations. In gravitating towards these ideals, typically, every country, region, or continent's socio-political, or economic landscape will be in a constant state of ----- --- large measure, unpredictable, and this -----, within the same country, within the same city, or village, more so at different points of time.

The developing world's attempts at "playing catch-up" ----- implemented. The graveyards of failed turnaround economic programs are fraught ----- implementation cylinders that seriously lacked on proper sequencing.

Description

At the heart of a solution to ----- macroeconomic instabilities that crept in since ----- accentuated by adversities and apprehensions around the Land Reform Program, is the establishment of National Consensus so as to -----, reflected in foreign exchange shortages, high inflation levels, rising unemployment, capacity underutilization in the ----- "trouble spots" that have to be resolutely addressed through dexterous policy design and implementation.

General Analysis

In order to break the successive decline ----- business confidence, it has become imperative that ----- Social Contract, principally as ----- Government, Labor and Business, as social partners has to be underscored from each constituency's core interests.

EXAMPLE

Current Information

In working to formulate a ----- for the turnaround -----
----- the following objectives:

- To diagnose the fundamental strategic institutional ----- to the successive deterioration of economic ----- economy between 2000 and 2007.
- To dissect and isolate the socio-economic ----- and the establishment of a ----- social contact in Zimbabwe.
- To delineate empirical experiences in other contemporary ----- planning buttressed the accomplishment of desired socio-economic objectives.
- -----

Discussions

The objective is to explore that strategies and actions -----
----- situation where rapid performance improvement is required. Therefore, an alternative title for this dissertation could be “-----”.

Conclusions

Whilst the field of strategy has been explored extensively in vast -----
----- “impervious hardships”, largely due to the dearth of empirical research in the country in -----
----- interests and how a fruitful common ground can be established.

One of the critical virtues of this proposed Thesis is that it -----
----- stability through the vehicle of consensus building in the context of social contracts.

The Thesis is also being carried out at a time -----
----- deep-seated macroeconomic imbalances.

Bibliography

- Valcin, F. (1996). Unveil The Yankee. Artex Publishing: St. Petersburg, Florida.
- -----
- -----
- -----

EXAMPLE

4.3.3. HOW TO WRITE A THESIS

There are several ways to write a thesis. In the next pages there are many suggestions on how to structure your thesis. Each section contains different examples, but they all give you important guidelines.

4.3.3.1. RECOMMENDATIONS IN WRITING A THESIS (I)

This section contains a writing guide that includes basic, simple, but fairly pragmatic advice about the process of writing a thesis. Here, we limit ourselves in giving you simple ideas about how to start a thesis work, how to organize it, how to divide apparently difficult tasks in small portions, and complete the tasks involved in each portion. This section also includes details about the global structure of the document as well as what specifically should be in each section of the writing. Because it was intended for students with a Physics major, most examples relate to this particular arena (José Luis Parented, February 2003).

CONTENT

Part One

GETTING STARTED

You need to make up your mind and plan your writing around: an outline, a sense of organization, a specific work agenda, and a flow of ideas.

Part Two

A SUGGESTED THESIS STRUCTURE:

The overall plan should be as follows:

A cover page

An Abstract, Acknowledgements, Table of Contents, Introduction, Review of the Literature

Middle Chapters, Chapter Structures, Materials and Methods, Investigative Theories

Results, Discussions, Conclusions, Bibliography, Appendices.

BEGINNING

At first, writing a thesis appears to be a daunting task that is considered difficult. In fact, it is to a large extent. However, a deep feeling of relief will come after you complete a couple of chapters. True happiness will follow when you approach the end because it all boils down to the personal satisfaction to know the job is done and that one has contributed a significant share to the world's scientific knowledge.

Thus, let us assist you so that you can take off in a smooth way.

An Outline

First, prepare an *outline* of your thesis: write a sketch of the titles of the chapters, subtitles, titles of illustrations (as planned placeholders for the results) and some other useful notes. You must have a logical sequence of steps in the design of the plan and a tentative final outline of the thesis, as the final outline of this work.

With this complete plan, you should make a relatively adequate list of virtually all details, facts, and statements that are necessary to make the point of the thesis. With this detailed outline, you will simply face the easy task to add a paragraph with some details to every title in your sketch.

How to craft the sketch of a chapter?

The following routine has proved helpful to many:

- Gather all illustrations (tables, diagrams, anecdotes, etc.) that you plan to use.
- Put them in the logical order you would use for your own presentation.
- Practice to present the ideas to an acquaintance of yours (to test the waters, so to speak).
- Soon after you fine tune your sequence, write down key transitional words for that purpose.
- Immediately following this initial step of your outline, you should develop your thesis. This first draft is important because:
- This would help generate the ideas you will actually use in the final version.
- This would assist you in defining a work agenda based on your own availability of time

The Organization

Here, a physical (hard-copy) and electronic (soft-copy) of an archival *system* for the thesis can be extremely useful.

1. Have a folder containing all papers, manuscripts, recordings, photographs, etc. For each chapter or main part of the thesis, another folder should also be prepared for all correspondence on this particular topic.
2. As for the electronic archives, they should follow the same routine. Furthermore, it is a good idea to create a *file* in your word processor containing specific words related to each chapter and another for bibliographical referents. The reason for this can be seen when you think about finishing a chapter, those notes can quickly become treasures or life savors for your writing.
3. In each document, always have footer where you can write the *version* of the document (date, time) along with some other important details such as page number, for instance.

The Thesis Bureaucracy

While deeply involved with the thesis process, you should bear in mind there are many administrative duties or obligations that go along with this. You must complete all the necessary paperwork related to this endeavor in a timely manner as well.

Manage to ensure that you address every single issue, and follow your previously fabricated agenda very closely. Above all, make sure bureaucratic issues remain secondary in your agenda and do not hinder the essential process of your scientific research

1. Prepare a work calendar

It is critical to plan your activities in detail. You should build a strict chronogram together with your advisors. For those who are familiar with these programs, PERT and CPM can help you achieve great results.

Try your best not to cheat yourself. In other words, plan activities you can afford to complete. Build your agenda, indicate a submission date to your advisor and EXECUTE the plan!

2. Make your ideas flow smoothly.

You could, for instance, keep a folder called “Ideas” where you would write down all of the interesting data or ideas about your work. This could easily constitute an excellent source of supporting details for your thoughts or statements.

Even when working away from your computer, it is still possible to generate and write down ideas that hit your mind about the topic of your thesis. As soon as it becomes possible, you can transfer such information to your “Ideas” folder.

Try to connect the ideas to each other in relation with the bulk work of your thesis. Establish a relationship between your ideas and those expressed by other authors prior to using them in your document. Use graphic organizers to accomplish this conceptual work or better still, the *SmartDraw* program can be useful.

Part of the process includes your interaction with your advisor. Your **Thesis Proposal** is very important as your advisor will be able to give you advise on what you should add and what you should refine. You should not feel bad about these changes because they will be intended to assist you with your thesis work.

Scientific writing being an art, takes time to both understand and assimilate. When you understand the concept, you will become deeply involved with the process and with all the implications of such involvement. The more you refine your work, the better. Remember, writing is a process that requires many drafts to polish your ideas in the best possible way to achieve the best results that you desire.

WHAT IS A THESIS? WHO IS IT INTENDED FOR? HOW DOES ONE WRITE IT?

Your thesis is a *task* of investigation and encompasses a **problem** that relates to science. You should consider questions such as: What is the problem? What is it that

people already know about? What is to be done to solve it? What the results of your research mean? What improvements you can suggest or recommend beyond the scope of your thesis?

Please do not worry about traditional *students examination pavia*: a thesis is not a response to questions from an exam!

Readers of an exam are normally those with such response. They know how to holistically evaluate your performance through an understanding of both the components of the response, and your strengths and weaknesses with regards to the topic.

Readers of a thesis, however, do not possess an “answer” to a given hypothesis. Given the purpose of this work, the university requires an **original contribution to scientific knowledge**: your research must discover something unique and innovative to the world.

No one knows more than you do

A jury composed of experts in the field of your thesis will read your document. Yet, **absolutely no one knows more than you do... throughout the world!** As a result, it is essential to write clearly in order to make the jury’s job in analyzing your work fairly easy.

Your thesis is a scientific document. As such, it will be consulted by many researchers who will be looking for as many details as possible about your lab experience and other related activities. Therefore, we urge you to keep this in mind and try to digitize your work in microfilm, for example, for researchers.

Another word of advice is to have someone else read your draft and provide you with suggestions that can be valuable. This can also help you to make sure your work is being written correctly free of grammatical and spelling mistakes.

How much detail should you include?

Actually, it should be fairly more than in a *scientific article*! Soon after the evaluation of your thesis and a quick reading of the first three pages by your friends, only those deeply interested in your topic will find an interest in reading your complete paper. For instance, a young researcher with a passion for your topic might be willing to follow on your footsteps. Therefore, would your thesis be a solid reference in this context?

Thus, you should be driven by a pledge to have your paper fully prepared with all the useful details people might need: pictures, diagrams, computer programs, appendices, etc. Do not be negligent and omit elements people might be looking for later and find no availability.

As opposed to what you might have seen in this perspective with incomplete or inadequate thesis, make yours clear enough.

Bibliographical references constitute the key tool to document concepts or ideas that are not yours. You must be precise in your references of such information about scientific literature. Only extremely large chunks of data in Physics, for instance, are exceptions to this rule. Therefore, you do not need a quotation from Newton to cite an

equation on dynamos, nor should you be looking for a reference of Kirchhoff to illustrate a circuit analysis.

This practice allows readers to verify your stand. We all know physics (like many other scientific disciplines) is a *vertical* science: one builds results on previous findings which were also corroborated by other truths.

Good references allow us to verify the value of your contribution to the field. They also provide readers solid clues about the organization of your thesis in terms of what is a display of your acquired knowledge and what constitutes your original input.

It is always fundamental to write with a very clear syntax because you may feel tempted to omit an important (and expected) reference about a statement. Be aware of this practice, which ultimately would end up deceitful. This may easily get you caught in plagiarism.

A thought may appear so beautiful and original that readers may feel compelled to verify its origins. They will find this information in either a library, on the Internet, or through a different media. However, it is important to cite your sources for readers to verify this information or read more on a subject.

Remember a thesis is scientific writing. This is the case especially when scientific discoveries (like those of Albert Einstein) encompass key human phenomenon of such magnitude that scientists remove themselves from the scenes and use third person in their writings, which cannot be personal.

Science must be written in active and impersonal mode.

Think of it as if science is identifying itself to mother nature, which would make statements not about what *he* had done, but what was or should be done.

It is similar to having no human beings claiming responsibility for a scientific discovery (*like the theory of relativity*) since everything was there and was simply waiting to be detected and explored. There lies the rationale for the need to use *active or impersonal verbs* for occurrences of such magnitude.

Hence, this does not imply a rejection of a “modest me” by scientists who choose not to personalize their writings, but mostly out of a deep respect for science at large.

Many writers agree – maybe wrongly – that when one uses passive voice, extra care must be taken about correct attribution of the acts to people. For instance, in this sentence, “this document was prepared by AIU with the student in mind,” doubts may arise whether you were the one who prepared the document or if AIU did it. It would be far more direct and clear if you write, “I prepared this document for AIU...”. Try to avoid those instances when you write.

The Style

An appropriate style has a lot to do with the factor of clarity. Scientific writing does not use jargon or any expression that lends itself to colloquialism. International conventions that lean on universal grammar and stylistic principles

are required. This is done so that cultural bias does not impede the understanding from a non-native of the language.

*The use of **very long paragraphs** does not always create a sense of unity. It is rather a flaw in some people's habit to "save paper" assuming that this would necessarily lead to conciseness. This is not accurate.*

*If your writing is important, **do not use space** against the value of your document. The correct separation of paragraphs must be between **3 and 6 points** for Microsoft Word.*

*This principle is much more effective than the first line indent (between **2 and 5 spaces**), which is designed to help readers locate paragraphs more easily.*

As you can see, here, we do not use this first line indent since the paragraphs remain clearly displayed with their separation. You can follow this procedure by selecting, from the Word menu, the options: Format, Paragraph.

Short words and sentences are often better than long ones. Some politicians tend to say, "in this present moment" instead of simply "now" because this is a distraction tactic that helps them achieve their goal. They have no interest in effective communication, but **you do**.

There will be instances where a complex sentence is necessary because the idea itself is complicated. In that case, the best way to tackle this is with several clarifications, each with a subordinate clause: "when [the time], where [the location], why [the rationale], and if [a condition] prior to therefore [a conclusion or statement]."

The Presentation

You will use your time more effectively trying to make the content as adequate and clear as possible. By all means, never put aesthetics aside completely, only you are able to strike out the right balance between the form and the content.

*A diagram, picture, table, photograph, or any other type of illustration is **always self-explanatory**. When you use them, it is not necessary to add a whole array of details around them because such additions are contained within the illustrations.*

Of course, you should resist the temptation to put more illustrations than necessary. When you do, make sure you follow the regulations and procedures closely. In-text references, for instance, are used only for clarification purposes.

Never imagine a correlation of any type between quantity and quality. Among other things, do not leave huge spaces between sections so that the document appears enormous. Readers are never pleased with irrelevant, vague, and unnecessary texts.

How many copies should one print, and in what format?

You should consult with publishing institutions and staff in order to address this question effectively. Do not forget that you must also consider the amount of hard copies you will use from your computer archives. Other scientists conducting research in the same field may need them so that:

- They can have an advanced **review of your documents** before they reach specialized publications.
- They can locate **key details** from preliminary work on your thesis along with methods you used and non-published outcomes or findings.
- They can discover **the wonderful scientist that you actually are!** This discovery can be extremely useful for training and/or in Bachelors research opportunities.

For you personally

The massive amount of time you will devote to your thesis may also take a toll on you and your physical health. Therefore, some sound advice might be quite helpful:

Learn to type

You must position your working chair and computer appropriately. There are publications (books, magazines, and computer software) that can assist you with issues related with *Ergonomics*. You can find practical ideas, particularly about healthy postures and positions, along with recommended exercises for this type of activity.

If you do not know how to type, it can be an excellent idea to learn typing skills. When you acquire certain proficiency in this area, it will turn out to be beneficial in order to avoid all types of activities that can harm the process of completing your thesis.

Exercise physically

Some type of fitness activity for 30-60 minutes a day is never wasted time and can boost your production during your thesis work.

Do you walk on your way to and from work? Many people state that a short walk helps them think more clearly or opens up their brains. You too will discover an occasional walk will help you increase your productivity.

Your eating habits

Never forget to eat well, and try your best to select foods that are healthy and rich in the vitamins that your body needs. Among other things, exercising is a good auxiliary to your appetite, and you need it at a critical time when it is important not to fall sick. Even in situations where you do not have to cook, maintaining a stack of fresh fruits, salads, and bread is an excellent substitute.

Drugs

Many writers maintain a habit of taking large amounts of stimulants such as coffee, alcohol, or marijuana as relaxers. If the first two are legal products, the last is not. Yet, regardless of the legal aspect on this issue, you must use caution and care when you

take anything you believe may help you. Whenever you exceed a normal dose, then, even coffee can become terribly counter-productive and even harm you.

Other

Support from your loved ones is crucial. Hence, show them affection as well. Spend quality time with them, and always take advantage of moments to have fun. Occasionally, you may also be in the company of a colleague (or other scholar) working on a thesis. Mutual support you can share is a good therapy regardless of the areas your thesis focuses on.

Final Remark

Writing a thesis is a very daunting and demanding task. It is also a fundamental transitional ritual in a student's life. On behalf of students from around the world, we wish you the best!

4.3.3.2. A RECOMMENDED THESIS FORMAT

The list of details, titles, subtitles that follow are very interesting to help you in the writing of your thesis. Simply disregard the few (two or three) that may be irrelevant.

Although a rough draft of your thesis will prove helpful, the best way to proceed is to organize your chapters and sections in a sequential manner as you move along.

In the process, always keep in mind **the logical structure** of your presentation through the different sections. If it works for you, you would benefit by creating a template you could build with a detailed plan of your work prior to beginning the actual writing. By doing this, it will result far easier for you to finalize the thesis and for your writers to read and understand your ideas.

You should use *graphic organizers* in order to design the plan of the ideas and map out the relationships between them.

Relinquish your copyrights

AIU requests from you a legal copyright waiver authorizing the institution to publish your work in our library or through other means. Also, assuring that this work is indeed your personal work.

At AIU, the office of student services will clarify any issue that your advisor might be unable to fully explain to you.

The Sworn Statement

AIU requests a statement identical to the following: *"I hereby state this proposal is my own work, and, to the best of my knowledge, it does not contain materials previously published or written by other people, nor has its content ever been substantially accepted in exchange for academic grades or university degrees from AIU or other post-secondary institutions, except properly acknowledged within the document. (signature/ name/ date)"*

The Cover Page

One of the universal requirements of the presentation format of a thesis is the *cover page*. While this format varies according to the institution, AIU recommends you use the one featured in this handbook on [page 50](#).

The Abstract

This section is the most likely to be read and presented to the public in various types of publications. It is always better to write it at the end, but not at the last minute, so that it can truly reflect all of the major changes made during the writing process.

Generally, it must be simply a synopsis of the thesis consisting of the following: a concise description of the issue of the thesis, the investigation method you used along with your results, and your general recommendations from the impact of the thesis.

Of course, the abstract does not use references, and it should be an average of three paragraphs. Or, for a thesis, words count should vary between 200 and 300.

An Acknowledgements Page

Many thesis writers dedicate a page of *formal recognition* to those who have contributed to the realization of the project from both a scientific standpoint to a broad array. It includes, but does not limit those who provided food, education, logistics, support, advice, etc. Even a friend who wrote a portion of your text must be acknowledged.

The Table of Contents

In this section you must have all titles and subtitles of chapters. The introduction starts on Page 1. Initial pages must be numbered in lower case roman numerals. Remember people might use your thesis in a lab; therefore, it is important that they easily get help by locating the section of the document easily.

The Introduction

Why is your topic important? Present the global issue as simple as you can. Remember you worked on this project for years, and you have been deeply involved with it. Go back to it, and shape a broader, more holistic view of it. **How does it fit into the world beyond the boundaries of the scientific field where you applied it?**

Most importantly in the *introduction*, **do not underestimate** your readers' degree of familiarity with the topic of your thesis. While you write for researchers of the broad issue of your document, not all of them have to be experts (most of the time, they are not) in the specific dimension of your thesis.

It would help to envision people that fit this profile as those you meet in a conference, for instance. They may be smart, able to function at your academic level, but they are not knowledgeable in the literature or in the specific terminology of your particular theme.

Write in such a dynamic way that readers find it appealing to keep reading (even some suspense might be helpful at this level). Usually, it is customary to allow ordinary *prose* which is less demanding than scientific writing in the first paragraphs. *In this section, you may even use lyrics* in order not to lose your readers.

You may also have to produce several drafts of the introduction until you end up with a beginning that truly allows the reader for an easy reading. The flow should follow though segments presented in a sequential, logical, and direct fashion without sacrificing conciseness.

Is that introduction adequate, easy to follow, interesting, and to the point? You should make sure your starting point responds to these criteria. The introduction must clearly indicate the exact direction the thesis is going, even though specific clarifications would come at a later stage.

The Review of the Literature

Where did your topic come from? What do people know about it? What other methods have been previously used to address it. Ideally, you should be well equipped if you followed up on your pledge, some three years ago, to research the issue extensively. If you have all the documents that you have come across during the research process, you should have solid arguments to start off your review of the literature.

¿How many documents should you include in this review? ¿How convincing do they have to be to warrant this inclusion? A figure such as **one hundred is fairly reasonable**, but it all depends on the scientific field.

You are the world-class expert within the limited scope of your thesis: you must demonstrate it here. A policies advice: **do not omit key documents** for the review committee members or for potential employers who might become interested in your thesis in the future.

Intermediate Chapters

In some cases, chapters become **articles in specialized magazines** whose main author could have been the author of the thesis. In such publications, *space dedicated to illustrations is usually limited*. This practice has some serious disadvantages:

- One is that a thesis is expected to contain far more details compared to an article in a specialized magazine because in a magazine, it is critical to reduce the amount of illustrations. In many cases, all of the interesting data may be included in the thesis, more than what a magazine can feature. Very often, a researcher consults a thesis for essential clarifications on the topic being investigated.
- Another disadvantage is that you may have duplicated in the section dedicated to “materials” and “methods” some information mentioned in the introduction; this creates an inadmissible redundancy.

The structure of your chapters

In a thesis, it is necessary to establish some theories, describe techniques used in the experiments, and then inform readers about the processes or stages of the processes. Ultimately, a new theory should emerge from all this.

- In **one thesis** the chapter titles can be situated as follows: Theory, *Materials and Methods*, {first problem}, {second problem}, {third problem},

{theory/proposed model} and thereafter, the chapter dedicated to the {conclusion}.

- In **another thesis**, it may turn up appropriate to discuss different techniques and methods instead of dedicating a unique chapter to *Materials and Methods*.

Materials and Methods

This section varies enormously from thesis to thesis, and could be totally absent in a theoretical type of thesis. It is possible for a competent researcher, to be able to reproduce exactly what you have done, following your indications.

There is a good chance that your test is applied in the future. Someday after you have finished, another researcher might want to make an experiment similar to yours, with his equipment or a new installation, and in a foreign country. **Please, write for this researcher!**

In some thesis, particularly in multi-disciplines and/or development areas, there may be more than one discipline in some chapters. In this case, the various disciplines should be identified in the titles of each chapter.

The theory

When you are informing a theoretical work that is not original, it will need to include sufficient material to have the reader convinced of the arguments and its physical bases.

Sometimes, you will be able to present/display the theory from the beginning. You do not have to reproduce the arguments twice in such a way that the reader could find the information in another part of the text. Also, do not include theories that are not related to the work.

When you write, concentrate as much in the physical arguments as in the mathematical models. What do the equations mean? Which are the important cases?

When you report your own theoretical framework, you must include more than enough detail, but it must defer long explanations towards the appendices.

Also, think about the order and the style of the presentation: the order in which you made the work may not coincide with the order of the presentation that is the clearest.

The condition is not necessary to inform a science (keep that in the introduction). It must guide the reader towards where it goes... without roundups.

The Results and the Discussion

The results and the discussion are combined quite often in a thesis. This is due to the length of a thesis: you can have several chapters of results, and wait until everything is presented/displayed before beginning the discussion, the reader can have difficulty remembering, where s/he was.

Dividing the Results and the Discussion in separate chapters is better in certain matters. Make sure you have described the conditions in which you obtained that set of results. What stayed constant? Which were the other pertinent parameters? Also, make sure that you used the appropriate statistical analysis. Where it is applicable, show the

errors of measurement and the normal errors in the graphs. Use appropriate statistical tests.

In most of cases, their results require discussion. What do they mean? How do they fit in the body of existing knowledge? Are they consistent with the present theories? Do they provide new discernments? Do they suggest new theories or mechanisms?

Try to distance your own usual perspective and observe your work. Not only ask what it means in terms of the orthodoxy of your own group investigations, but also how they and other people in the field view it. Are there any implications that are not related to the questions that must answered?

The Conclusions

These are the author contributions in the *acceptance* or *rejection* of the hypothesis raised in the introduction. In any one of these cases, the production of **scientific knowledge** occurs, explain why the articles that sustain them must be published.

Results and *discussions* must offer sufficient scientific evidence endorsing the conclusions. In addition, a strong correlation must exist between the *introduction* (**what** it responds to) and *conclusions* (**how** they respond).

The global conclusion, must clearly display the *main idea*. It is the one that must be written with emphasis. In order to have value, it must come from researched experience.

A summary of conclusions is normally longer than the broad section of the summary. You have more space to be explicit and careful in your verbal qualifications.

The conclusions are always written in the final chapter. It is advisable to arrange them in a numbered list format (not more than 10 bullets).

Do not write in a subjective manner bringing in *similarities*, *recommendations*, *suggestions*, or *advice*. The scientific knowledge forces objectivity! It is a written expression.

Often the conclusions bring you more questions than answers.

- Does your work suggest a route to continue deepening the subject?
- Are there ways in which it can be perfected by researchers in the future?
- Which are the practical implications of their work?
- Which are the application areas that can have these discoveries?

Normally, this chapter is reasonably brief (1 to 3 pages). As in the *introduction*, it is a good idea to request somebody –not a specialist-- that can read this section critically.

The Bibliography

Bibliography, *Mentioned Literature*, *Bibliographical Appointments*, *Consulted Bibliography*, *Bibliographical References*, they are all synonymous phrases, which concern the scientific work (or thesis). This is the presentation of an ordered list

(alphabetically by the last name of the author) of works and sources mentioned in the text.

It gives the reader the opportunity to verify the existence of the original sources of your work. It is a direct indicator of the degree of depth of the investigation.

The collected data must be **precise, pertinent, and opportune**, in identifying unquestionably the source of intelligence. The appointments are placed in two forms: a) as *footnotes* at the bottom of the page; b) in a *list at the end* of the document. **Everything that is cited within the text must have their corresponding reference.**

Certain conditions exist in writing the bibliographical content correctly. **You should consult those that the university arranges**, although international regulations exist as well. For more information on academic integrity go to [page 53 of this handbook](#).

The Appendix

If there are parts of materials or methods that must be in the thesis, but that would interrupt the free and natural flow of the work, include it in the chapter of the appendix.

Usually, the appendix may include important computer programs and **original and archived** data files, figures, or diagrams (normally of results) that are not as significant as to include them in the main text.

The appendix does not appear in a *scientific article*, but it appears in a thesis.

Final notes:

- If you, the student, have found this document useful, please, feel absolutely free to disseminate it with the single responsibility to give it in a complete form (without aggregating nor reducing). We request not to sell them, or to use any of the sections without permission of its respective author. The permission will only require of **the obligation to mention the original sources**. It must be communicated and be documented (with bibliographical citations).
- The presented/displayed adaptation **does not mean that you must reject** the original works of which such adaptation has been based. On the contrary, your reading will take to the desires of original work of your own authors, in fulfillment and respect as its primary objective. The text of this analysis, arises from an acceptance of the proposal of your own authors, when inviting diffusion and criticism, must be considered complementary, additionally and perfectible, **never definitive**. You must remember that science itself, is constructed to build upon building of knowledge.
- For the same reason, future readers are invited **to make their own contributions**, with the last aim being **to present/display a universal text**, resulting from the enrichment of **a crucible of mature opinions**, conducive to illuminate the way, frequently obscure, of those that wish career accomplishment, and graduate successful.

4.3.3.3. RECOMMENDATIONS IN WRITING A THESIS (II)

What is the objective of the accomplishment of a university thesis? In an ample sense and certain idealistic way, the basic objective is to make an innovating contribution to the science that contributes to the well being of humanity. However, from the criterion of an average person, the objective to make a thesis, mainly, is to obtain his/her university title. Its value is so appreciated, our society qualifies those people as “university qualified”.

In this sense, the objective of this text, as described below, consists in giving some recommendations to those whose main objective is to develop a university thesis. They manage to carry out the assignment with maximum effectiveness.

Traditionally, those who write or give advice on how to complete a thesis, concentrate on the methodological aspects in an exclusive sense. Usually, they mention what is a hypothesis, what is a variable, or how to define the objectives of an investigation. Such perspective makes reference to the subject in regards to the aspects that would have to be considered as thesis accomplishments. They focus on a restrictive and scientific methodological perspective. They are not in consideration to a series of contextual factors and habits in the investigation process, reading and writing fundamentals, to obtain the effective accomplishment of the thesis.

Where to begin?

It is the basic question that one considers when one must undertake a project. In the first place, a subject must be chosen. As important as choosing a subject, the detection of a problematic subject is important to make an investigation.

As it is already common, the planning of a project is the most important stage of the thesis process.

In this sense, a good method by where to begin, at the time that we chose a problematic subject, is to take a quick look or “scan” the material that has been compiled while writing down key aspects of the reading. From there, it is important to make a tentative index on what aspects will be developed in each chapter of the thesis. The visualization of this project is a fundamental aspect to have a clearer path towards where we want to arrive. In developing the thesis, it is probable that many of the points raised in the planning are modified, deleted, or added. This does not mean that a bad plan was made, but that during the stage of the project execution, various contingencies arise that can only be noticed once we began to write the work.

To investigate, to read, and to write

The process of accomplishment of an investigation, although it might seem unnecessary to mention, can be defined from three interrelated situations: to investigate, to read and to write.

To investigate

To investigate consists of researching all the pertinent information that provides us as support for the development of our thesis. It is as much as to compile bibliography, to make a field study, as to observe the behavior of our object of study. There is never too much information. First, information must be compiled, then it must be read, and finally it must be determined to separate information that is useful from information that you will no longer need.

To read

Reading, in a generic sense, implies to the process of observation and interpretation of reality. To read is to rewrite what is read. Any person that is commenting on a television program or seeing publicity on the street is reading that

phenomenon. It is worth mentioning that to read means to interpret a certain system of signs.

In a restricted sense, reading estimates 2 instances: the descriptive part and the interpretative part. The description denotes a supposed greater objectivity of what has been read. The interpretation is more personal and subjective. This classification becomes more complex if we mentioned, for example, that the description is as much interpretative as it is describing an object. It could be determined by the point of view of the person who is describing.

These characteristics can be clearly seen when we are comparing it with the news media broadcast. The discussion style can be descriptive, but while some broadcasts are centered in narrating some events of an incident, others are commenting different events from the same incident. An interesting example we found deals with the news that appeared on television in Buenos Aires in the year 2002. The incident was the following one: the head of the government of the city of Buenos Aires dismissed one of his secretaries. As a result of this situation, the political group that supported the dismissed government official, decided to take to protest against the government by returning the dismissed civil employee. One of the ways that the news covered this incident was centered in the fact that "there are civil employees who people want in government: all the politicians are not considered corrupt by people". Another of the ways that the news centered this event was on "the risk that implies that people use public buildings". Both treatments of the same news event were counted in a descriptive way. Nevertheless, the portion that becomes news varies according to the different points of view.

Beyond this issue, it is important to distinguish the descriptive issues from the interpretative issues when one reads or writes. Prior to interpreting, it is important to clearly know which subject has been included or understood and soon will be put under interpretation. In other words, to use an intellectual exercise to know what has been included or understood from what is read, in order to soon be able to interpret.

To write

To write is to re-read. It is worth to mention that writing is not defined as something that arises spontaneously. Writing is not more than the final stage of an investigation process, reading, analysis, and interpretation. A myth that was accentuated with the romanticism of the 19th century indicates that writing is the product of the spontaneous inspiration. This is not true. It is possible to be more or less inspired, but the writing process is the result of a previous work.

In the matter of writing, the most important act consists in making the information credible by means of words, orations, or certain speech affirmation. If what we affirm in writing is true or false, it is only useful discussion for the epistemology or the positive logic. As far as the specificity of writing, it is more important to be true in the statements, and in its probability; that is to say, that seems "credible to our readers".

To estimate the destination of our writing

In the effectiveness of the paper, it is of equal or more importance that its development is argumentative. It is a fact to consider objective readers in the writing.

Indeed, a text “is” the measurement in which the reader sets. Without readers, the written words do not close the communicative cycle.

If we want our text to obtain the approval of our readers, the argumentative development must be based on the criteria of legibility. For example, readers in the disciplines of medicine or marketing, usually have the expectation to “believe” more in texts where there are statistics, graphs, or charts. For this type of readers, the “truth” is only conceivable by means of pleasant numbers or images at sight. An affirmation with words can be done to develop the text argumentatively, but for this type of readers, the statistics, percentages, or graphs generate an effect on the real meaning.

The form

Although it is strange, it is of equal importance the argumentative development as the formal aspect in the development of a thesis. Even with most innovating and gracious idea, the educational evaluator will consider more than all formal aspects. These include: the system of references that can be used, the completion of an index, the ease of reading that is implied, the spaces between lines, etc.

Must books be read from start to finish?

The books must not necessarily be read from start to finish. This can be proven, nowadays, with the existence of hypertexts. Although to a lesser extent and with a certain sense of tyranny, it has been advised in our culture that books are to be read from start to finish. Sometimes it is useful to read everything in the book. However, except for fiction books or certain methodological texts where a very specific methodology is developed throughout the book, in general, books can be repetitive and redundant. What they write in 400 pages they could write in 100 pages, 20 pages, or 100 words. It is recommended to conduct a scan of the bibliography to determine if the sources are useful, which would save a long time of unnecessary reading.

Make book notes

Another myth (in the sense of false belief) related to books is that its “purity” comes from clean pages without making annotations onto the pages. It is important when you read texts to make annotations as it emphasizes areas and your understanding of the text is improved. The reading process is not fulfilled if the notes are not made while reading. The “purity” to maintain books “clean” of annotations goes against the pedagogy necessary in reading. When one reads and makes notes, one is also making a guide for future reference.

4.3.3.4. RECOMMENDATIONS IN WRITING A THESIS (III)

What is to write a thesis?

The process of elaboration of a thesis can be divided into three phases: to investigate, to read, and to write. The stage of writing is usually frightening because of the amount of time that it takes to write the thesis.

In such sense, in this development, we will dedicate ourselves to analyze what it means to write a thesis and what strategic and methodological tools are going to serve us best to manage the writing process and also to research the texts.

The writing like process

First, it is necessary to indicate that writing is a moment within the process in which to plan for the completion of our work. It is to read academic bibliography, to go observe objects of our study, or do other activities that will enrich us with guidance to use in this process. Writing is not a magical moment of inspiration, but the final stage of a whole previous process of investigation, reading, and analysis.

Something different from the oral language

Another aspect that stands out is that writing communication is a different language from the oral speech. Alternatively, language is not as written as it is spoken. In oral language, for example, we can use more deictic words (this, that, those) that do not need to be expressed in a conversation, since the context where one emits a spoken word is implicit. For example, one can say to somebody: “This person walks respectfully” indicating to somebody with a finger, whereas in writing, it will be necessary to clarify which person we are referring to with “this person”.

On the other hand, there is another aspect to consider. Generalizations should be avoided. In many cases, common sense makes us extract a general conclusion about something or somebody from one rigorous observation. For instance, if we crossed paths in life with two people who have blond hair and treated us badly, we would infer that all blondes treat people badly. As opposed to it, the language of a thesis must be based on a system of evidences that has validity using hypothesis, theories, or conjectures. That is to say, the interpretation of a phenomenon to analyze itself is not free in its totality. Everything that is affirmed must be sustained by evidences, whether documented or empirical.

The written language, more specifically the academic language, has its own rules. In order to define how to write our thesis, questions must be formulated to start off in order to investigate on those classic aspects of the theory of communication. Especially, specify what those aspects do to the transmitter, the receiver, the message, and the code.

Who speaks?

All texts, or all acts of communication for that matter, are more subjective or scientific than is denoted. They talk to a specific audience. In the way a text is written there are tracks and /or hints on how the writing is positioned.

Our hypothetical narrator would be a student interested in a problematic issue of investigation. He dedicates himself to his thesis work deeply. Many students, perhaps influenced by readings or intuitions about how to face writing, write as if they were writers who wish to sell a product to the reader or as if they were compiling a report to the boss.

Thesis writing requires being unambiguously fluent, which pretends objectivity. However, the personal point of view must be present **as long as it is sustained with arguments and evidences**. This may seem as an unnecessary explanation, but it is important to present your own work. Many academic works are not written this way because they are an accumulation of the thoughts of others in the subject in question.

The method

Writing is a state. In a way, it could be affirmed that, “writing happens” at the time when we start to write. There is not only one prescription to be able to write, everyone arrives at the state according to the person’s habits and daily practices.

However, one can be prepared to be able to write with greater ease. A fundamental advice is that once we know that we will write a thesis, we already have the idea in our minds that everything that we do in the research process will be completed by a writing practice. For example, when we read theoretical reading material, we should have in mind that this information will soon become our own written material. Following this line of thought, consider a phrase you have read from Freud that adapts into something that you could possibly include in the development of your writing. Write the phrase in the book or in a card. This detail of organization will avoid unnecessary delays in re-reading pages until you find the phrase that deals with the issue. Besides, it will avoid a bad observation from the one who reads your thesis who will demand the page numbers and the name of the mentioned book with the author from where the information came from.

Another example of the text previously mentioned is to see from reading how other authors did their work and solved their issues in their writing compared to our topic.

It is helpful to always have a clear plan of the project. What problem of investigation will we analyze? How will it be carried out? Will we add to the work of our field or will it be a documentary? Or, what are the axes of analysis that will be perfected to obtain the raised objectives?

The structure

As far as how the thesis will be structured, there is not only one rule. Some universities provide a basic scheme that there is to this respect, to the style:

Cover

Acknowledgements

Index

Introduction

Chapter 1: Problem of investigation, Objectives, Hypothesis, Variables and Method of investigation

Chapter 2: Referential Framework

Chapter 3: Theoretical Framework

Chapter 4: Results of the study

General conclusions

Bibliography

If we have greater freedom to structure the thesis, then several alternatives appear. As a general rule, the subject that we choose and the approach or area of discipline from where we will approach it, already begin to pave the way to the results for the reader.

Let us pretend we choose a research subject dealing with high rates of educational abandonment determined by certain public schools in Chilean, Mexican, Venezuelan, or another Latin American country. The subject in itself takes us to where you will begin to develop something on a quantitative and/or a qualitative basis of data dealing with the education in those countries. The point of view of organisms like UNESCO or the Cepal on educational abandonment and different approaches that explain the problem will be analyzed. A sample discussion could include having high rates of abandonment due to poverty which prevents students to attend school, the schools not having modern capacity of pedagogical strategies, the average education not adapting to the necessary requirements for the students enrolling, or your analysis on the description on the school.

A classic scheme of writing can be divided into making a diachronic analysis (through time) and/or a synchronous one (structural) to the object of study. A historical or diachronic analysis is how the subject in question was produced through time. For example, to make a **historical** development of the rates of abandonment in certain schools or the average education in general. The synchronous or structural analysis consists of thinking of the object of study like a **system**, which we dissect analytically. In principle, a system is conformed by its components, the functions of each component, and the interrelations of each component with others as well as the objective of this system as a whole. For example, the components of the educational system would be students, teachers, educational institutions, the students' nuclear family, the state, and the community. Each one of these makes up its respective functions, objectives, and deficiencies.

To whom do address?

It is not the same to explain the dependency theory of poor countries to a friend, to a reader of the Spain Periodical Cultural Supplement, or to a sociology college professor that dedicates himself to correct students' thesis. The message will vary remarkably according to who is the addressee. If one must write a thesis on theology for the University of the Vatican, it is clear that it is not advisable to base my arguments on vindicating the ideas of *The Antichrist* of Nietzsche or the ideas of Marx on religion.

To know who is the paper's audience implies to find out what criteria will have our educational evaluator, what formal suggestions of reading will be brought to their attention, etc.

What is the code?

In the first place, the code that we use is the written academic language. In order to develop this code, we must include it and understand it. This implies knowing what is a hypothesis, a variable, or a method of investigation to more formal aspects such as knowing how to cite others, when to mention them, if to write in first person singular (I consider that...), or third person (one would say...), or in a fluid voice more of an objective scientist (we considered that..., it is considered that...).

References

References serve many purposes. One of them is the authority of the work cited. This means that if we are going to refer to a certain theory, we should mention the author of the work recognized by the academic scope (Einstein, for instance), with which a recognized person supports our affirmation. In some cases, when we develop an explicit argumentative strategy, it is not necessary to mention an author, if the citation is not going to add something new.

The reference itself does not have to be objective as long as it is a reinforcement of certain argumentative strategy. This is to say, if I am going to affirm that the new global economy came accentuating from the fall of the Wall of Berlin generating a greater breach between the rich countries and the poor ones, it would be possible to cite someone that reinforces this affirmation such as Joseph Stiglitz, Noam Chomsky, some documents of the World Bank or some Social-Democratic politician.

There are different ways to cite in a standardized way. One of the most famous ones constitutes norms created by the APA (*American Psychological Association*). Here's the standardized way to write the reference in the bibliography:

Last name, name; Year of publication; Title of the book (or title of the chapter of the book and soon "in" and the name of the book), City of edition and editorial.

For example: Borges, Jorge Luis (1999), Fiction, Buenos Aires, Emecé Editorial. (for more information on referencing visit [page 53](#))

Footnotes

Footnote usage will depend on its modality. Also, it will depend on the style of writing for each case. Although there are some people who are inclined to locate notes at the end of the thesis or each chapter, some prefer footnotes because it is easy for the reader to find the referenced material for that page because it is all in the same page.

Footnotes can have two functions. Most elementary is to cite the references of a text that has been mentioned in the same page. Another important function consists on explaining something detailed. For example, all discussions, by their own nature, have a

structure with a determined direction of the main subject that we are writing for. Other topics can be mentioned that do not get away from the main topic too much. Footnotes serve the following purposes: in order to cite topics that are part of the main topic, if developed in the main part of the text, we run the risk of turning away from the central axis of investigation. For example, if we are analyzing the style of writing of Joseph Conrad in *The Heart of Darkness*, and we stop to analyze the functionality that fulfills three points in his writing, perhaps this sends us to the main points of other writers such as Lawrence Stern or Charles Dickens, but because we go away from the main subject that we are analyzing, it is possible to place a footnote mentioning this change.

The habit of writing

Writing, as previously indicated, is a matter of routines. There is no other method than to sit down and write. There are some people who are more systematic than others. They prefer to first research determined parts of the thesis and write about them, soon, they continue with that cycle until culminating the writing process. There are others who prefer to make all the reading and research first, and leave the writing part for the end.

It is possible to emphasize two questions. One, we are going to find new subjects or axes of analysis that we had not considered before. This is a positive characteristic that connects the process of writing with the imagination, desire, and the capability of associating.

Finally, it is necessary to not be disappointed because not everything we wished to transmit will be finished correctly during the first time of writing. Writing is a process of constant rewriting. Once we begin to write, the final aspect will be polished process in its own development.

4.3.3.5. WEB PAGES FOR PUBLICATION

At **AIU**, we believe in the caliber of our students to share cultural archives, in order for the world to be closer with the diversity of knowledge.

Once again, here is a list that may interest you to upload your degree assignments and/or thesis:

- ◆ <http://www.websitemagazine.com/?xcmpx=2299>
- ◆ <http://www.lulu.com/author/create.php?gclid=CILD7reA7I0CFQwsOAod9AbitA>
- ◆ <http://www.booksurgepages.com/publish/go/index.php?fromWebsite-GOOGLE&adword=publishing&gclid=CPGv396A7I0CFQwsOAod9AbitA>
- ◆ <http://www.onlinepublisher.nl/index.asp?Taal=en&gclid=CJrCzeyA7I0CFRqsOAodr2IbuA>
- ◆ <http://rubypublishing.com/>
- ◆ <http://www.opencontent.org/openpub/>
- ◆ <http://www.eop.com/>
- ◆ http://www.homestead.com/?s_cid=G17226
- ◆ <http://pubs.acs.org/>

- ◆ <http://www.authorhouse.com/ContactUs/FreePublishingGuide.aspx?source=GOOG&keyword=general+misc&gclid=CIu6y8mB7I0CFQ2aOAodF029sw>
- ◆ <http://www.asbpe.org/>

We also highly recommend the creation of “Blogs,” for which activity students will eventually receive academic credits. This consists in creating your own website where you would include important components of your study area. You would add a communications section where the visitors would add comments based on the shown content. This would generate feedback of your content and discussions of the topics that would be open to the public.

For example, you can create a website where you would upload content based on International Relations if you are an International Relations major. You would discuss actual topics based on the major. It is important that you know that AIU does not create the website, you would have to create it and upload it to the Internet. At the same time, you would have to look for assistance in Information Technology to create the blog. You would also have to signal within content of the website that you are an AIU student and one of the objectives to create this website is to gain academic credits in your study program.

We ask you that, if you would like to chose this option, you let your advisor know about this project so that he/she is ready to receive your material once it is on the Internet. Following are 2 venues where you can practice this modern academic endeavor:

<http://www.directorio-blogs.com/>
<http://www.blogger.com/start>

4.3.4. AIU APPROVAL STEP

To receive on behalf of AIU the approval and/or complementation of mentioned content.

4.3.4.1. APPLYING THE THESIS OR FINAL PROJECT

Based on the approved content, it is important to understand that AIU expects you to apply in your life at least 80% of the researched learning. It is reasonable because it will be very useful for you to focus on your work in applying to reality concrete, quantifiable contributions, comparable qualitative information, and validity at regional, national, and worldwide levels. Take in account the advice given in [Chapter 4.3](#) of this manual.

All this work must comply with the requirements of “**The Interactions of Students with the University**” [page 43](#).

The final project depends on what you feel you need to focus on. It can include many forms. You have the freedom to decide what you want to craft as a final project depending on what you are interested in. It is not a thesis assignment, but it is expected to follow the same AIU guidelines.

4.3.4.2. BACHELOR'S THESIS PUBLISHED AS A BOOK

AIU recommends the Bachelors candidate to prepare a research project with Practical Applications, preferable patentable, with the objective of publishing this Final Project in some magazines or Internet publications. Another option will be to publish it as a Book.

Following this text, you will find a listing that will help you select the publishing house you will use for this purpose. However, it is very important that not only you contemplate the announced ones but also that you search the Internet in databases such as www.yahoo.com, www.google.com, etc., to select the ones that you are interested in and based in your country, in your own language, and/or according to what makes you comfortable.

We remind you that the information is declarative plus not limited to the list and you will find the information in English and in other languages.

http://www.cbhbooks.com/en_index.htm

<http://www.publishamerica.com/>

<http://www.writers-publish.com/>

<http://booksurgepublishing.com/publish/ov/index.php?fromWebsite=OVERTURE&adword=publish+my+book&ovmkt=QO2ED1K2FCUKFLLRRF0RQR8MLC&OVRAW=publish%20book&OVKEY=publish%20my%20book&OVMTC=standard>

<http://www.authorsteam.com/agents/?OVRAW=publish%20book&OVKEY=publish%20a%20book&OVMTC=standard>

<http://www.whitmorepublishing.com/contact.asp>

<http://www.dogearpublishing.net/resourcesHowToPublishABook.aspx?src=overture&OVRAW=publish%20book&OVKEY=how%20to%20publish%20a%20book&OVMTC=standard>

<http://www.u-publish.com/>

<http://www.soyouwanna.com/site/syws/publishbook/publishbook.html>

<http://www.unlimitedpublishing.com/>

<http://books.eserver.org/nonfiction/how-to-publish.html>

<http://advanced-self-publishing-book.com/>

<http://www.librosenred.com/?vienede=tebeo>

<http://www.editorialgrupobuho.com/>

<http://www.grao.com/home/default.asp>

<http://www.ababolia.com/servicios/publica-tu-libro.php>

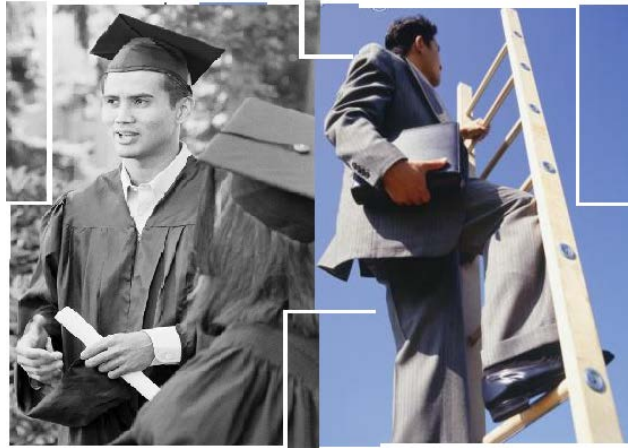
Students can get paid for publishing their works in the following web pages:

<http://www.bubok.com/> (In Spanish)

<http://www.alphapub.com/index.html>

<http://www.lulu.com/>

**“TO BE SUCCESSFUL YOU DO NOT HAVE
TO DO EXTRAORDINARY THINGS.
ACCOMPLISH ORDINARY THINGS, IN
AN EXTRAORDINARY WAY.”**



- ANONYMOUS

4.4. FOURTH PHASE OF STUDY

After the Academic Department has confirmed that you have completed the necessary courses in regards to your Degree Program at Atlantic International University, you will be ready to begin the necessary proceedings for Graduation.

4.4.1. REQUIREMENTS TO GRADUATE WITH HONORS

At AIU we are very proud of our graduates.

We know that our students have worked very hard to, not only complete a high quality academic program, but also through their efforts and dedication have contributed to improve the quality of life of the community where they live.

That is why we consider it appropriate to inform the Educational Family at AIU about the criteria used by AIU’s Academic Board to grant Honors to a specific student.
Declarative non-exhaustive requirements for obtaining a degree from AIU with HONORS:

1. Have a minimum GPA of 3.75

2. Have a special recommendation from his/her Academic Advisor to receive honors.
3. Have published at least one research paper from their curriculum. The publication can be made through several alternatives:
 - Publication of a printed book: Submit a copy of the cover page which states his/her name and a brief description of the book published.
 - Article published in a specialized magazine/s: Submit a copy of the document where it shows the name of the author's and co-authors.
 - Official Procedures Manual: Submit a copy of the cover page which states his/her name and a brief description of the Manual and the aim pursued.
 - Participation in conferences: Demonstrate that the knowledge acquired through his/her program at AIU has been presented at a conference with world recognition. Submit memoirs of the conference which verifies his/her participation and a brief description of the application of knowledge mentioned in that conference.
4. Demonstrate that, through their studies in the AIU program, the student has a positive and significant impact in the community, city or country where he/she lives: Submit a description of how his/her participation has had a positive impact in the community. Describe the practical applications of the various courses you have completed at AIU and its impact. Present examples to support it.
5. Obtaining a Patent: Submit a copy of the certificate showing that the student has registered the patent, as well as, a brief description of the patent and how it relates to the curriculum that the student has completed at AIU.
6. Starting a new institution, company, NGO, Foundation, etc.: Submit the necessary documentation which states that the student is part of the mentioned company or organization. Submit a brief description of how the knowledge acquired during the program has allowed the student to establish the new entity.

Once you submit the documentation described above, the Academic Council shall evaluate and determine the merit of granting the Honors or not to the candidates. If the evaluation is positive, the Academic Board will appoint one of the following three levels of honors:

- Cum Laude
- Summa Cum Laude
- Magna Cum Laude

If approved, these honors will be included in the student's AIU diploma.

4.4.2. GRADUATION PROCEDURES

We will ask you to fill in the blank spaces of this communication, sign at the end of the document, and send the complete document scanned through your electronic section within 5 working days to begin the proceedings of the elaboration of your diploma and transcript of studies. The process has to be done as a form attachment in

your electronic section. Please name it “signed letters for graduation” as the topic of the message.

FORM

Congratulations on completing the Academic requirements of your Degree Program with Atlantic International University. The Academic Department has begun the necessary procedures for your graduation.

Please complete the form(s)/questions below and send them back with your signature within the next five (5) business days to initiate the ordering of your Diploma and official Transcripts.

1. Data Verification for Degree

I am enrolled in the School of (*e.g. Science and Engineering, Business and Economics, Social and Human Studies*)

Confer upon (Write your name exactly as you would like it to appear on your Diploma)

The Degree of (*e.g. Bachelor of ...*)

With a major in (*e.g. Business Management, Computer Science, Marketing, etc...*)
Please check this Major in your Transcript

2. Letter: Job Placement, Accreditation, and Recognition

Atlantic International University
Attn.: Student Services Department

Subject: AIU is not responsible for Job Placement / Employment

Date: _____

Dear Sir:

With this letter I certify that AIU or any other associated parties is/are not responsible for my job placement or employment opportunities.

I am also aware of the Accreditation Status and recognition of Atlantic International University.

Sincerely,

Name and Signature: _____

Student ID #: _____

- Please update your **Profession Profile** with the university:

Company Name: _____

Job Title: _____

City, State: _____

Comments:

3. Experience at AIU

Please write a letter about your experience here at AIU and upload your response in your electronic student section.

Please send the letter as a message with an attachment through your student section or simply paste it at the end of this communication. It will be very important for other students to better understand the true meaning of the AIU experience.

4. Publication of Assignments

Atlantic International University
Attn.: Student Services Department

Subject: Publishing of Academic Paperwork

Date: _____

Dear Sir:

I hereby authorize Atlantic International University to submit my academic assignments for consideration of publication on the university website.

Sincerely,

Name and Signature: _____

Student ID #: _____

5. AIU Faculty

Atlantic International University
Attn.: Student Services Department

Subject: Interested in becoming part of the AIU Academic Regional Council.

Date: _____

Dear Sir:

I hereby authorize AIU to consider me for the AIU Academic Regional Council, for up to _____ hours per month, if the University would require it. This council seeks to network AIU Alumni based on their regional location throughout the world.

Sincerely,

Name and Signature: _____

Student ID #: _____

6. Acceptance on Becoming Part of the AIU Foundation for Academic Advancement

Atlantic International University
Attn.: Student Services Department

Subject: Interest on taking part in the AIU Foundation for Academic Advancement.

Date: _____

Dear Sir:

I hereby request information to be part of the AIU Foundation for Academic Advancement. This Foundation seeks to further educational access to those less fortunate via maintaining scholarships, grants, and other funds for applicants throughout the world.

Sincerely,

Name and Signature: _____

Student ID #: _____

7. Letter of Commitment as AIU Alumni

Atlantic International University
Attn.: Student Services Department

Subject: Commitment to AIU

Date: _____

Dear Sir:

I hereby acknowledge my commitment as an AIU alumni to uphold the Declaration of Human Rights in my field of study forming part of the philosophy of AIU and its members.

Sincerely,

Name and Signature: _____

Student ID #: _____

8. Letter of the Acquired Advantages

Atlantic International University
Attn.: Student Services Department

Subject: Acquired benefits when completing the academic program with AIU

Date: _____

Dear Sir:

I hereby cite the acquired advantages on completing my study program with AIU:

- a) Personal:
- b) Economic/Professional:
- c) Academic:

Sincerely,

Name and Signature: _____

Student ID #: _____

9. Graduation Fee(s):

Please be advised that there is a \$300.00 graduation fee that must be paid prior to graduation.

- There is also a \$70.00 fee for an Apostille (a certification of the diploma according to **The Hague Convention, 1961** granted by the Secretary of State), *which is optional*.
- An apostille is a special seal applied by an authority to certify that a document is a true copy of an original. Apostilles are available in countries, which signed the *Hague Convention Abolishing the Requirement of Legalization of Foreign Public Documents*, popularly known as *The Hague Convention*.

Apostille: **YES**____ **NO**____ If Yes, I will pay \$370.00 for my final graduation payment.

- If you are interested in pursuing additional graduation proceedings, please contact the Student Services Department (studentservices@aiu.edu) at which time we will confirm if your request can be granted.

Tuition Balance: Please check with the Finance Department the balance owed on your account in order to make the necessary arrangements. AIU will not issue your degree if there is a balance on the account. You can contact us by email (studentservices@aiu.edu) or by phone (808-521-1869) to inquire about this matter.

10. Mailing Address: Please DO NOT include a PO BOX address (*I would like my degree mailed to the following location*):

AIU Graduation Ceremonies take place throughout the world in various locations. If you are interested in participating in a graduation ceremony now or in the future, we ask that you let the university know (studentservices@aiu.edu). *Make sure to indicate the country you are currently located in.*

Please be aware that the graduation process (**diploma**) will take about **eight to twelve weeks** and we ask that you be patient throughout this time period.

AIU recognizes your dedication to the program and congratulates you for completing this very important step in your life and hope that you'll continue pursuing your goals.

11. Send us your photo and a brief Resume so we can include them in the Graduated students list at AIU's website www.aiu.edu.

The photo should be 100 pixels by 100 pixels and the Resume should be on WORD format.

You may send these two requirements through your student section (message with attachment) and by email to studentservices@aiu.edu.

IMPORTANT NOTE: AIU will not be able to include the graduated student in the next Graduation List if all the points included in this document have not been satisfactorily received by AIU and 100% complete. Also, each program must be paid in full in order to be included in the Graduation List. This is why we strongly recommend the student to confirm with AIU if the graduation documents and full payment has been received by AIU.

**“WE SEEK TELEVISION
TO TURN OFF THE BRAIN AND
THE COMPUTER TO TURN IT
ON”**



- STEVE JOBS

5. PROCEDURE TO USE THE ELECTRONIC STUDENT SECTION

5.1. STEP-BY-STEP GUIDE TO YOUR STUDENT ELECTRONIC SECTION

Now we will demonstrate the correct form to suitably handle the student electronic section that AIU has provided to you.

The first action to take is to visit our web page located at www.aiu.edu and placing “LOG IN AS” in Student, then your Username: “AIU HAS PROVIDED IT FOR YOU” and your Password “AIU HAS PROVIDED IT FOR YOU” (It is preferred that you copy and paste them).



FIGURE 1

This way you will enter directly to the student electronic section that AIU has designed especially for you.

A. To Log in:

- Log on to www.aiu.edu
- On the left side corner log in as a student
- Type in your username
- Type in your password



AIU Virtual Campus
Login for Students, Faculty, and Staff
Online Library Access, Student Resources, Video Conferences

A screenshot of the AIU Virtual Campus website. At the top is a dark blue navigation bar with white text links: "About Us", "Career Center", "Online Library", "Accreditation", "Press Room", "Alumni", "Programs Offered", and "Distance Learning". Below the navigation bar is a grid of images showing students and faculty. On the left side, there is a "LOGIN AS" section with a dropdown menu set to "Student", input fields for "User Name:" and "Password:", a "SEND" button, and a link for "Forgot password click here". Below this is a "Login for Students, Faculty, and Staff" section with a key icon. At the bottom left, there is a text box describing the university's online distance learning programs. At the bottom right, there is a "Virtual Campus: Atlantic International University" header and a "Graduation Videos" section with a filmstrip icon.

FIGURE 2

5.1.1. Home – Main Page

In your student electronic section, you will be able to see a listing of links that you may access. In addition, you will be able to see your name in the upper part with your ID number that the university provided. You will also have access to **submit an assignment, add courses into your curricula, send a comment to the advisor, send a comment to the tutor, make online payment, edit your personal information, edit credit card information, access the online library, access the AIU online library, access optional courses or topics, view your academic progress, and edit other information.**

AIU Virtual Campus: Student Section Home Logout

Career Library Press Room Accreditation Alumni Programs Distance Learning Admissions Online Courses About AIU

Welcome To **John Doe / UB08245BH014928**

What do you need to do today?

- Submit an assignment
- Add Courses into Curricula
- Send a comment to advisor
- Make an Online Payment
- Edit your Personal Info
- Edit Credit Card information
- Access the Online Library
- Optional Courses, Topics
- AIU Online Library

Upload Photo

- Your current session info: **0 minutes.**
- Your last session info: **3/15/2011 -> 0 minutes.**
- Total time spent in this program: **2 day(s), 23 min**
- Days have passed since submitting the last assignment: **25 days**

Personal Information +

Document Management +

Academic Information +

Communications/Assignments +

Payment Plan +

Optional Courses, Topics +

AIU Groups +

Click here for [Classic View]

ACADEMIC PROGRESS - Planned Graduation: **1/19/2011** **Academic Status**
Started 1/19/2009 10:38:55 AM **DELATED**

My Progress (99 credits) **82.5%**

NEW COMMENTS

admin [Communication from AIU Phase 1 Be Active](#) 9/6/2010 4:37:00 PM

Art to Mirror Life

Videoconferences Available

Ph 1 Autobiography
Click here to watch a video on this Phase 1 assignment. [Autobiography](#).

FIGURE 3

B. Academic Information

B.1. To submit an assignment:

- Log in your student section
- Click on the link “submit an assignment” on the top of the screen.

AIU Virtual Campus: Student Section

Home Logout

Career Library Press Room Accreditation Alumni Programs Distance Learning Admissions Online Courses About AIU

Welcome To John Doe / UB08245BHO14928

What do you need to do today?

- Submit an assignment
- Add Courses into Curricula
- Send a comment to advisor
- Make an Online Payment
- Edit your Personal Info
- Edit Credit Card information
- Access the Online Library
- Optional Courses, Topics
- AIU Online Library

Upload Photo

- Your current session info: 0 minutes.
- Your last session info: 3/15/2011 -> 0 minutes.
- Total time spent in this program: 2 day(s), 23 min
- Days have passed since submitting the last assignment: 25 days

Personal Information

Document Management

Academic Information

Communications/Assignments

Payment Plan

Optional Courses, Topics

AIU Groups

Click here for [Classic View]

ACADEMIC PROGRESS - Planned Graduation: 1/19/2011 **Academic Status**
Started 1/19/2009 10:38:55 AM **DELATED**

My Progress (99 credits) 82.5%

NEW COMMENTS

admin Communication from AIU Phase 1 Be Active 9/6/2010 4:37:00 PM

Art to Mirror Life

Videoconferences Available

Ph 1 Autobiography
Click here to watch a video on this Phase 1 assignment. Autobiography.

FIGURE 4

- A window will open up with the following message “good, let me help you submit your assignment to AIU” – click “click here to continue”

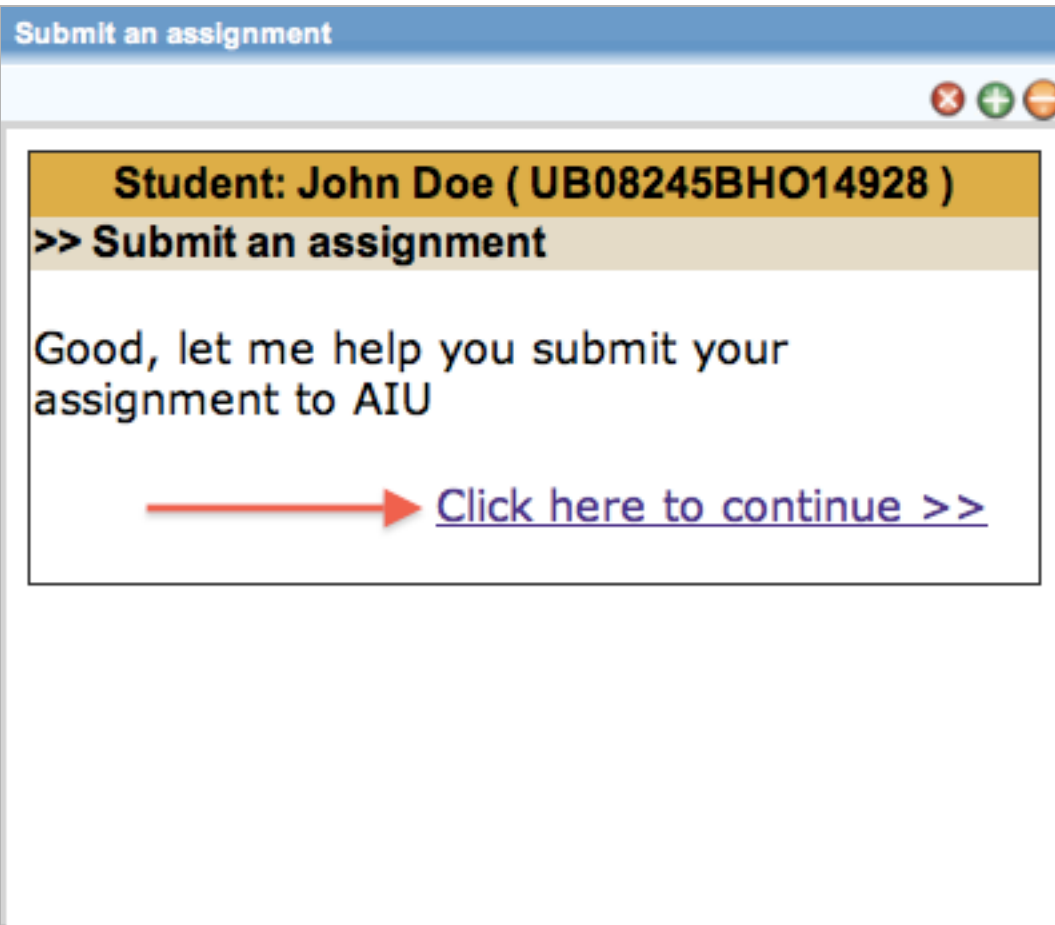


FIGURE 5

- Confirm that the assignment is saved as a word, excel, powerpoint, or pdf file, if it is not saved in those formats, you will not be able to submit the assignment.
- Once you have confirmed your assignment is saved in those formats, click “yes” to continue.

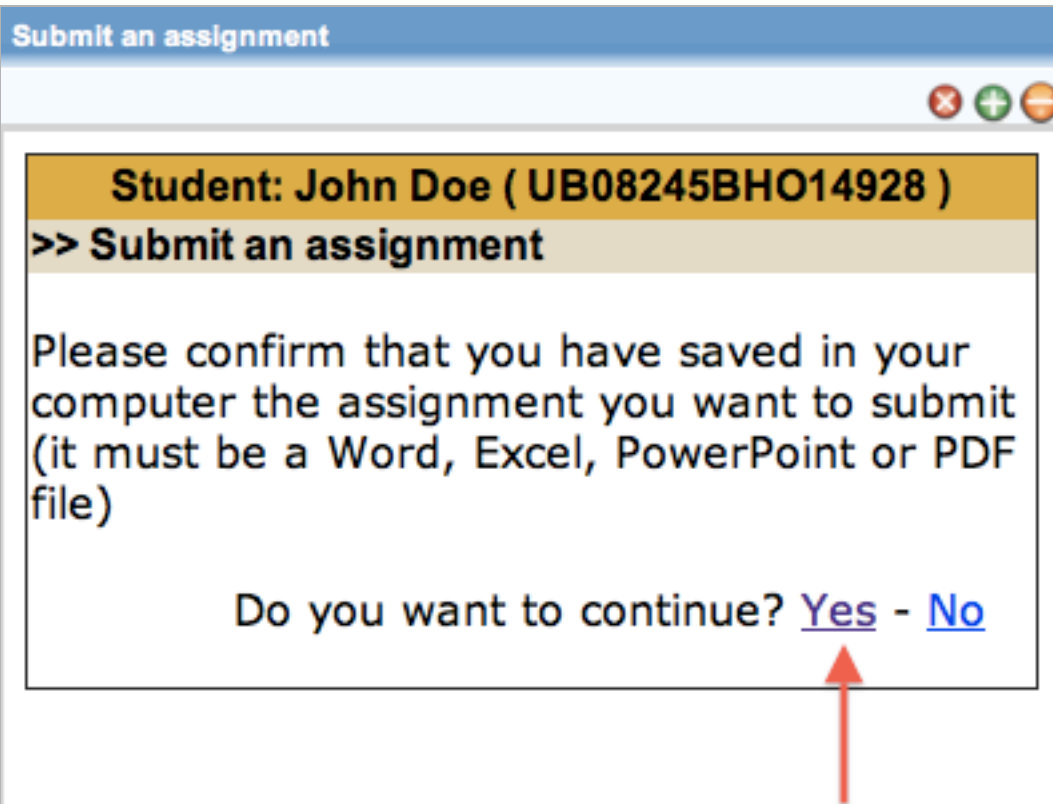


FIGURE 6

- Next, if your assignment is already on the course list look for the link “submit” next to the name of the assignment that you want to send.
- This student wanted to send the assignment Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits, make sure you select the correct course title.

Student: John Doe (UB08245BHO14928)

>> Submit an assignment

if you have scheduled the course already, please click on SUBMIT on the action column on the right for the course you want to submit, [If not, please click here to schedule the course](#)

Assignment Calendar			
Course Title	Phase	Status	Action
AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits	2	Uploaded	Submit
Professional Evaluation "B" (Self Evaluation Matrix)	1	Uploaded	Submit
Communication and Investigation "B" (Comprehensive resume)	1	Uploaded	Submit
Organization Theory "B" (Portfolio)	1	Uploaded	Submit
Experiential Learning "B" (Autobiography)	1	Uploaded	Submit
Academic Evaluation "B" (Questionnaire)	1	Uploaded	Submit
Fundament of Knowledge B (Integration Chart)	1	Uploaded	Submit
Development of Graduate Study B (Guarantee of an Academic Degree)	1	Uploaded	Submit
Fundamental Principles I "B" (Philosophy of Education)	1	Uploaded	Submit
Seminar Administrative Development I "B" What the BLCCP D0 □Σ (k)now!? (Essay)	2	Uploaded	Submit
Development of College Education II "B" (Bibliography)	2	Uploaded	Submit
Seminar International Development II "B" "How to Change the World: Social Entrepreneurs and the Power of New Ideas" (Essay)	2	Uploaded	Submit
Seminar International Development II or IV - Essay: Philosophy in crisis: The need for reconstruction: "Crisis and Reconstruction of the Philosophy"	2	Uploaded	Submit
Seminar International Development I "B" "In defense of Globalization (Essay)	2	Uploaded	Submit

FIGURE 7

- Browse in your computer to search for the file that you want to send making sure the file corresponds with the assignment that you want to upload.
- Click "submit"
- Under *Submit*, you will upload the files for the assignment (we remind you that you can upload up to five files per assignment). In case that you may have more than five files, we recommend that you send a compressed file with all of the assignment documents in it. For this purpose there are free programs available online such as www.powerarchiver.com/download that are easy to maneuver and exist in your language, also you can use www.rarlab.com/download.htm. For each file you send you must press *Browse* and have to upload the attachment from your personal computer files.
- In the bottom section to the left, you will find *Comments* where you may type a brief note to your advisor; after this click *Submit*

Student: John Doe (UB08245BHO14928)

>> Submit an assignment

Browse into your computer to find the file you want to send supporting this assignment (please make sure it CORRESPONDS with the assignment you want to submit), Double click on the file in your computer and Click on Submit button

Course Title: AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits

File 1: no file selectedFile 2: no file selectedFile 3: no file selectedFile 4: no file selectedFile 5: no file selectedComments:

1. Select the file by browsing into your computer

2. When you located the file,
click submit

FIGURE 8

- Your assignment has been submitted!

Student: John Doe (UB08245BHO14928)

>> Submit an assignment

Make sure your assignment has been listed on the option called PHASE ASSIGNMENT and its status is SUBMITTED, if you do not see that, please repeat this procedure again. If you see your assignment listed, then, congratulations, the assignment has been submitted, please expect the evaluation from the Academic Department in 24-48 hours, we are very happy to see you ACTIVE in your program

Following file(s) uploaded successfully:
1-3152011-22937-960989206

FIGURE 9

- To verify that your assignment has been uploaded go to “Communications/Assignments” on the left side of the screen.
- Click on “comments from the student”.
- If the assignment is there, then you have successfully uploaded the assignment, if not, then you must upload it again.
- If you are in doubt, student services will send you an email every time you upload an assignment.

The screenshot displays the AIU student dashboard. At the top, there is a navigation bar with tabs for Career, Library, Press Room, Accreditation, Alumni, Programs, Distance Learning, Admissions, Online Courses, and About AIU. Below this, a welcome message reads "Welcome To John Doe / UB08245BHO14928". The main area is titled "What do you need to do today?" and contains a grid of task icons: "Submit an assignment", "Add Courses into Curricula", "Send a comment to advisor", "Upload Photo", "Make an Online Payment", "Edit your Personal Info", "Edit Credit Card information", "Access the Online Library", "Optional Courses, Topics", and "AIU Online Library".

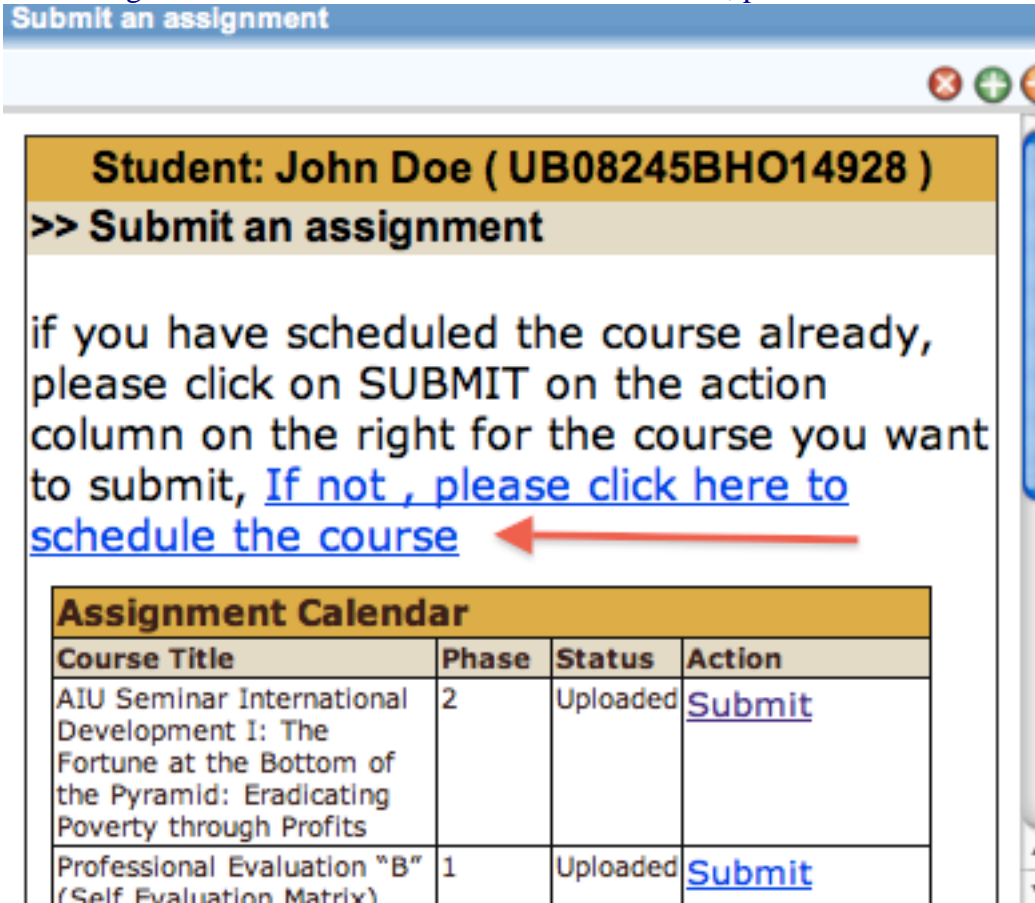
On the left, a sidebar menu includes "Personal Information", "Document Management", "Phase I Documents", "Phase II Documents", "Academic Information", "Communications/Assignments", "Comments from the Academic Department", "Comments from the Advisor", and "Comments from the student". Red arrows point to "Communications/Assignments" and "Comments from the student".

The "Message Center" table is titled "Message Center : Comments From Student [John Doe / UB08245BHO14928]". It contains the following data:

Comments From Student	Subject	Date & Time
AIU Hawaii	New Assignment For AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits	3/15/2011 2:30:00 AM
AIU Hawaii NEW	New Assignment For AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits	3/15/2011 2:29:00 AM
AIU Hawaii NEW	New Assignment For AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits	3/15/2011 2:29:00 AM
AIU Hawaii NEW	New Assignment For AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits	3/15/2011 2:29:00 AM

FIGURE 10

- If the assignment is not on the course list click on “if not, please click here to schedule the course”.



Submit an assignment

Student: John Doe (UB08245BHO14928)

>> Submit an assignment

if you have scheduled the course already, please click on SUBMIT on the action column on the right for the course you want to submit, [If not , please click here to schedule the course](#)

Assignment Calendar			
Course Title	Phase	Status	Action
AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits	2	Uploaded	Submit
Professional Evaluation "B" (Self Evaluation Matrix)	1	Uploaded	Submit

FIGURE 11

- Select the course from the drop down menu, if the course is not listed, then click underneath the drop down menu to program your course.

Submit an assignment

Student: John Doe (UB08245BHO14928)

>> Submit an assignment

Very good, now we are ready to program your course, please make sure to fill out all boxes and select the course from the drop down menu

Select Course: AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits

Note: If you did not find the course there, please add the course into your Curriculum Proposal and then repeat this procedure. If you want to add the course into your Curriculum Proposal. [please click here.](#)

[Click here to continue >>](#)

FIGURE 12

- If the course is not listed, then click underneath the drop down menu to program your course.

Submit an assignment

Student: John Doe (UB08245BHO14928)

>> Submit an assignment

Very good, now we are ready to program your course, please make sure to fill out all boxes and select the course from the drop down menu

Select Course: -- Please Select One --

Note: If you did not find the course there, please add the course into your Curriculum Proposal and then repeat this procedure. If you want to add the course into your Curriculum Proposal. [please click here.](#)

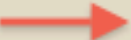
[Click here to continue >>](#)


FIGURE 13

- Fill out the form that will open up, you will need to add the **course title, course objective, course description, activities to carry out the plan, source of data, bibliography, the phase that corresponds with the assignment**, and click update.


Edit Curriculum

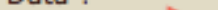
Begin by filling out the course form. Once you have completed the form select the phase that you will be adding this course to.

Course Title : 

Course Objective : 


Course Description : 

Activities to carry out the plan : 

Source of Data : 

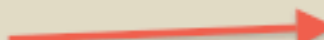
Bibliography :

Select Phase :

Phase I 



Before you submit the course please make sure that all input boxes contain the correct information for your course. Then click the Update button.



Update

FIGURE 14

- Automatically, the course will be selected in the drop down menu.
- Enter the submission date and click on the link to continue.

Submit an assignment

Student: John Doe (UB08245BHO14928)

>> Submit an assignment

Very good, now we are ready to program your course, please make sure to fill out all boxes and select the course from the drop down menu

Select Course: Economy in South America

Note: if you did not find the course there, please add the course into your Curriculum Proposal and then repeat this procedure. If you want to add the course into your Curriculum Proposal. [please click here.](#)

Submission Date: 01/10/11 (MM/DD/YY)

[Click here to continue >>](#)

FIGURE 15

- Select the phase from the drop down menu and click to continue.

Submit an assignment

Student: John Doe (UB08245BHO14928)

>> Submit an assignment

Very good, now we are ready to program your course, please make sure to fill out all boxes and select the course from the drop down menu

Select Course: Economy in South America

Note: if you did not find the course there, please add the course into your Curriculum Proposal and then repeat this procedure. If you want to add the course into your Curriculum Proposal. [please click here.](#)

Submission Date: 01/10/11 (MM/DD/YY)

Select Phase: -- Please Select One --

[Click here to continue >>](#)

FIGURE 16

- The new screen will open up the list of your assigned courses. Look at the bottom to submit the newly created course and click on “submit”

Submit an assignment

>> Submit an assignment

if you have scheduled the course already, please click on SUBMIT on the action column on the right for the course you want to submit, If not , please click here to schedule the course

Organization Theory "B" (Portfolio)	1	Uploaded	Submit
Experiential Learning "B" (Autobiography)	1	Uploaded	Submit
Academic Evaluation "B" (Questionnaire)	1	Uploaded	Submit
Fundament of Knowledge B (Integration Chart)	1	Uploaded	Submit
Development of Graduate Study B (Guarantee of an Academic Degree)	1	Uploaded	Submit
Fundamental Principles I "B" (Philosophy of Education)	1	Uploaded	Submit
Seminar Administrative Development I "B" What the βLCEP Dθ □Σ (k)now! (Essay)	2	Uploaded	Submit
Development of College Education II "B" (Bibliography)	2	Uploaded	Submit
Seminar International Development II "B" "How to Change the World: Social Entrepreneurs and the Power of New Ideas" (Essay)	2	Uploaded	Submit
Seminar International Development II or IV – Essay: Philosophy in crisis: The need for reconstruction: "Crisis and Reconstruction of the Philosophy"	2	Uploaded	Submit
Seminar International Development I "B" "In defense of Globalization (Essay)	2	Uploaded	Submit
Bachelors Curriculum Design	2	Uploaded	Submit
Seminar Cultural Development I "B" The Hidden Connections (Essay)	2	Uploaded	Submit
do	2	Waiting	Submit
Economy in South America	2	Waiting	Submit

FIGURE 17

- Browse in you computer to search for the file that you want to send making sure the file corresponds with the assignment that you want to upload.
- Click "submit"

Submit an assignment

Student: John Doe (UB08245BHO14928)

>> Submit an assignment

Browse into your computer to find the file you want to send supporting this assignment (please make sure it CORRESPONDS with the assignment you want to submit), Double click on the file in your computer and Click on Submit button

Course Title: Economy in South America

File 1: file selected

File 2: no file selected

File 3: no file selected

File 4: no file selected

File 5: no file selected

Comments:

1. Select the file by browsing into your computer

2. When you located the file, click submit

FIGURE 18

- To verify that your assignment has been uploaded go to “Communications/Assignments” on the left side of the screen.
- Click on “comments from the student”.
- If the assignment is there, then you have successfully uploaded the assignment, if not, then you must upload it again.
- If you are in doubt, student services will send you an email every time you upload an assignment

Message Center : Comments From Student [John Doe / UB08245BHO14928]

Comments From Student	Subject	Date & Time
AIU Hawaii	New Assignment For AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits	3/15/2011 2:30:00 AM
AIU Hawaii NEW	New Assignment For AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits	3/15/2011 2:29:00 AM
AIU Hawaii NEW	New Assignment For AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits	3/15/2011 2:29:00 AM
AIU Hawaii NEW	New Assignment For AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits	3/15/2011 2:29:00 AM

FIGURE 19

B.2. To add courses into your curricula:

IMPORTANT: In this space you will have to complete the assignment called *CURRICULUM DESIGN* previously approved by your Academic Advisor. Please do make sure that the names of the courses/assignments that you register are academically accepted.

- Log in your student section.
- Click “add courses into Curriculum” on the top part of your screen.



FIGURE 20

- A new window will open up.
- Click to add a new course or view all courses.

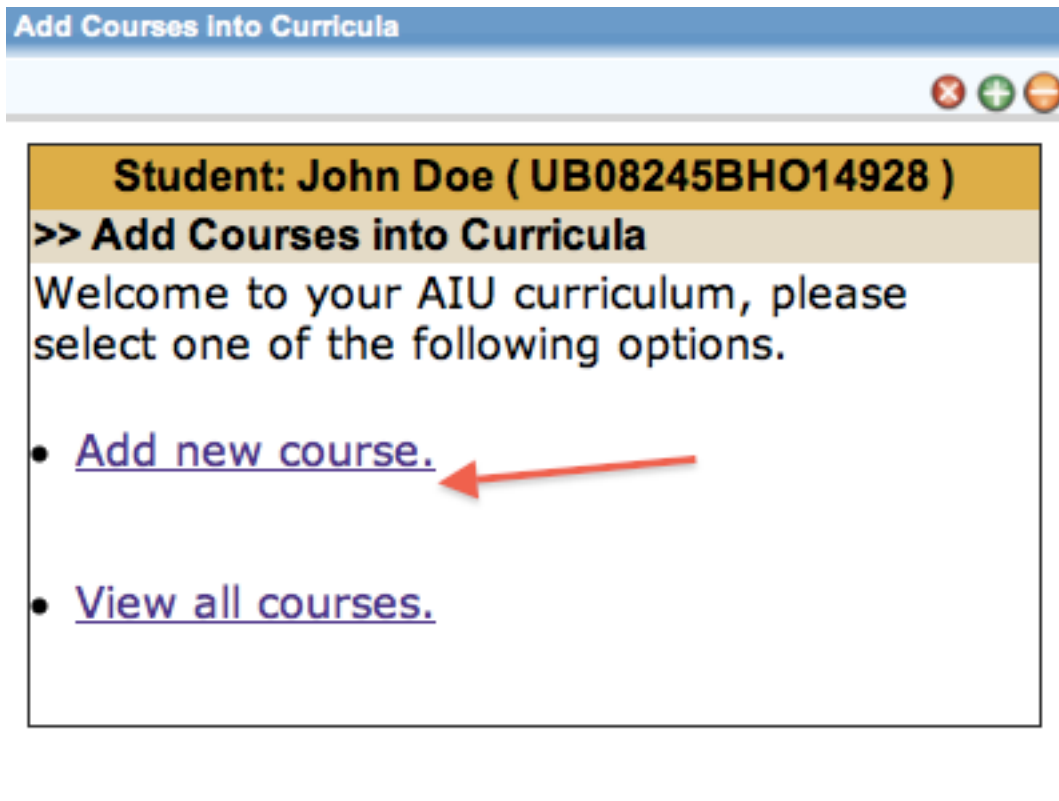


FIGURE 21

- If you want to add a course, fill out the form that will open up, you will need to add the **course title**, **course objective**, **course description**, **activities to carry out the**

plan, source of data, bibliography, the phase that corresponds with the assignment, and click update.




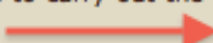

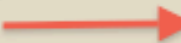

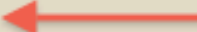
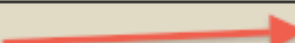
Edit Curriculum	
Begin by filling out the course form. Once you have completed the form select the phase that you will be adding this course to.	
Course Title : 	<input type="text"/>
Course Objective : 	<input type="text"/>
Course Description : 	<input type="text"/>
Activities to carry out the plan : 	<input type="text"/>
Source of Data : 	<input type="text"/>
Bibliography : 	<input type="text"/>
Select Phase :	Phase I  
Before you submit the course please make sure that all input boxes contain the correct information for your course. Then click the Update button.	
	<input type="button" value="Update"/>

FIGURE 22

- You have added the new course.

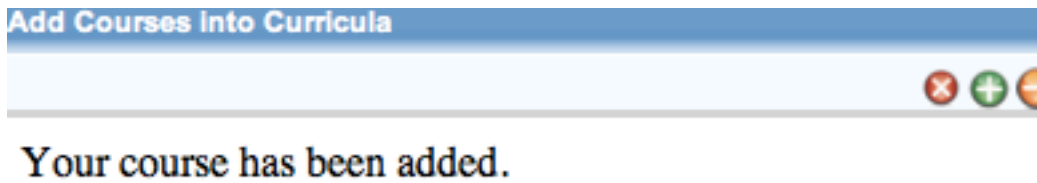


FIGURE 23

- To view all courses, click view all courses and you will see a list of all of the courses that you have added.

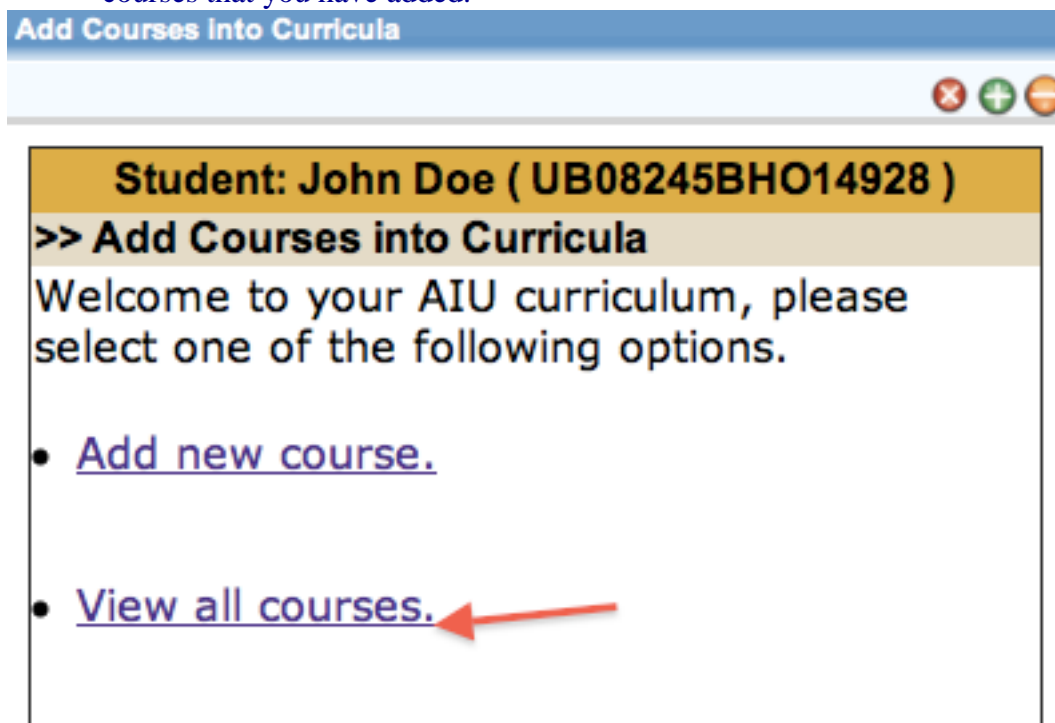



FIGURE 24

AIU Virtual Campus: Student Section Home Logout

Career Library Press Room Accreditation Alumni Programs Distance Learning Admissions Online Courses About AIU

Welcome To **John Doe / UB08245BHO14928**



Upload Photo

- ▶ Your current session info: **54 min**
- ▶ Your last session info: **3/15/2011 -> 1 hours(s), 13 min**
- ▶ Total time spent in this program: **2 day(s), 1 hours(s), 36 min**
- ▶ Days have passed since submitting the last assignment: **0 days**

What do you need to do today?

Submit an assignment

Add Courses into Curricula

Send a comment to advisor

Make an Online Payment

Edit your Personal Info

Edit Credit Card Information

Access the Online Library

Optional Courses, Topics

AIU Online Library

Personal Information +

Document Management +

Academic Information +

Communications/Assignments +

Payment Plan +

Optional Courses, Topics +

AIU Groups +

CURRICULUM PROPOSAL (John Doe / UB08245BHO14928)

Select Phase: --All Courses-- All your courses are listed

Course Code	Course Title	Action
	Politics	View Edit Delete
AUC 202	Organization Theory "B" (Portfolio)	View
AUC 205	Experiential Learning "B" (Autobiography)	View
AUC 208	Fundament of Knowledge B (Integration Chart)	View
APHI 200	Fundamental Principles I "B" (Philosophy of Education)	View
AUC 201	Communication and investigation "B" (Comprehensive resume)	View
AUC 204	Academic Evaluation "B" (Questionnaire)	View
AUC 206	Professional Evaluation "B" (Self Evaluation Matrix)	View
AUC 209	Development of Graduate Study B (Guarantee of an Academic Degree)	View
	Economics	View Edit Delete
	International Political Economy	View Edit Delete
AREF 222	Development of College Education II "B" (Bibliography)	View
ARED 202	Seminar Administrative Development I "B" What the BLECP D8 □Σ (k)now!? (Essay)	View
ARED 206	Seminar International Development II "B" "How to Change the World: Social Entrepreneurs and the Power of New Ideas" (Essay)	View
ARED 202	Seminar Cultural Development I "B" The Hidden Conceptions (Essay)	View

FIGURE 25

C. Communications

To send a comment to your advisor, read all your advisor's comments, or see comments written by you:

It is important to mention that you must **NOT** send assignments for evaluation via this method, unless approved by your advisor.

C.1. To send a comment to your advisor

- Log in your student section.
- Click "send a comment to your advisor on the top part of the screen."

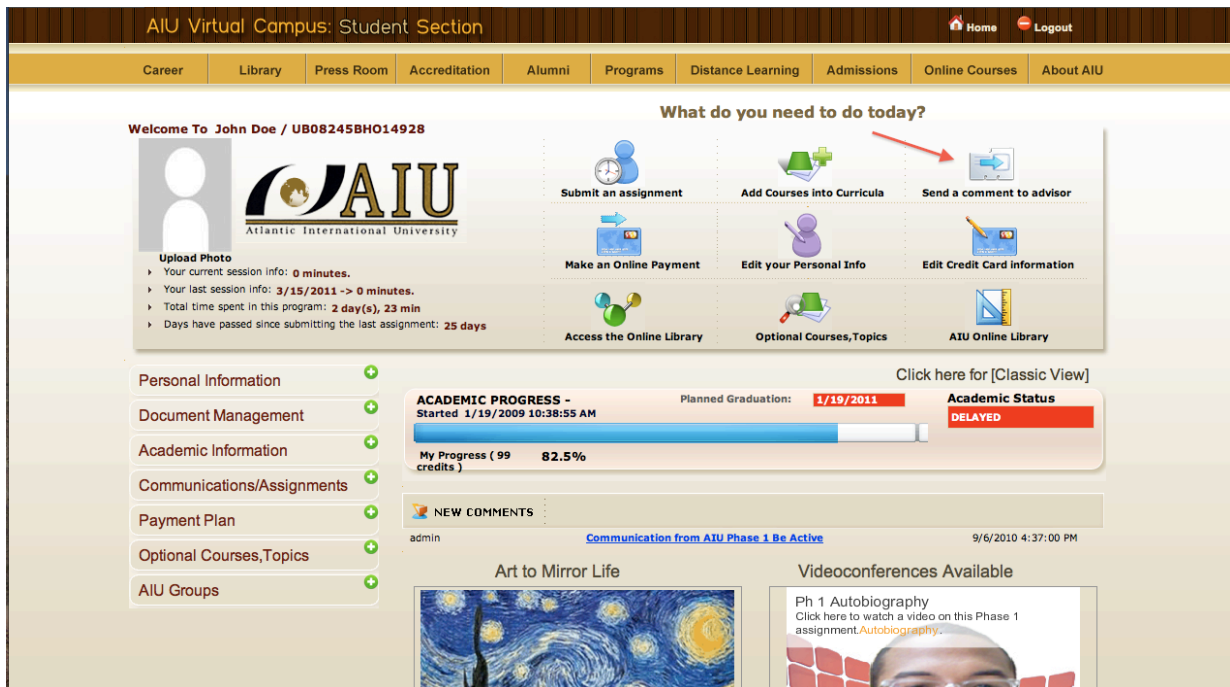


FIGURE 26

- Click on the first link “send a new comment”

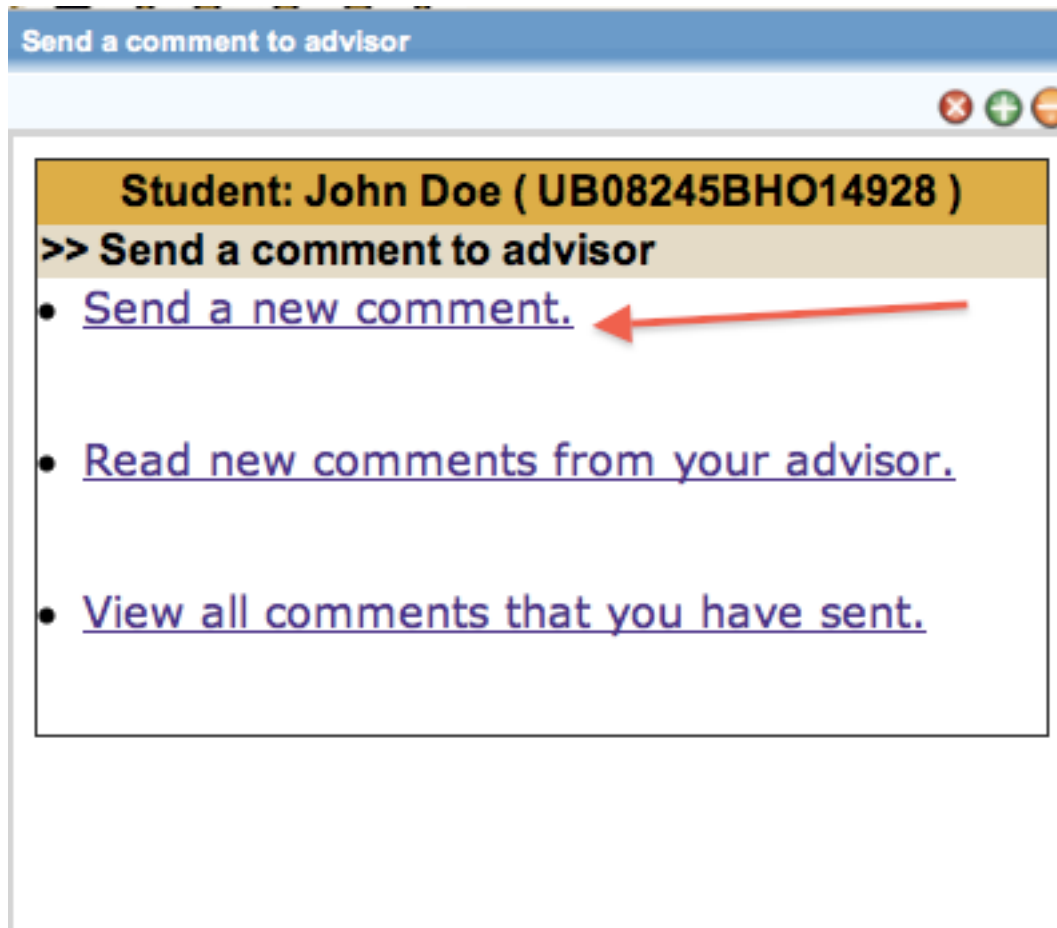


FIGURE 27

- Enter the topic or subject of your comment and click on the “click here to continue link”.

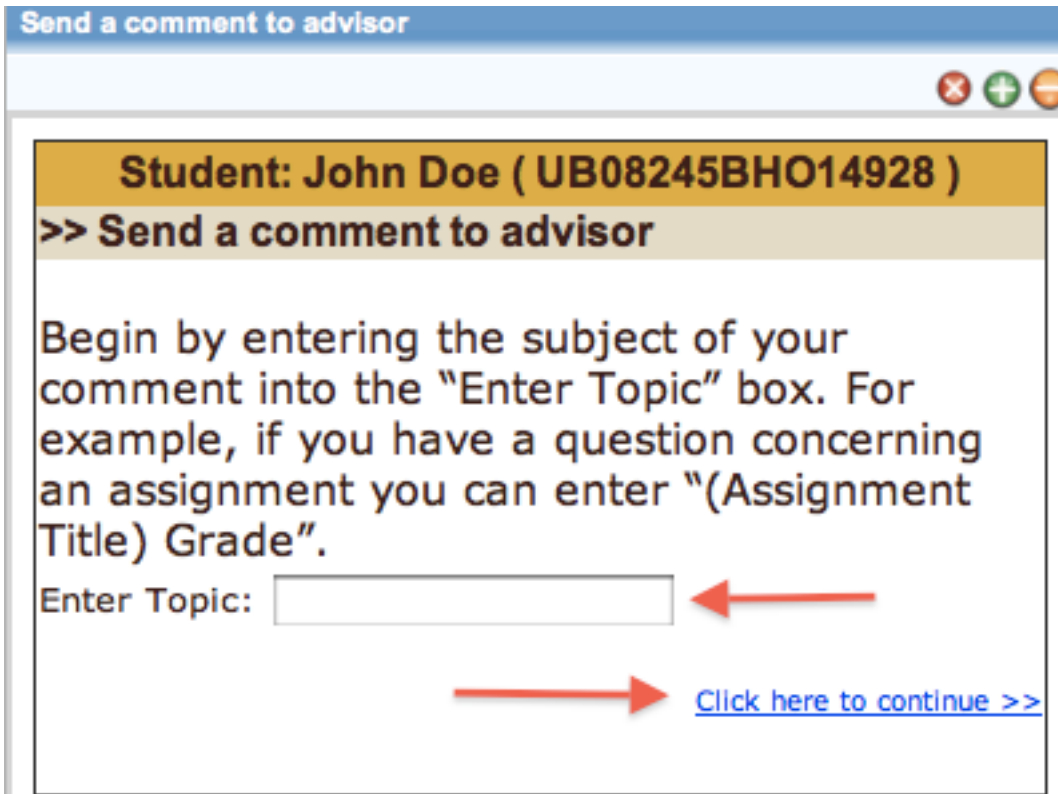


FIGURE 28

- Next, type your comment in the new window and click on the “click here to continue link”.

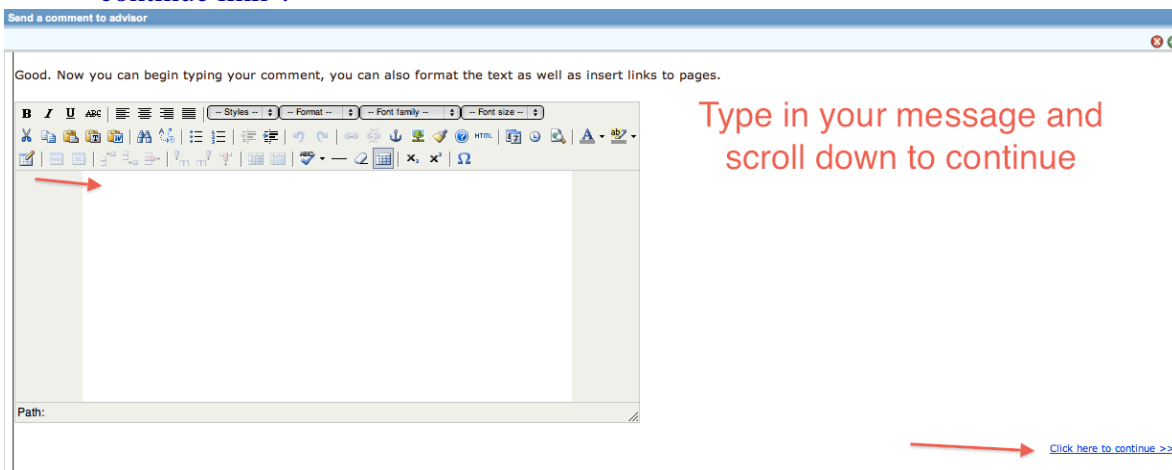


FIGURE 29

- If you would like to add an attachment look for the “yes” option in the scroll down menu, and click continue

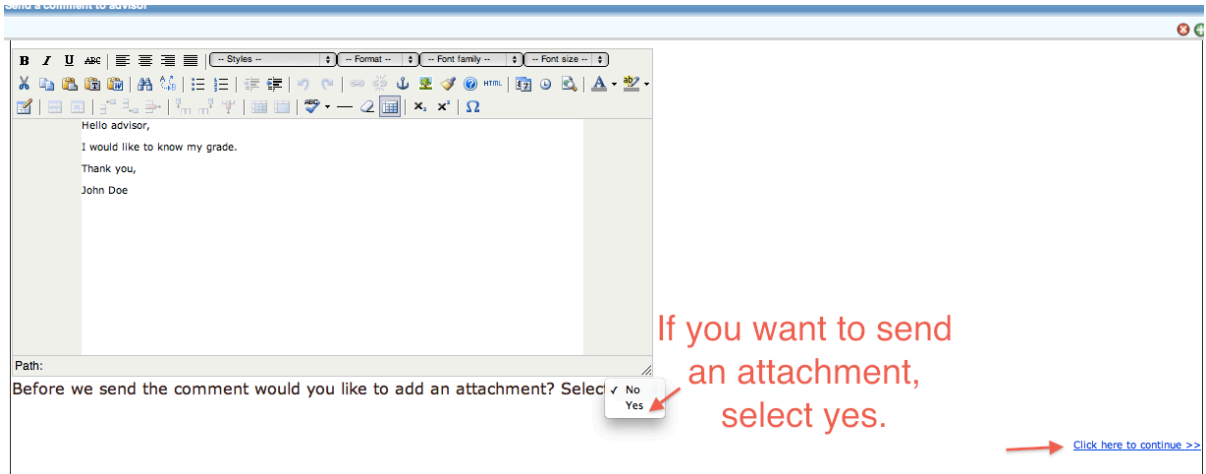


FIGURE 30

- Browse through your computer to attach the file, and click open.

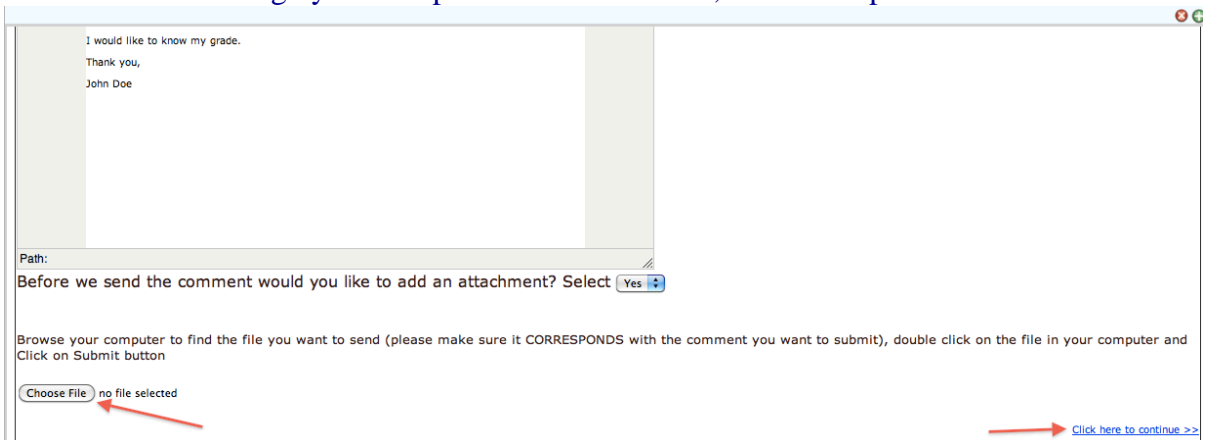


FIGURE 31

- If you would not like to add an attachment, look for the “no” option in the scroll down menu.

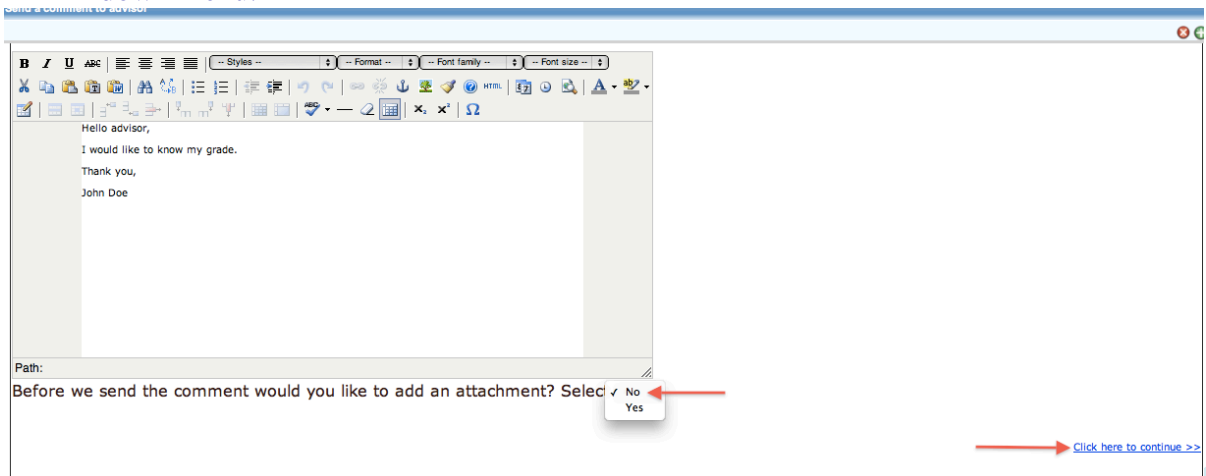


FIGURE 32

- Click on the link “click here to continue” and your message will be sent.
- To view your advisor’s comments, click, “read new comments from your advisor”

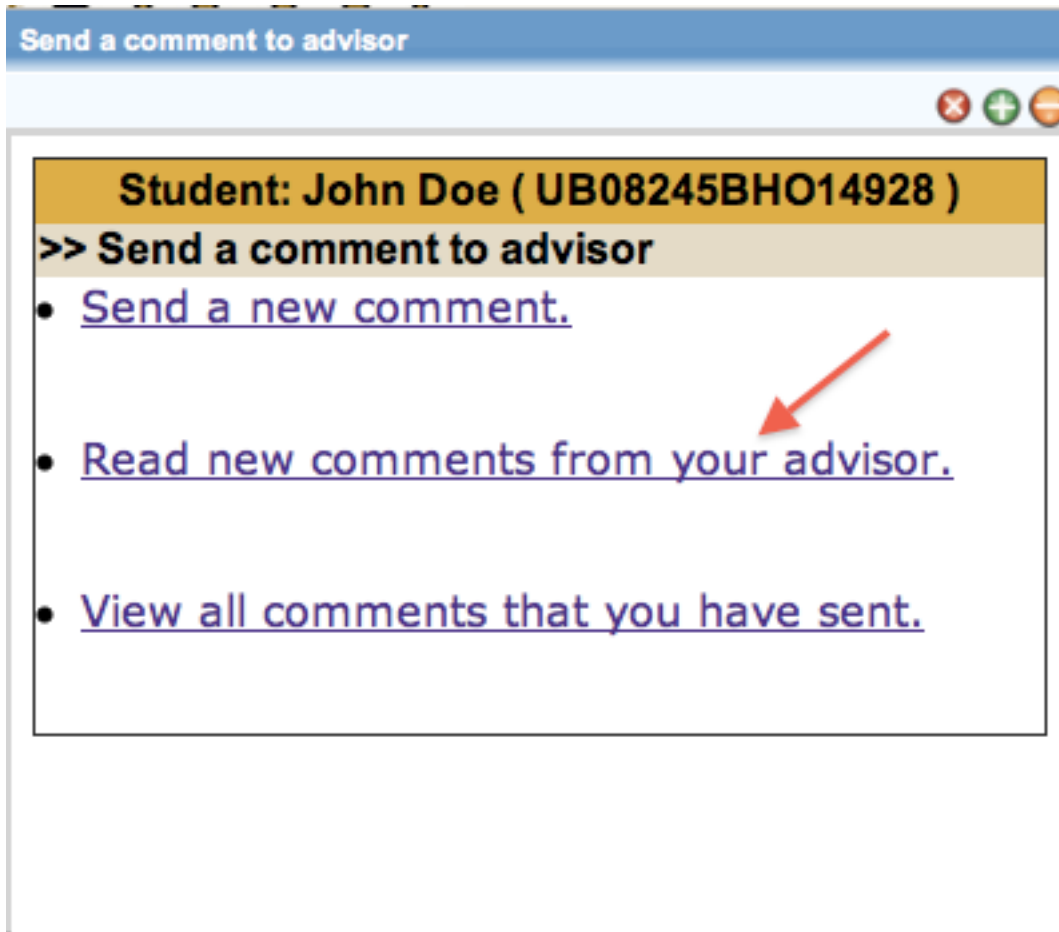


FIGURE 33

AIU Virtual Campus: Student Section Home Logout

Career Library Press Room Accreditation Alumni Programs Distance Learning Admissions Online Courses About AIU

Welcome To John Doe / UB08245BHO14928

What do you need to do today?

Upload Photo

- Your current session info: 1 hours(s), 20 min
- Your last session info: 3/15/2011 -> 9 min
- Total time spent in this program: 2 day(s), 2 hours(s), 11 min
- Days have passed since submitting the last assignment: 0 days

Submit an assignment

Add Courses into Curricula

Send a comment to advisor

Make an Online Payment

Edit your Personal Info

Edit Credit Card Information

Access the Online Library

Optional Courses, Topics

AIU Online Library

Scroll down to see all of your advisor comments

Message Center : Comments From Advisor [John Doe / UB08245BHO14928]		
Comments From Advisor	Subject	Date & Time
AIU Hawaii	New Assignment For Seminar International Development II or IV – Essay: Philosophy in crisis: The need for reconstruction: "Crisis and Reconstruction of the Philosophy"	5/13/2009 5:20:00 AM
AIU Hawaii	New Assignment For AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits	4/19/2009 2:47:00 AM

FIGURE 34

C.2. To view all of your comments

- Click on View all comments that you have sent

Send a comment to advisor

Student: John Doe (UB08245BHO14928)

>> Send a comment to advisor

- [Send a new comment.](#)
- [Read new comments from your advisor.](#)
- [View all comments that you have sent.](#)

FIGURE 35

AIU Virtual Campus: Student Section

Home Logout

Career Library Press Room Accreditation Alumni Programs Distance Learning Admissions Online Courses About AIU

Welcome To John Doe / UB08245BHO14928

What do you need to do today?

Submit an assignment Add Courses into Curricula Send a comment to advisor

Make an Online Payment Edit your Personal Info Edit Credit Card information

Access the Online Library Optional Courses, Topics AIU Online Library

All of your comments are listed

Upload Photo

- Your current session info: 2 hours(s), 23 min
- Your last session info: 3/15/2011 -> 33 min
- Total time spent in this program: 2 day(s), 5 hours(s), 27 min
- Days have passed since submitting the last assignment: 0 days

Personal Information +

Document Management +

Academic Information +

Communications/Assignments +

Payment Plan +

Optional Courses, Topics +

AIU Groups +

Message Center : Comments From Student [John Doe / UB08245BHO14928]

Comments From Student	Subject	Date & Time
AIU Hawaii NEW	Assignment Title Grade	3/15/2011 3:39:00 AM
AIU Hawaii	New Assignment For AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits	3/15/2011 2:30:00 AM
AIU Hawaii NEW	New Assignment For AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits	3/15/2011 2:29:00 AM
AIU Hawaii NEW	New Assignment For AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits	3/15/2011 2:29:00 AM

FIGURE 36

D. Payments

To make a payment, view payment history, view payment plan, or edit credit card information:

D.1. To make a payment

- Log in your student section.
- Click “Make a Payment” on the top screen.

AIU Virtual Campus: Student Section

Home Logout

Career Library Press Room Accreditation Alumni Programs Distance Learning Admissions Online Courses About AIU

Welcome To John Doe / UB08245BHO14928

What do you need to do today?

Submit an assignment Add Courses into Curricula Send a comment to advisor

Make an Online Payment Edit your Personal Info Edit Credit Card information

Access the Online Library Optional Courses, Topics AIU Online Library

Upload Photo

- Your current session info: 0 minutes.
- Your last session info: 3/15/2011 -> 0 minutes.
- Total time spent in this program: 2 day(s), 23 min
- Days have passed since submitting the last assignment: 25 days

Personal Information +

Document Management +

Academic Information +

Communications/Assignments +

Payment Plan +

Optional Courses, Topics +

AIU Groups +

Click here for [Classic View]

ACADEMIC PROGRESS - Started 1/19/2009 10:38:55 AM Planned Graduation: 1/19/2011 **Academic Status DELAYED**

My Progress (99 credits) 82.5%

NEW COMMENTS

admin [Communication from AIU Phase 1 Be Active](#) 9/6/2010 4:37:00 PM

Art to Mirror Life

Videoconferences Available

Ph 1 Autobiography
Click here to watch a video on this Phase 1 assignment. [Autobiography](#).

FIGURE 37

- Select the option “make a payment” on the new window.

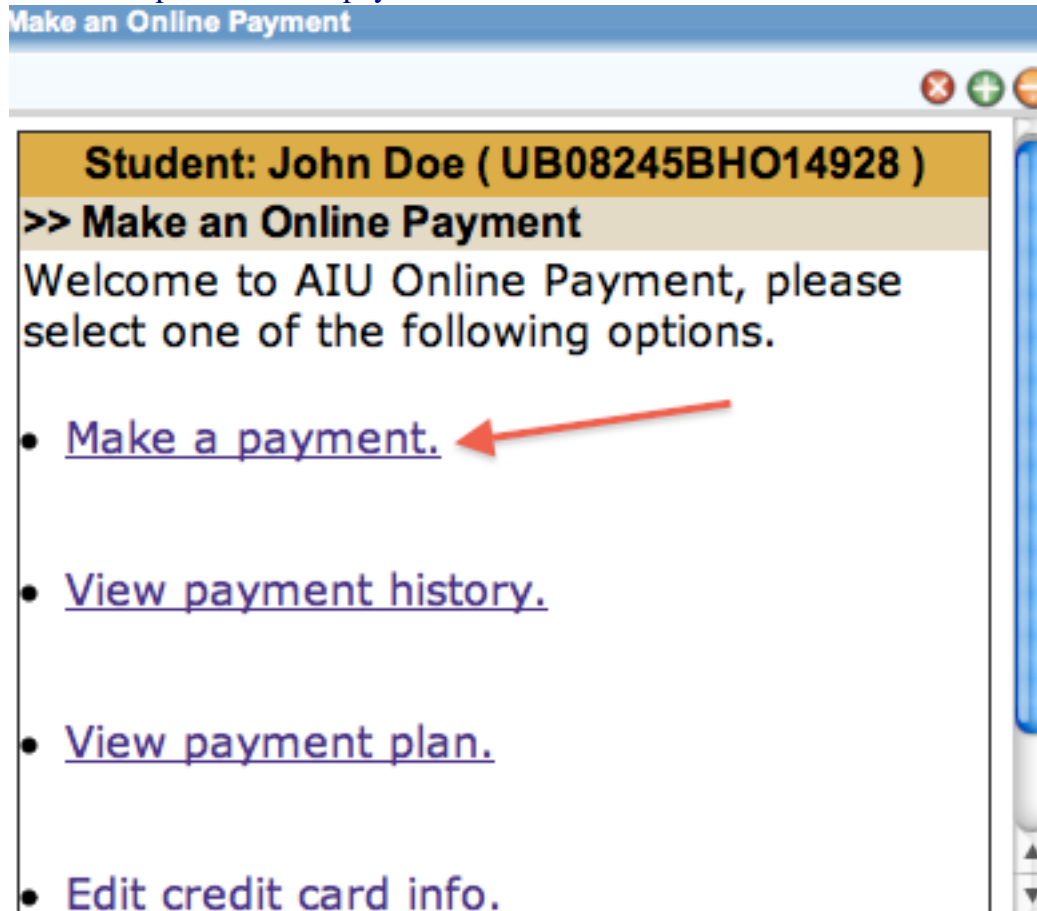



FIGURE 38

- Fill out the form with your credit card information.
- Click submit and verify your information is correct.

Welcome To John Doe / UB08245BH014928



Upload Photo

- Your current session info: 1 hours(s), 12 min
- Your last session info: 3/15/2011 -> 1 min
- Total time spent in this program: 2 day(s), 1 hours(s), 55 min
- Days have passed since submitting the last assignment: 0 days

Submit an assignment | Add Courses into Curricula | Send a comment to advisor
 Make an Online Payment | Edit your Personal Info | Edit Credit Card information
 Access the Online Library | Optional Courses, Topics | AIU Online Library

Personal Information

- Personal Information
- Calendar
- Transcript
- AIU Online Library
- Request ID Card

Document Management

Academic Information

Communications/Assignments

- Comments from the Academic Department
- Comments from the Advisor

Carefully complete the credit card payment form. Once completed click the [Submit] button to process the transaction.

Credit Card Details

Card Holder Name: John Doe
 Card Number:
 Exp. Month: 03
 Exp. Year: 11
 CCV/CVM:
 Address:
 Zip:

Online Payment Details

Type: Select
 Amount:
 Add another payment
 Total:
 Submit

FIGURE 39

D.2. View payment history

- You can also view payment history by clicking on “View payment history”.

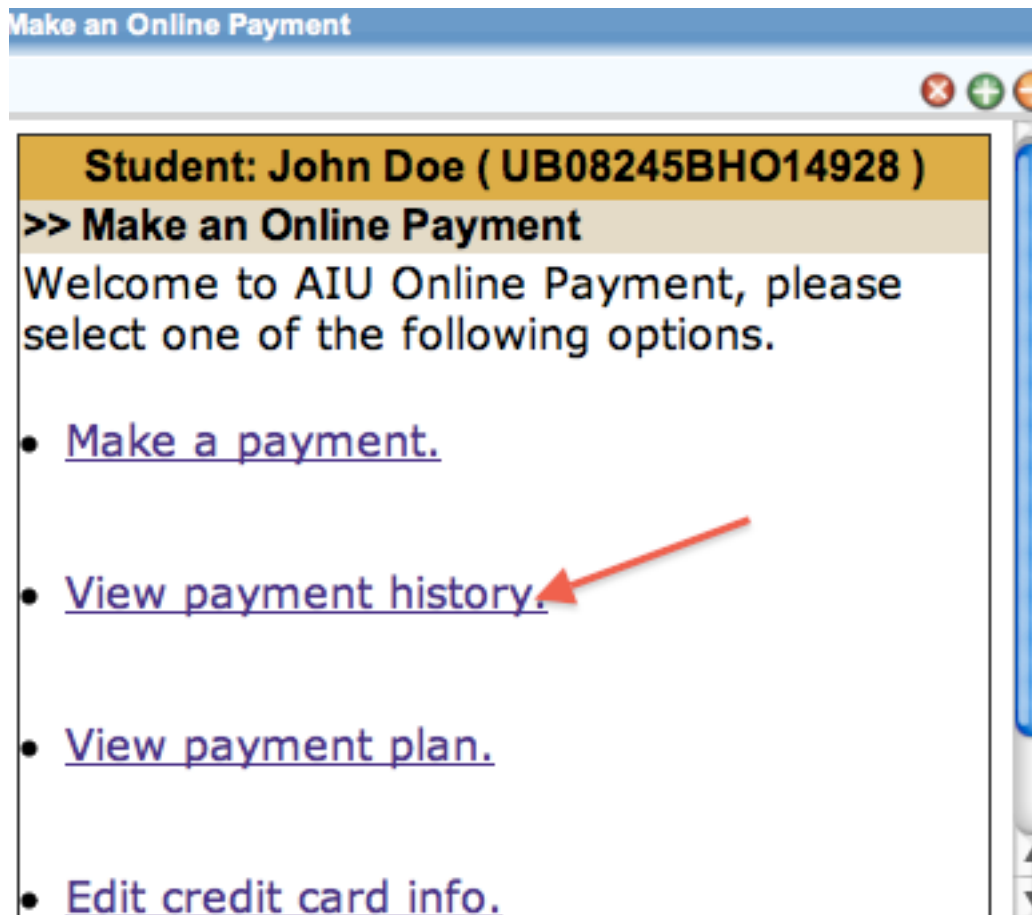


FIGURE 40

- A new window will open up with all of your payments.

D.3. View payment plan

- You can also view the payment plan by clicking “view payment plan”.

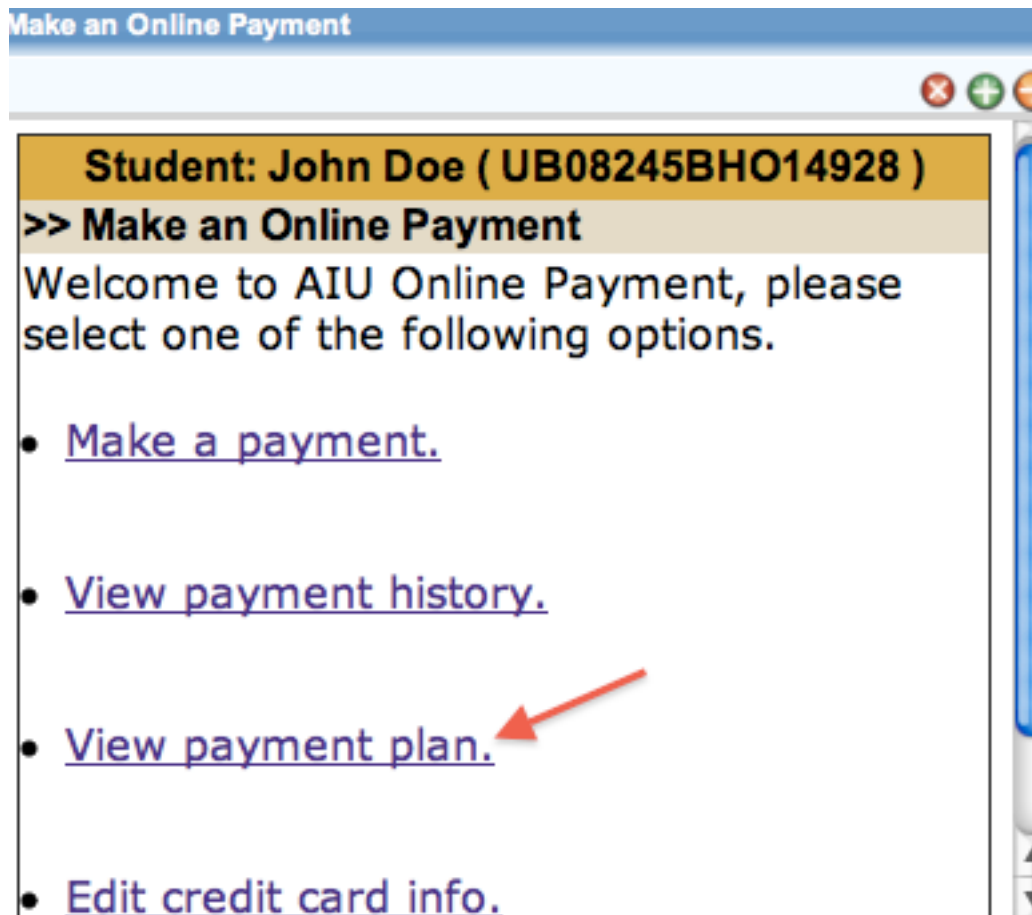


FIGURE 41

- A new window will open up and show you the payment plan.

D.4. Edit credit card info

- You can also edit your card information by clicking “edit credit card info”.

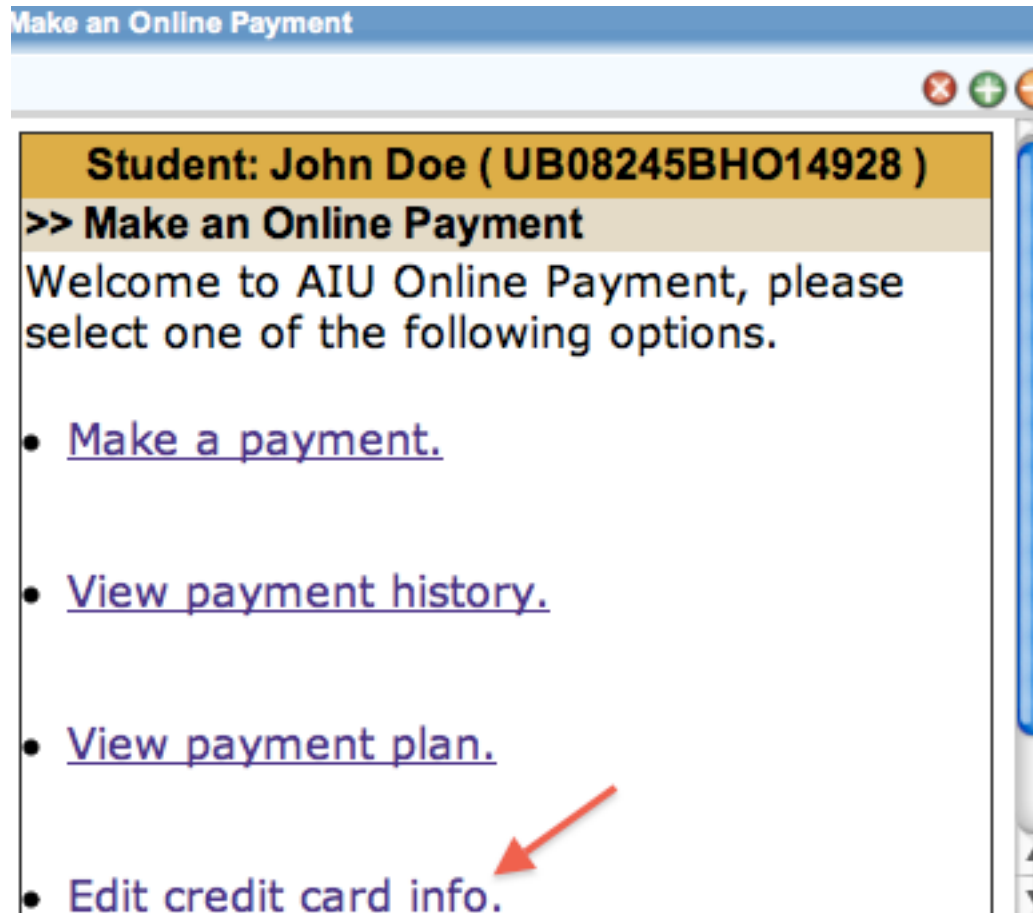


FIGURE 42

- Fill out the form that will open in a new window and click “confirm”.

Make an Online Payment

Student: John Doe (UB08245BHO14928)

>> Edit Credit Card information

Carefully complete the credit card Information form. Once completed click the "Update" button to submit your changes.

Credit card type :

If others :

Credit card No :

Name appearing on card :

Expiration date on card : mm/yy

CVV number :

FIGURE 43

E. Personal Information

E.1. To edit your personal information:

- Log in your student section.
- Click "Edit your personal info" on the top part of the screen.

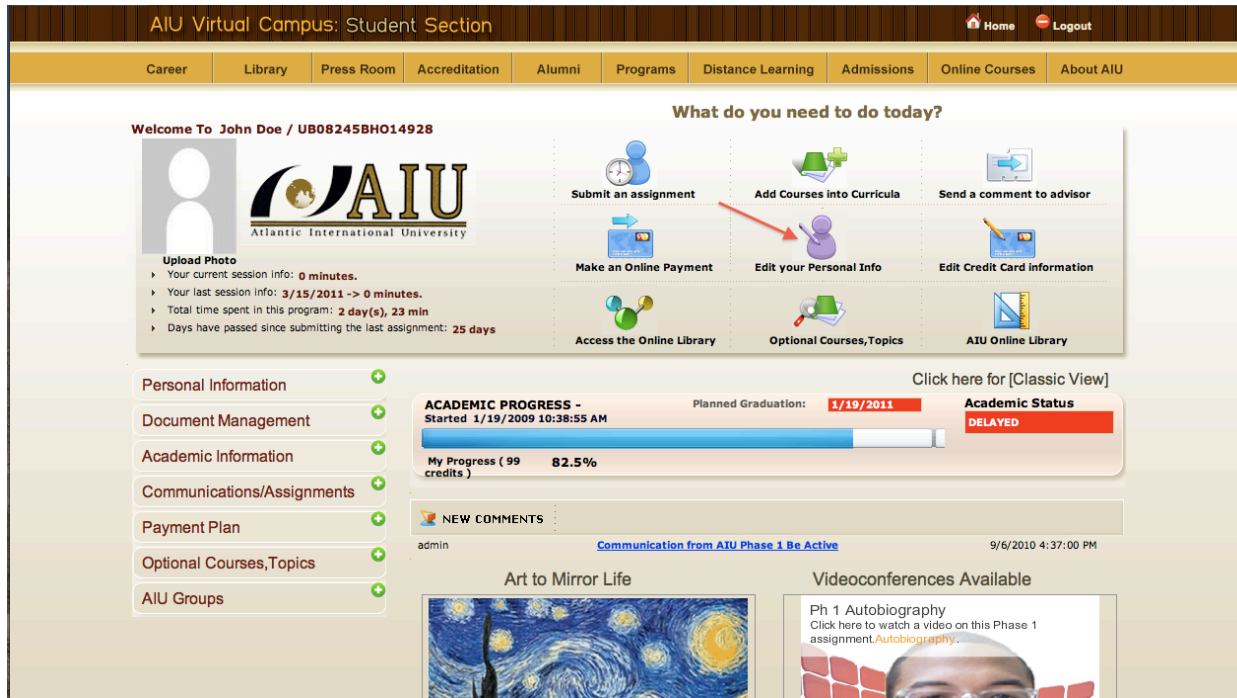


FIGURE 44

E.2. To view your personal information

- To view your information click on “view your personal information”.

Student: John Doe (UB08245BHO14928)

>> Edit your Personal Info

Welcome to AIU Personal Information center, please select one of the following options.


- [View your personal information.](#)
- [Make changes to your information.](#)
- [View your resume.](#)
- [View your enrollment application.](#)

FIGURE 45

AIU Virtual Campus: Student Section Home Logout

[Career](#) | [Library](#) | [Press Room](#) | [Accreditation](#) | [Alumni](#) | [Programs](#) | [Distance Learning](#) | [Admissions](#) | [Online Courses](#) | [About AIU](#)

Welcome To **John Doe / UB08245BHO14928**




Upload Photo

- Your current session Info: **1 hours(s), 28 min**
- Your last session Info: **3/15/2011 -> 17 min**
- Total time spent in this program: **2 day(s), 2 hours(s), 27 min**
- Days have passed since submitting the last assignment: **0 days**

What do you need to do today?


[Submit an assignment](#)



[Add Courses into Curricula](#)


[Send a comment to advisor](#)



[Make an Online Payment](#)


[Edit your Personal Info](#)


[Edit Credit Card information](#)


[Access the Online Library](#)


[Optional Courses, Topics](#)


[AIU Online Library](#)

Scroll down to see your personal information

AIU Student - Personal Information Of John Doe / UB08245BHO14928

User name :	Miriam
First name :	John
Last name :	Doe
email :	john.doe@example.com
Alternative Email Address :	
Home Phone :	
Best time to call :	
Work Phone :	
Best time to call :	
Cell Phone :	
Fax :	
Home Address :	

FIGURE 46

- To make changes to your information click on “make changes to your information”

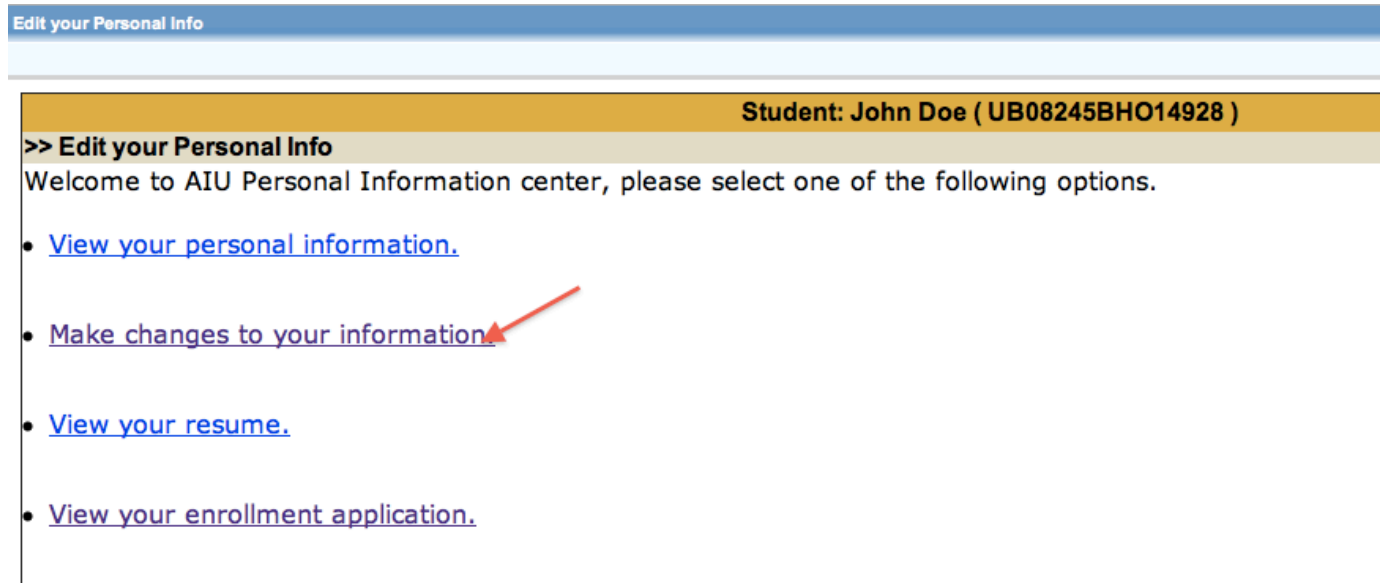


FIGURE 47

- A new window will open, edit your information and click “update” on the bottom of the screen.

Edit Profile [John Doe / UB08245BHO14928]	
To make changes select the corresponding box and type in the new information. Once complete click onto the "Update" button to save the changes that you have made.	
First name:	<input type="text" value="John"/>
Last name:	<input type="text" value="Doe"/>
email:	<input type="text" value="johndoe@example.com"/>
Alternative Email Address:	<input type="text"/>
Home Phone:	<input type="text"/>
Best time to call:	<input type="text"/>
Work Phone:	<input type="text"/>
Best time to call:	<input type="text"/>
Cell Phone:	<input type="text"/>
Fax:	<input type="text"/>
Home Address:	<input type="text"/>
Work Address:	<input type="text"/>
City:	<input type="text"/>
State:	<input type="text"/>
Country:	<input type="text"/>

Make the changes to your profile, when you are done scroll down and click "update"

- **FIGURE 48**
- To view your resume click "view your resume".

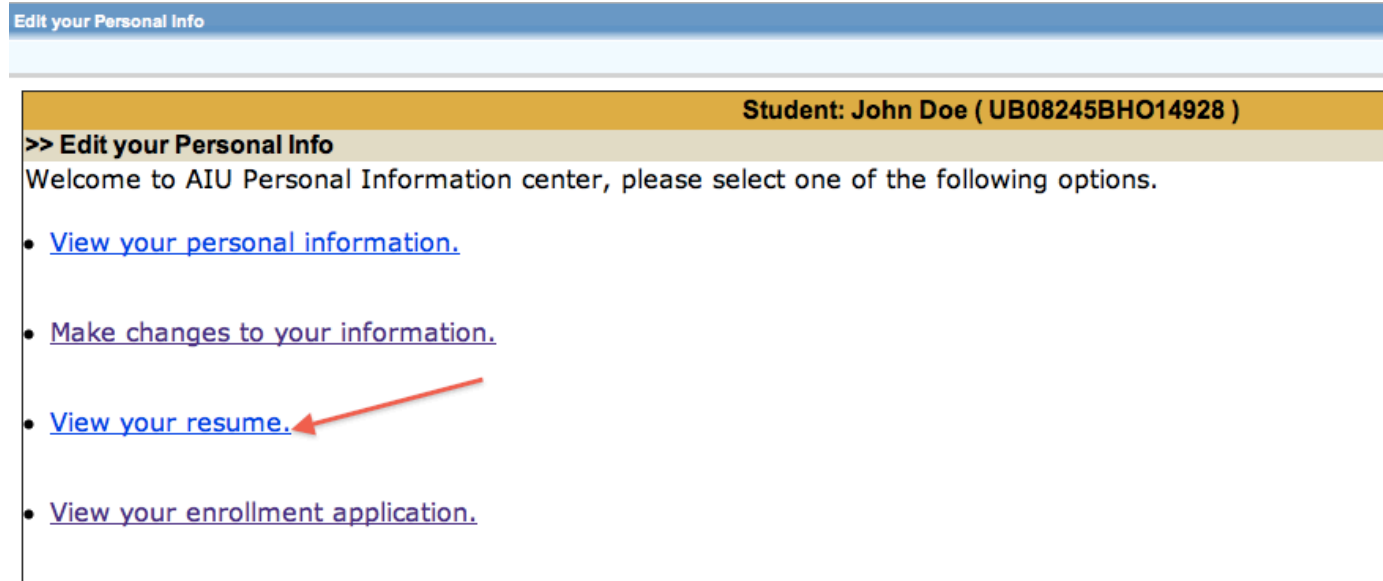


FIGURE 49

- If you have not uploaded your resume paste all or part of your resume in the new window.

E.3. Enrollment information

- To view your enrollment information click “view your enrollment application”

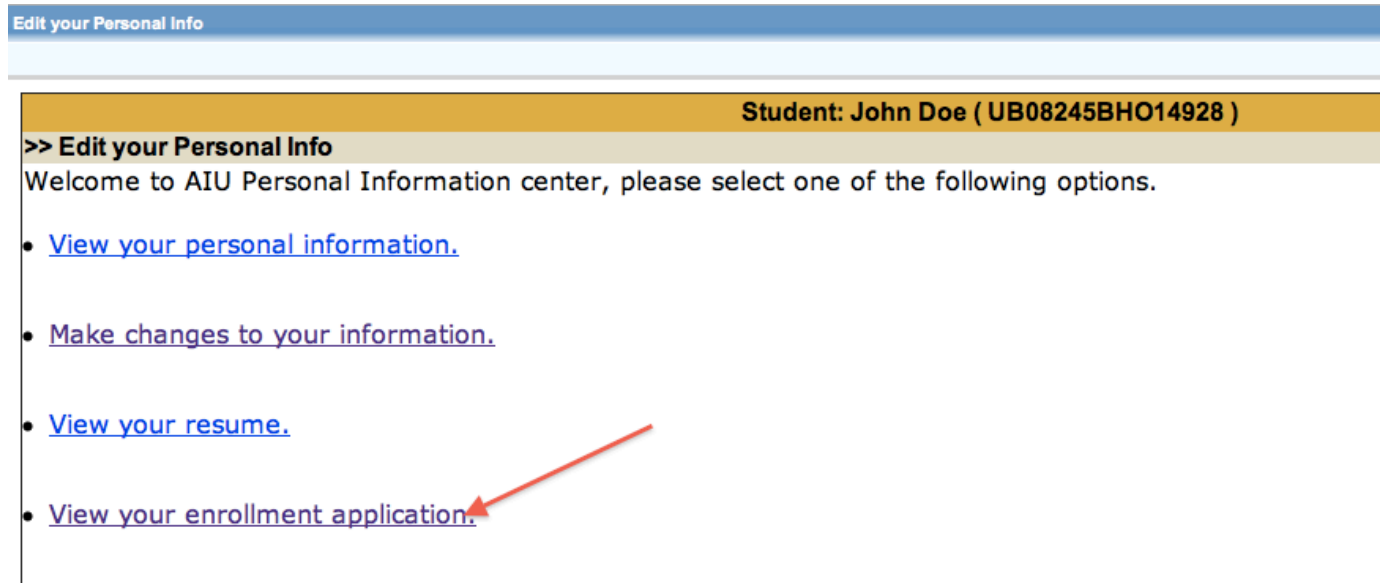


FIGURE 50

- A new window will open up showing your enrollment application.

F. Online Library


To access the online library:

- Log in your student section.
- Click on access the online library on the top part of the screen.

AIU Virtual Campus: Student Section Home Logout

Career | Library | Press Room | Accreditation | Alumni | Programs | Distance Learning | Admissions | Online Courses | About AIU

Welcome To John Doe / UB08245BHO14928



Atlantic International University

Upload Photo

- ▶ Your current session info: **1 hours(s), 46 min**
- ▶ Your last session info: **3/15/2011 -> 0 minutes.**
- ▶ Total time spent in this program: **2 day(s), 3 hours(s), 3 min**
- ▶ Days have passed since submitting the last assignment: **0 days**

What do you need to do today?

Submit an assignment

Add Courses into Curricula

Send a comment to advisor

Make an Online Payment

Edit your Personal Info

Edit Credit Card information

Access the Online Library

Optional Courses, Topics

AIU Online Library

- Personal Information +
- Document Management +
- Academic Information +
- Communications/Assignments +
- Payment Plan +
- Optional Courses, Topics +
- AIU Groups +

[Click here for \[Classic View\]](#)

ACADEMIC PROGRESS - Planned Graduation: **1/19/2011**

Started **1/19/2009 10:38:55 AM** **Academic Status**

DELAYED

My Progress (99 credits) **82.5%**

NEW COMMENTS

Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:30:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM

FIGURE 51

- If you already know how to search for information click “go to online library”.

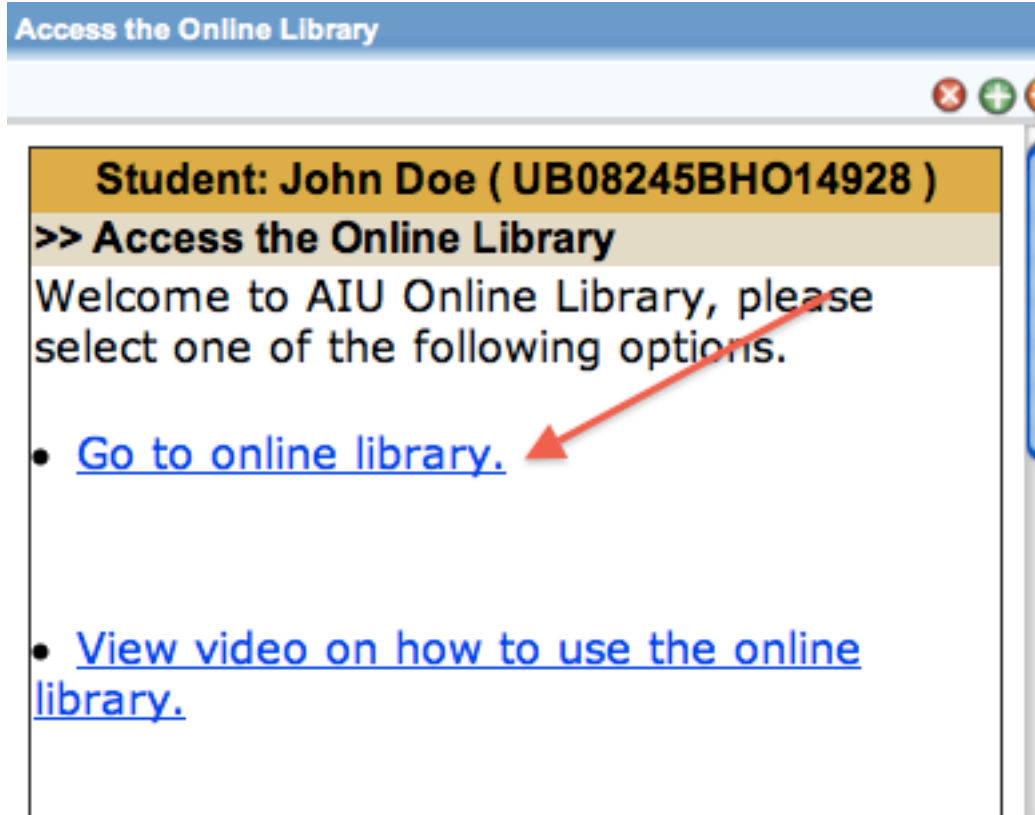


FIGURE 52

- You have accessed the online library

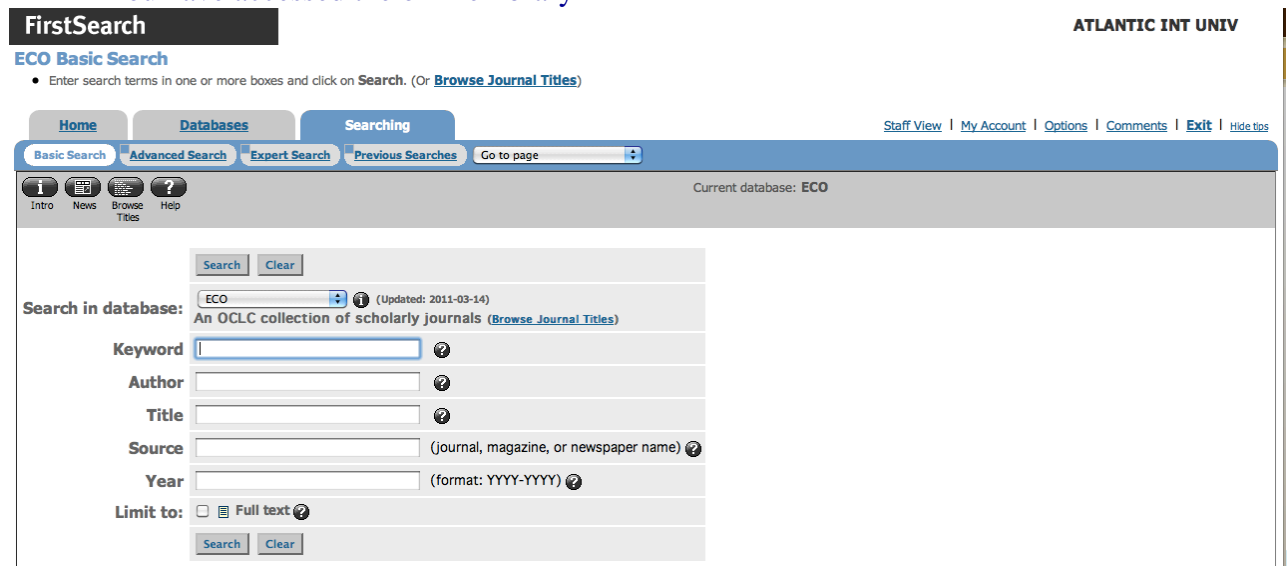


FIGURE 53

- If you would like to view a videoconference to see how to use the library click on the second link, “view video on how to use the online library” and when you are ready search in the online library.

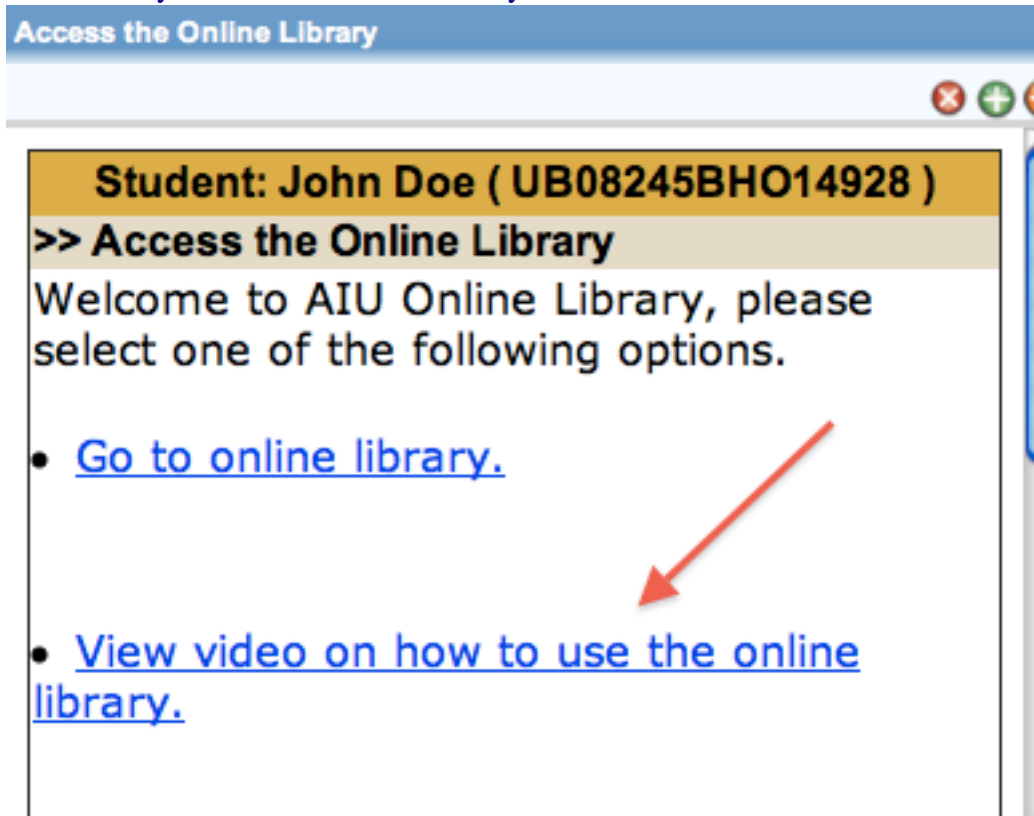


FIGURE 54


- **To access the online library directly, student resources, videoconferences, optional assignments, courses:**
- Log in your student section.
- Click on “AIU Online Library”.

AIU Virtual Campus: Student Section Home Logout

Career Library Press Room Accreditation Alumni Programs Distance Learning Admissions Online Courses About AIU

Welcome To John Doe / UB08245BHO14928

What do you need to do today?



Upload Photo

- Your current session info: 1 hours(s), 46 min
- Your last session info: 3/15/2011 -> 0 minutes.
- Total time spent in this program: 2 day(s), 3 hours(s), 3 min
- Days have passed since submitting the last assignment: 0 days

Submit an assignment	Add Courses into Curricula	Send a comment to advisor
Make an Online Payment	Edit your Personal Info	Edit Credit Card information
Access the Online Library	Optional Courses,Topics	AIU Online Library

Click here for [Classic View]

- Personal Information
- Document Management
- Academic Information
- Communications/Assignments
- Payment Plan
- Optional Courses,Topics
- AIU Groups

ACADEMIC PROGRESS - Planned Graduation: **1/19/2011** **Academic Status**

Started 1/19/2009 10:38:55 AM **DELAYED**

My Progress (99 credits) **82.5%**

NEW COMMENTS

Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:30:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM

FIGURE 55

- Click on Library

FIGURE 56

G. Additional Student Resources

- To see the student resources click on “student resources/recursos en linea”.

FIGURE 57

- Select the language in which you want the information.



[English](#) | [Español](#) | [Français](#)



FIGURE 58

- You will find different resources which include: the **online library**; documents that you can use as **assignments**; **videoconferences** for the different phases and assignments; **documents** which include the explanation of all of the assignments, the student handbook, important AIU recommendations, instructions to access the online student resources and library, a manual of procedure to use the electronic student section, procedures to submit academic assignments to AIU, an example of assignments' cover page, important supporting documents, and important links; **courses** which are AIU created courses as well as free online courses that you can use to further their growth.



FIGURE 59

H. Optional Courses

To search for optional courses:


- Log in your student section.
- Click on “Optional courses, topics”.

AIU Virtual Campus: Student Section Home Logout

Career Library Press Room Accreditation Alumni Programs Distance Learning Admissions Online Courses About AIU

Welcome To John Doe / UB08245BHO14928

What do you need to do today?



Upload Photo

- Your current session info: 1 hours(s), 46 min
- Your last session info: 3/15/2011 -> 0 minutes.
- Total time spent in this program: 2 day(s), 3 hours(s), 3 min
- Days have passed since submitting the last assignment: 0 days

Submit an assignment

Add Courses into Curricula

Send a comment to advisor

Make an Online Payment

Edit your Personal Info

Edit Credit Card information

Access the Online Library

Optional Courses, Topics

AIU Online Library

Click here for [Classic View]

Personal Information +

Document Management +

Academic Information +

Communications/Assignments +

Payment Plan +

Optional Courses, Topics +

AIU Groups +

ACADEMIC PROGRESS - Planned Graduation: **1/19/2011** **Academic Status**

Started 1/19/2009 10:38:55 AM **DELAYED**

My Progress (99 credits) **82.5%**

NEW COMMENTS

Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:30:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM

FIGURE 60

- Optional Courses, Topics: There are optional courses that you can include in your Academic Curriculum or Course List. You will find a list of topics that might be of interest to you, the topics are all separated by the different schools.
- Additional courses are available by clicking on the following website: <http://courses.aiu.edu/>



FIGURE 61

There are different links on the left side of the screen:

AIU Virtual Campus: Student Section Home Logout

Career Library Press Room Accreditation Alumni Programs Distance Learning Admissions Online Courses About AIU

Welcome To John Doe / UB08245BHO14928

What do you need to do today?

Upload Photo

- Your current session info: 1 hours(s), 46 min
- Your last session info: 3/15/2011 -> 0 minutes.
- Total time spent in this program: 2 day(s), 3 hours(s), 3 min
- Days have passed since submitting the last assignment: 0 days

Submit an assignment

Add Courses into Curricula

Send a comment to advisor

Make an Online Payment

Edit your Personal Info

Edit Credit Card information

Access the Online Library

Optional Courses, Topics

AIU Online Library

Personal Information Click here for [Classic View]

Document Management

Academic Information

Communications/Assignments

Payment Plan

Optional Courses, Topics

AIU Groups

ACADEMIC PROGRESS - Planned Graduation: **1/19/2011** **Academic Status**

Started 1/19/2009 10:38:55 AM **DELAYED**

My Progress (99 credits) **82.5%**

NEW COMMENTS :

Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:30:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM

FIGURE 62

I. Additional Guides

I.1. Personal Information

- Personal Information: lists your information such as name, phone number, email, address, program name, degree seeking, major, etc.

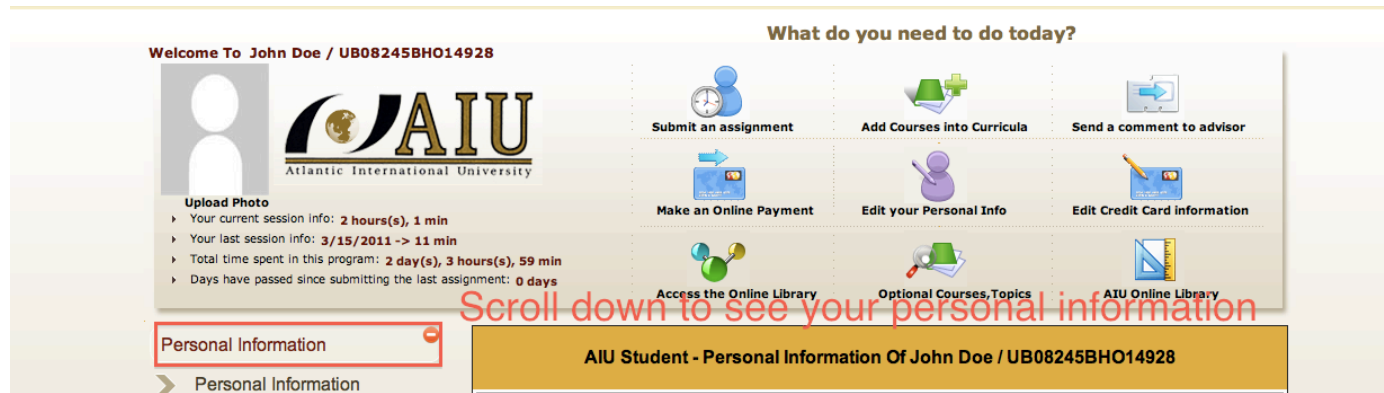


FIGURE 63

I.2. Calendar

Calendar: Through the personal platform, AIU allows you to have a calendar with the purpose of simply being another tool for students to organize activities related to the program and/or personal activities.

- You can see it shows a monthly calendar. If you click on one day you can add an event by clicking on the link “add event”, then type the subject and description and submit to create the event.

Welcome To John Doe / UB08245BHO14928

What do you need to do today?



AIU
Atlantic International University

Upload Photo

- Your current session info: 2 hours(s), 3 min
- Your last session info: 3/15/2011 -> 13 min
- Total time spent in this program: 2 day(s), 4 hours(s), 7 min
- Days have passed since submitting the last assignment: 0 days

 Submit an assignment	 Add Courses into Curricula	 Send a comment to advisor
 Make an Online Payment	 Edit your Personal Info	 Edit Credit Card information
 Access the Online Library	 Optional Courses, Topics	 AIU Online Library

- Personal Information
- > Personal Information
- > **Calendar**
- > Transcript
- > AIU Online Library
- > Request ID Card

Calendar (John Doe / UB08245BHO14928)

March - 2011						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26

To add an event click on the date

Back To Diary
5-March-2011

Subject	Option
No Event	

→ [Add Event](#)

Click on Add Event

< March 2011 >						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FIGURE 64

- Type the subject and the description
- Click on submit

5-March-2011

Subject :

Description

Submit Reset

[Back To Diary](#)

5-March-2011
Type in the subject

Type a description

< March 2011 >						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
< April 2011 >						

FIGURE 65

- You will see the new event in your calendar.

Personal Information +

Document Management +

Academic Information -

> Curriculum Proposal

> Calendar Of Assignment

Calendar (John Doe / UB08245BHO14928)

March - 2011						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5 Assignments
6	7	8	9	10	11	12

FIGURE 66

- If you click on the event that you just created, assignments, you will see a description of the event.

AIU Student Electronic Section	
Subject :	Assignments
Description:	Assignment

FIGURE 67

I.3. Transcript

- Transcript: This will allow you to access the evaluations obtained during your training program at any time. It is important to mention that you will not have access to modify this transcript, if you perceive that some data is erroneous, you will have to contact your advisor and let him/her know of the error.
- The link shows your transcript.

AIU Virtual Campus: Student Section Home Logout

Career Library Press Room Accreditation Alumni Programs Distance Learning Admissions Online Courses About AIU

Welcome To **John Doe / UB08245BH014928**



AIU
Atlantic International University

Upload Photo

- ▶ Your current session info: **2 hours(s), 51 min**
- ▶ Your last session info: **3/15/2011 -> 0 minutes.**
- ▶ Total time spent in this program: **2 day(s), 7 hours(s), 19 min**
- ▶ Days have passed since submitting the last assignment: **0 days**

What do you need to do today?

 Submit an assignment	 Add Courses into Curricula	 Send a comment to advisor
 Make an Online Payment	 Edit your Personal Info	 Edit Credit Card information
 Access the Online Library	 Optional Courses, Topics	 AIU Online Library

Personal Information -

- ▶ Personal Information
- ▶ Calendar
- ▶ **Transcript**
- ▶ AIU Online Library
- ▶ Request ID Card

Click here for [Classic View]

ACADEMIC PROGRESS - Planned Graduation: **1/19/2011** **Academic Status**

Started **1/19/2009 10:38:55 AM**

My Progress (99 credits) **82.5%**

NEW COMMENTS

Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:30:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM

FIGURE 68

- AIU Online Library: takes you to the library resources page. Click on “Library” once you reach that page.

AIU Virtual Campus: Student Section Home Logout

Career Library Press Room Accreditation Alumni Programs Distance Learning Admissions Online Courses About AIU

Welcome To John Doe / UB08245BH014928



Atlantic International University

Upload Photo

- Your current session info: 2 hours(s), 51 min
- Your last session info: 3/15/2011 -> 0 minutes.
- Total time spent in this program: 2 day(s), 7 hours(s), 19 min
- Days have passed since submitting the last assignment: 0 days

What do you need to do today?

 Submit an assignment	 Add Courses into Curricula	 Send a comment to advisor
 Make an Online Payment	 Edit your Personal Info	 Edit Credit Card information
 Access the Online Library	 Optional Courses, Topics	 AIU Online Library

Personal Information Click here for [Classic View]

- > Personal Information
- > Calendar
- > Transcript
- > AIU Online Library
- > Request ID Card

ACADEMIC PROGRESS - Planned Graduation: **1/19/2011** **Academic Status**

Started 1/19/2009 10:38:55 AM **DELAYED**

My Progress (99 credits) **82.5%**

NEW COMMENTS

Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:30:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM

FIGURE 70



FIGURE 71

I.4. ID Card

Request ID Card: When entering this link and shading your AIU ID#, name, degree with your mouse, your data will automatically appear and then you can see the print preview. In the print preview, you will be able to print your ID. You will only need to place your photography. You will only be able to this process once.

- It will show your AIU identification card.

AIU Virtual Campus: Student Section Home Logout

Career Library Press Room Accreditation Alumni Programs Distance Learning Admissions Online Courses About AIU

Welcome To **John Doe / UB08245BHO14928**

What do you need to do today?

Upload Photo

- Your current session info: **2 hours(s), 51 min**
- Your last session info: **3/15/2011 -> 0 minutes.**
- Total time spent in this program: **2 day(s), 7 hours(s), 19 min**
- Days have passed since submitting the last assignment: **0 days**

Submit an assignment	Add Courses into Curricula	Send a comment to advisor
Make an Online Payment	Edit your Personal Info	Edit Credit Card information
Access the Online Library	Optional Courses, Topics	AIU Online Library

Personal Information Click here for [Classic View]

- Personal Information
- Calendar
- Transcript
- AIU Online Library
- Request ID Card**

ACADEMIC PROGRESS - Planned Graduation: **1/19/2011** **Academic Status**

Started **1/19/2009 10:38:55 AM** **DELAYED**

My Progress (99 credits) **82.5%**

NEW COMMENTS

Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:30:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM

FIGURE 72

- Click Print Preview to print your ID card

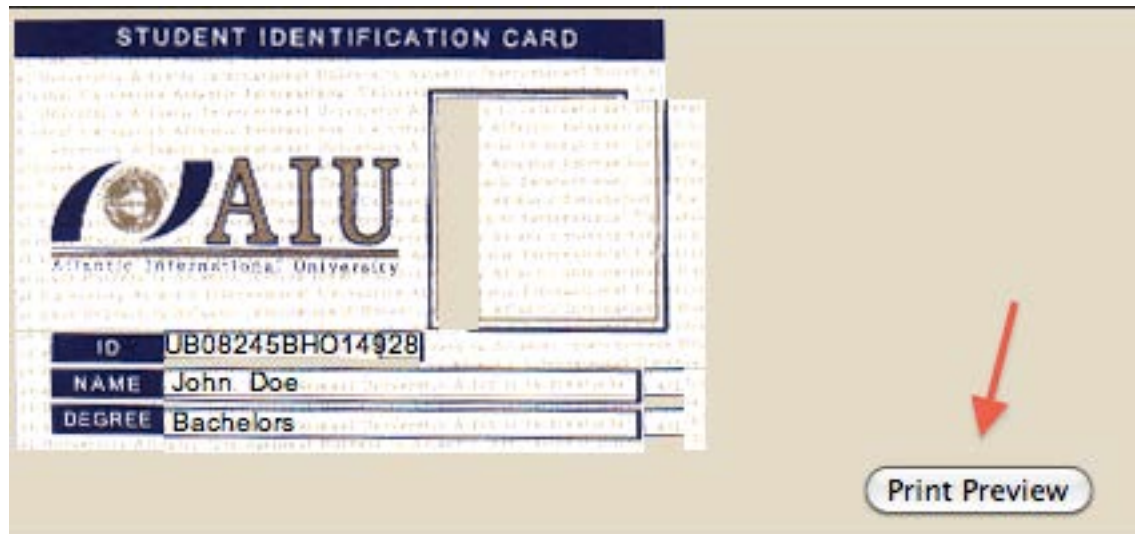


FIGURE 73

J. Important Documents

J.1. Document Management


Document Management:

- All the documents that explain the courses are located in this area separated by their respective phases. Click on Document Management

AIU Virtual Campus: Student Section Home Logout

Career Library Press Room Accreditation Alumni Programs Distance Learning Admissions Online Courses About AIU

Welcome To John Doe / UB08245BH014928



Upload Photo

- Your current session info: 2 hours(s), 56 min
- Your last session info: 3/15/2011 -> 5 min
- Total time spent in this program: 2 day(s), 7 hours(s), 44 min
- Days have passed since submitting the last assignment: 0 days

What do you need to do today?

Submit an assignment	Add Courses into Curricula	Send a comment to advisor
Make an Online Payment	Edit your Personal Info	Edit Credit Card information
Access the Online Library	Optional Courses,Topics	AIU Online Library

Personal Information Click here for [Classic View]

Document Management ACADEMIC PROGRESS - Started 1/19/2009 10:38:55 AM Planned Graduation: 1/19/2011 Academic Status DELAYED

Academic Information

Communications/Assignments

Payment Plan

Optional Courses,Topics

AIU Groups


NEW COMMENTS

Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:30:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM

FIGURE 74

- Click on Phase I Documents to see your Phase I documents
- Your advisor who confirms your academic progress opens all of these phases. Click the corresponding link and you will see all the explanations along with examples to develop the assignment for the chosen phase in your language. You will find a file called Explanation and Instructions that will help you to understanding the development of these assignments. The files found in this electronic links are in Acrobat Adobe Reader, you will be able download this program free of charge in the following page: <http://www.adobe.com/products/acrobat/readstep2.html>

Welcome To **John Doe / UB08245BHO14928**



Upload Photo

- Your current session info: **2 hours(s), 57 min**
- Your last session info: **3/15/2011 -> 6 min**
- Total time spent in this program: **2 day(s), 7 hours(s), 49 min**
- Days have passed since submitting the last assignment: **0 days**

What do you need to do today?

- Submit an assignment
- Add Courses into Curricula
- Send a comment to advisor
- Make an Online Payment
- Edit your Personal Info
- Edit Credit Card information
- Access the Online Library
- Optional Courses, Topics
- AIU Online Library

Click here for [Classic View]

ACADEMIC PROGRESS - Planned Graduation: **1/19/2011** **Academic Status**
 Started 1/19/2009 10:38:55 AM **DELAYED**

My Progress (99 credits) **82.5%**

NEW COMMENTS

Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:30:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM

Personal Information +

Document Management -

- Phase I Documents
- Phase II Documents

Academic Information -

- Curriculum Proposal
- Calendar Of Assignment
- Verify your assignment via TurnItIn
- Quiz Status
- Phase I Assignment

FIGURE 75

- To select a specific document, click on the link




FIGURE 76

- If you want to look for Phase II, III, and IV documents, repeat the same steps. All of your documents are located in this section.
- We remind you that each phase will be opened by your advisor and you must finish the 1st phase before continuing to the 2nd phase and so on.
- We remind you that during the second phase you must complete the assignments from the curriculum design approved by the advisor in the assignment named Curriculum Design

AIU Virtual Campus: Student Section Home Logout

Career Library Press Room Accreditation Alumni Programs Distance Learning Admissions Online Courses About AIU

Welcome To John Doe / UB08245BH014928



Upload Photo

- Your current session info: 2 hours(s), 56 min
- Your last session info: 3/15/2011 -> 5 min
- Total time spent in this program: 2 day(s), 7 hours(s), 44 min
- Days have passed since submitting the last assignment: 0 days

What do you need to do today?

Submit an assignment	Add Courses into Curricula	Send a comment to advisor
Make an Online Payment	Edit your Personal Info	Edit Credit Card information
Access the Online Library	Optional Courses,Topics	AIU Online Library

Personal Information +

Document Management +

Academic Information +

Communications/Assignments +

Payment Plan +

Optional Courses,Topics +

AIU Groups +

Click here for [Classic View]

ACADEMIC PROGRESS - Planned Graduation: **1/19/2011** **Academic Status**

Started 1/19/2009 10:38:55 AM **DELAYED**

My Progress (99 credits) **82.5%**

NEW COMMENTS

Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:30:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM

FIGURE 77

K. Curriculum Proposal

- Curriculum Proposal: lists the courses that you have already uploaded as well as the courses that have not been uploaded but are added to the course list.

Personal Information +

Document Management +

Academic Information -

Curriculum Proposal

Calendar Of Assignment

Verify your assignment via Turnitin

Quiz Status

Phase I Assignment

Phase II Assignment

Communications/Assignments +

Payment Plan +

Optional Courses,Topics +

CURRICULUM PROPOSAL(John Doe / UB08245BHO14928)

Select Phase: --All Courses--

Course Code	Course Title	Action
AUC 202	Organization Theory "B" (Portfolio)	View
AUC 205	Experiential Learning "B" (Autobiography)	View
AUC 208	Fundament of Knowledge B (Integration Chart)	View
APHI 200	Fundamental Principles I "B" (Philosophy of Education)	View
AUC 201	Communication and Investigation "B" (Comprehensive resume)	View
AUC 204	Academic Evaluation "B" (Questionnaire)	View
AUC 206	Professional Evaluation "B" (Self Evaluation Matrix)	View
AUC 209	Development of Graduate Study B (Guarantee of an Academic Degree)	View
	Economics	View Edit Delete
	International Political Economy	View Edit Delete
	Politics	View Edit Delete
	Economy in South America	View Edit Delete
AREF 222	Development of College Education II "B" (Bibliography)	View
ARED 202	Seminar Administrative Development I "B" What the βLCCP Dθ □Σ (k)now!?	View
ARED 206	Seminar International Development II "B" "How to Change the World: Social Entrepreneurs and the Power of New Ideas" (Essay)	View
ARED 202	Seminar Cultural Development I "B" The Hidden Connections (Essay)	View
ARED 205	Seminar International Development I "B" "In defense of Globalization (Essay)	View
ACUR 200	Bachelors Curriculum Design	View
	Seminar International Development II or IV - Essay: Philosophy in crisis: The need for reconstruction: "Crisis and Reconstruction of the Philosophy"	View Edit Delete
	AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits	View Edit Delete

[Add New Course](#)

FIGURE 78

K.1. To add a new course

- To add a new course click on “add a new course”

CURRICULUM PROPOSAL(John Doe / UB08245BHO14928)

Select Phase:

Course Code	Course Title	Action
AUC 202	Organization Theory "B" (Portfolio)	View
AUC 205	Experiential Learning "B" (Autobiography)	View
AUC 208	Fundament of Knowledge B (Integration Chart)	View
APHI 200	Fundamental Principles I "B" (Philosophy of Education)	View
AUC 201	Communication and Investigation "B" (Comprehensive resume)	View
AUC 204	Academic Evaluation "B" (Questionnaire)	View
AUC 206	Professional Evaluation "B" (Self Evaluation Matrix)	View
AUC 209	Development of Graduate Study B (Guarantee of an Academic Degree)	View
	Economics	View Edit Delete
	International Political Economy	View Edit Delete
	Politics	View Edit Delete
	Economy in South America	View Edit Delete
AREF 222	Development of College Education II "B" (Bibliography)	View
ARED 202	Seminar Administrative Development I "B" What the βLCCP Dθ □Σ (k)now!?	View
ARED 206	Seminar International Development II "B" "How to Change the World: Social Entrepreneurs and the Power of New Ideas" (Essay)	View
ARED 202	Seminar Cultural Development I "B" The Hidden Connections (Essay)	View
ARED 205	Seminar International Development I "B" "In defense of Globalization (Essay)	View
ACUR 200	Bachelors Curriculum Design	View
	Seminar International Development II or IV - Essay: Philosophy in crisis: The need for reconstruction: "Crisis and Reconstruction of the Philosophy"	View Edit Delete
	AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits	View Edit Delete

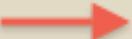
[Add New Course](#)


FIGURE 79


- If you want to add a course, fill out the form that will open up, you will need to add the **course title, course objective, course description, activities to carry out the plan, source of data, bibliography, the phase that corresponds with the assignment,** and click update.

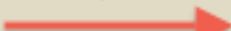
Edit Curriculum

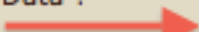
Begin by filling out the course form. Once you have completed the form select the phase that you will be adding this course to.


Course Title : 

Course Objective : 


Course Description : 

Activities to carry out the plan : 

Source of Data : 

Bibliography : 

Select Phase :

Phase I 



Before you submit the course please make sure that all input boxes contain the correct information for your course. Then click the Update button.



FIGURE 80

K.2. Calendar of assignments

- Calendar of assignments: lists the courses that have been uploaded by the date of submission or phases.

The screenshot shows a user interface for an 'Assignment Calendar'. On the left is a navigation menu with items like 'Personal Information', 'Document Management', 'Academic Information', 'Curriculum Proposal', 'Calendar Of Assignment', 'Verify your assignment via Turnitin', 'Quiz Status', 'Phase I Assignment', 'Phase II Assignment', and 'Communications/Assignments'. The main content area is titled 'Assignment Calendar (John Doe / UB08245BHO14928)' and includes a 'Select Phase:' dropdown menu set to '--All Courses--'. Below this is a table with the following data:

Course Title	Submission Date	Phase	Description	Status	Action
Academic Evaluation "B" (Questionnaire)	01/22/09	Phase1		Uploaded	Edit - Submit - Delete
Communication and Investigation "B" (Comprehensive resume)	01/22/09	Phase1		Uploaded	Edit - Submit - Delete
Development of Graduate Study B (Guarantee of an Academic Degree)	01/22/09	Phase1		Uploaded	Edit - Submit - Delete
Experiential Learning "B" (Autobiography)	01/22/09	Phase1		Uploaded	Edit - Submit - Delete
Fundament of Knowledge B (Integration Chart)	01/22/09	Phase1		Uploaded	Edit - Submit - Delete
Fundamental Principles I "B" (Philosophy of Education)	01/23/09	Phase1		Uploaded	Edit - Submit - Delete
Organization Theory "B" (Portfolio)	01/22/09	Phase1		Uploaded	Edit - Submit - Delete
Professional Evaluation "B" (Self Evaluation Matrix)	01/22/09	Phase1		Uploaded	Edit - Submit - Delete
AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits	04/17/09	Phase2		Uploaded	Edit - Submit - Delete

FIGURE 81

K.3. Schedule a New Course

- To schedule a new course, click on "schedule your next course"

The screenshot displays a user interface for course management. On the left is a sidebar with navigation options: Turnitin, Quiz Status, Phase I Assignment, Phase II Assignment, Communications/Assignments, Payment Plan, Optional Courses, Topics, and AIU Groups. The main area contains a table with columns for course title, date, phase, status, and actions. A red arrow points to a button labeled 'Schedule your next Course' located below the table.

Fundament of Knowledge B (Integration Chart)	01/22/09	Phase1		Uploaded	Edit - Submit - Delete
Fundamental Principles I "B" (Philosophy of Education)	01/23/09	Phase1		Uploaded	Edit - Submit - Delete
Organization Theory "B" (Portfolio)	01/22/09	Phase1		Uploaded	Edit - Submit - Delete
Professional Evaluation "B" (Self Evaluation Matrix)	01/22/09	Phase1		Uploaded	Edit - Submit - Delete
AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits	04/17/09	Phase2		Uploaded	Edit - Submit - Delete
Bachelors Curriculum Design	04/13/09	Phase2	Hello, I had started the assignment and did not know how many courses I needed to program. That is why there are so many courses.	Uploaded	Edit - Submit - Delete
Development of College Education II "B" (Bibliography)	03/05/09	Phase2		Uploaded	Edit - Submit - Delete
Economy in South America	01/10/11	Phase2		Waiting	Edit - Submit - Delete
International Political Economy	2/18/11	Phase2		Waiting	Edit - Submit - Delete
Seminar Administrative Development I "B" What the BLCCP DØ □Σ (k)now? (Essay)	03/19/09	Phase2		Uploaded	Edit - Submit - Delete
Seminar Cultural Development I "B" The Hidden Connections (Essay)	03/13/09	Phase2		Uploaded	Edit - Submit - Delete
Seminar International Development I "B" "In defense of Globalization (Essay)	04/01/09	Phase2		Uploaded	Edit - Submit - Delete
Seminar International Development II "B" "How to Change the World: Social Entrepreneurs and the Power of New Ideas" (Essay)	03/25/09	Phase2		Uploaded	Edit - Submit - Delete
Seminar International Development II or IV - Essay: Philosophy In crisis: The need for reconstruction: "Crisis and Reconstruction of the Philosophy"	05/08/09	Phase2		Uploaded	Edit - Submit - Delete

[Schedule your next Course](#)

FIGURE 82

- Choosing from the drop down menu the course, then adding a description and the submission date as well as the date. Once it has been done, click submit.

Assignment Form (John Doe / UB08245BHO14928)

Add Assignment
Please fill info in all fields.

Select Course :

Description :

Submission Date :

Select Phase :

FIGURE 82

- When it has been done, a new course has been scheduled, but an assignment has not been uploaded until one clicks “submit”.

Assignment Calendar (John Doe / UB08245BHO14928)

Select Phase:

Course Title	Submission Date	Phase	Description	Status	Action
Academic Evaluation "B" (Questionnaire)	01/22/09	Phase1		Uploaded	Edit - Submit - Delete
Communication and Investigation "B" (Comprehensive resume)	01/22/09	Phase1		Uploaded	Edit - Submit - Delete
Development of Graduate Study B (Guarantee of an Academic Degree)	01/22/09	Phase1		Uploaded	Edit - Submit - Delete
Experiential Learning "B" (Autobiography)	01/22/09	Phase1		Uploaded	Edit - Submit - Delete
Fundament of Knowledge B (Integration Chart)	01/22/09	Phase1		Uploaded	Edit - Submit - Delete
Fundamental Principles I "B" (Philosophy of Education)	01/23/09	Phase1		Uploaded	Edit - Submit - Delete
Organization Theory "B" (Portfolio)	01/22/09	Phase1		Uploaded	Edit - Submit - Delete
Professional Evaluation "B" (Self Evaluation Matrix)	01/22/09	Phase1		Uploaded	Edit - Submit - Delete
AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits	04/17/09	Phase2		Uploaded	Edit - Submit - Delete

FIGURE 83

K.4. Turn-it-in

- Verify your assignment via TurnItIn: This is a very useful tool to verify that the assignments have not been plagiarized

Personal Information +

Document Management +

Academic Information -

> Curriculum Proposal

> Calendar Of Assignment

> **Verify your assignment via TurnItIn**

> Quiz Status

> Phase I Assignment

> Phase II Assignment

Communications/Assignments +

Assignment Calendar (John Doe / UB08245BHO14928)


Select Phase: --All Courses--

Course Title	Submission Date	Phase	Description	Status	Action
Academic Evaluation "B" (Questionnaire)	01/22/09	Phase1		Uploaded	Edit - Submit - Delete
Communication and Investigation "B" (Comprehensive resume)	01/22/09	Phase1		Uploaded	Edit - Submit - Delete
Development of Graduate Study B (Guarantee of an Academic Degree)	01/22/09	Phase1		Uploaded	Edit - Submit - Delete
Experiential Learning "B" (Autobiography)	01/22/09	Phase1		Uploaded	Edit - Submit - Delete
Fundament of Knowledge B (Integration Chart)	01/22/09	Phase1		Uploaded	Edit - Submit - Delete
Fundamental Principles I "B" (Philosophy of Education)	01/23/09	Phase1		Uploaded	Edit - Submit - Delete
Organization Theory "B" (Portfolio)	01/22/09	Phase1		Uploaded	Edit - Submit - Delete
Professional Evaluation "B" (Self Evaluation Matrix)	01/22/09	Phase1		Uploaded	Edit - Submit - Delete
AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits	04/17/09	Phase2		Uploaded	Edit - Submit - Delete

FIGURE 84

- Click the link, "upload your assignment and click [Submit]."

Validating assignment via TurnItIn

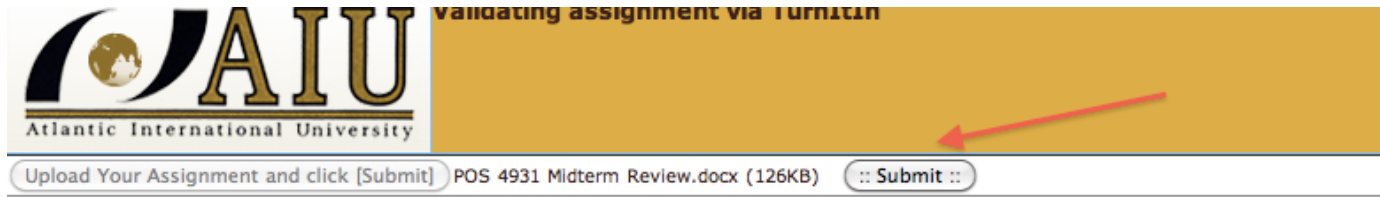


Upload Your Assignment and click [Submit]

Your document score is : [Your score will be displayed here]

FIGURE 85

- Select your assignment from our computer and click "open".
- Click on the box "submit".



Your document score is : [Your score will be displayed here]

FIGURE 86

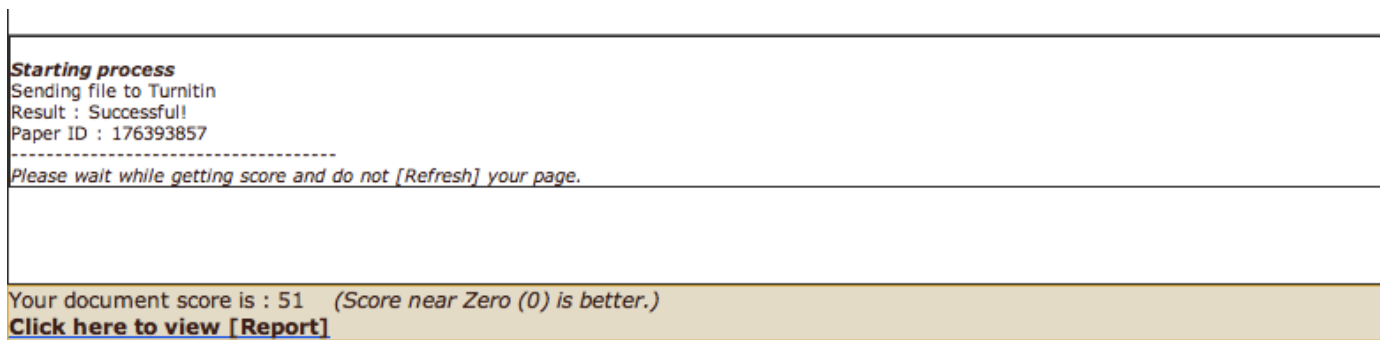


FIGURE 87

- Your score will be displayed below. A good score is a score close to zero.
- Click on View Report if you want to see a detailed list of where you used your information.

Starting process
 Sending file to Turnitin
 Result : Successful!
 Paper ID : 176393857

 Please wait while getting score and do not [Refresh] your page.

Your document score is : 51 (Score near Zero (0) is better.)
[Click here to view \[Report\]](#) ←

FIGURE 88

K.5. Quiz Status

- Quiz Status: Lists the status of the quizzes that you have pending.

Personal Information +

Document Management +

Academic Information -

➤ Curriculum Proposal

➤ Calendar Of Assignment

➤ Verify your assignment via TurnItIn

➤ Quiz Status

➤ Phase I Assignment

➤ Phase II Assignment

Communications/Assignments +

Assignment Calendar (John Doe / UB08245BHO14928)

Select Phase:

Course Title	Submission Date	Phase	Description	Status	Action
Academic Evaluation "B" (Questionnaire)	01/22/09	Phase1		Uploaded	Edit - Submit - Delete
Communication and Investigation "B" (Comprehensive resume)	01/22/09	Phase1		Uploaded	Edit - Submit - Delete
Development of Graduate Study B (Guarantee of an Academic Degree)	01/22/09	Phase1		Uploaded	Edit - Submit - Delete
Experiential Learning "B" (Autobiography)	01/22/09	Phase1		Uploaded	Edit - Submit - Delete
Fundament of Knowledge B (Integration Chart)	01/22/09	Phase1		Uploaded	Edit - Submit - Delete
Fundamental Principles I "B" (Philosophy of Education)	01/23/09	Phase1		Uploaded	Edit - Submit - Delete
Organization Theory "B" (Portfolio)	01/22/09	Phase1		Uploaded	Edit - Submit - Delete
Professional Evaluation "B" (Self Evaluation Matrix)	01/22/09	Phase1		Uploaded	Edit - Submit - Delete
AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits	04/17/09	Phase2		Uploaded	Edit - Submit - Delete

FIGURE 89

- When you click on quiz status, you will see the course title, attempts, and status of the quizzes.



Quiz Status (John Doe / UB08245BHO14928)		
Course Title	Attempts	Status

FIGURE 90

K.6. Submitted Assignments

- Phase I Assignment: All of your Phase I assignments will be shown. You can also view your other phases assignments that you have submitted.

Personal Information +

Document Management -

- Phase I Documents
- Phase II Documents

Academic Information -

- Curriculum Proposal
- Calendar Of Assignment
- Verify your assignment via TurnItIn
- Quiz Status
- Phase I Assignment**
- Phase II Assignment

phase1doc (John Doe / UB08245BHO14928)

Select Phase: Phase I

Course Title	Submission Date	Grade	Status	Action
Communication and Investigation "B" (Comprehensive resume)	2/18/2011		Submitted	View Docs Comments
Communication and Investigation "B" (Comprehensive resume)	2/18/2011		Submitted	View Docs Comments
Fundamental Principles I "B" (Philosophy of Education)	1/23/2009	A	Graded	View Docs Comments
Development of Graduate Study B (Guarantee of an Academic Degree)	1/23/2009	A	Graded	View Docs Comments
Fundament of Knowledge B (Integration Chart)	1/22/2009	A	Graded	View Docs Comments
Professional Evaluation "B" (Self Evaluation Matrix)	1/22/2009	A	Graded	View Docs Comments
Experiential Learning "B" (Autobiography)	1/22/2009	A	Graded	View Docs Comments
Academic Evaluation "B" (Questionnaire)	1/22/2009	A	Graded	View Docs Comments
Organization Theory "B" (Portfolio)	1/22/2009	A	Graded	View Docs Comments
Communication and Investigation "B" (Comprehensive resume)	1/22/2009	A	Graded	View Docs Comments


Upload Assignment/Documents

FIGURE 91
L. Additional Links
Communications/Assignments

AIU Virtual Campus: Student Section Home Logout

[Career](#)
[Library](#)
[Press Room](#)
[Accreditation](#)
[Alumni](#)
[Programs](#)
[Distance Learning](#)
[Admissions](#)
[Online Courses](#)
[About AIU](#)

Welcome To **John Doe / UB08245BH014928**





Atlantic International University


Upload Photo


- ▶ Your current session info: **2 hours(s), 56 min**
- ▶ Your last session info: **3/15/2011 -> 5 min**
- ▶ Total time spent in this program: **2 day(s), 7 hours(s), 44 min**
- ▶ Days have passed since submitting the last assignment: **0 days**


What do you need to do today?



[Submit an assignment](#)



[Add Courses into Curricula](#)



[Send a comment to advisor](#)



[Make an Online Payment](#)


[Edit your Personal Info](#)


[Edit Credit Card information](#)


[Access the Online Library](#)


[Optional Courses, Topics](#)


[AIU Online Library](#)

- Personal Information +
- Document Management +
- Academic Information +
- Communications/Assignments +
- Payment Plan +
- Optional Courses, Topics +
- AIU Groups +

Click here for [Classic View]

ACADEMIC PROGRESS - Planned Graduation: **1/19/2011**

Started **1/19/2009 10:38:55 AM** **Academic Status**

DELAYED

My Progress (99 credits) **82.5%**

NEW COMMENTS


Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:30:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM

FIGURE 92

L.1. Comments from the Academic Department

- Comments from the Academic Department: All of your communications from the academic department will be shown.

Welcome To John Doe / UB08245BHO14928



Upload Photo

- Your current session info: 3 hours(s), 26 min
- Your last session info: 3/15/2011 -> 35 min
- Total time spent in this program: 2 day(s), 10 hours(s), 14 min
- Days have passed since submitting the last assignment: 0 days

What do you need to do to

- Submit an assignment
- Add Courses into Curricula
- Send a comment to advisor
- Make an Online Payment
- Edit your Personal Info
- Edit Credit Card information
- Access the Online Library
- Optional Courses, Topics
- AIU Online Library

Personal Information +

Document Management +

Academic Information +

Communications/Assignments -

- Comments from the Academic Department
- Comments from the Advisor
- Comments from the student
- Add New Comments

Message Center : Comments From Admin [John Doe / UB08245BHO14928]

From	Subject
Student Services NEW	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating P...
Student Services NEW	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating P...
Student Services NEW	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating P...
Student Services NEW	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating P...
Student Services NEW	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating P...
Student Services NEW	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating P...
Student Services NEW	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating P...
Student Services NEW	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating P...
Student Services NEW	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating P...
Student Services NEW	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating P...
Student Services NEW	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating P...
Student Services NEW	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating P...
Student Services NEW	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating P...
Student Services NEW	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating P...
Student Services NEW	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating P...

FIGURE 93

L.2. Comments from the Advisor/Tutor

- Comments from the Advisor: All of your communications with the academic advisor will be shown.
- Comments from the Tutor: All of your communications with the academic tutor will be shown.
- To send a comment to your tutor click “send a comment to your tutor”, enter the topic and enter the text.

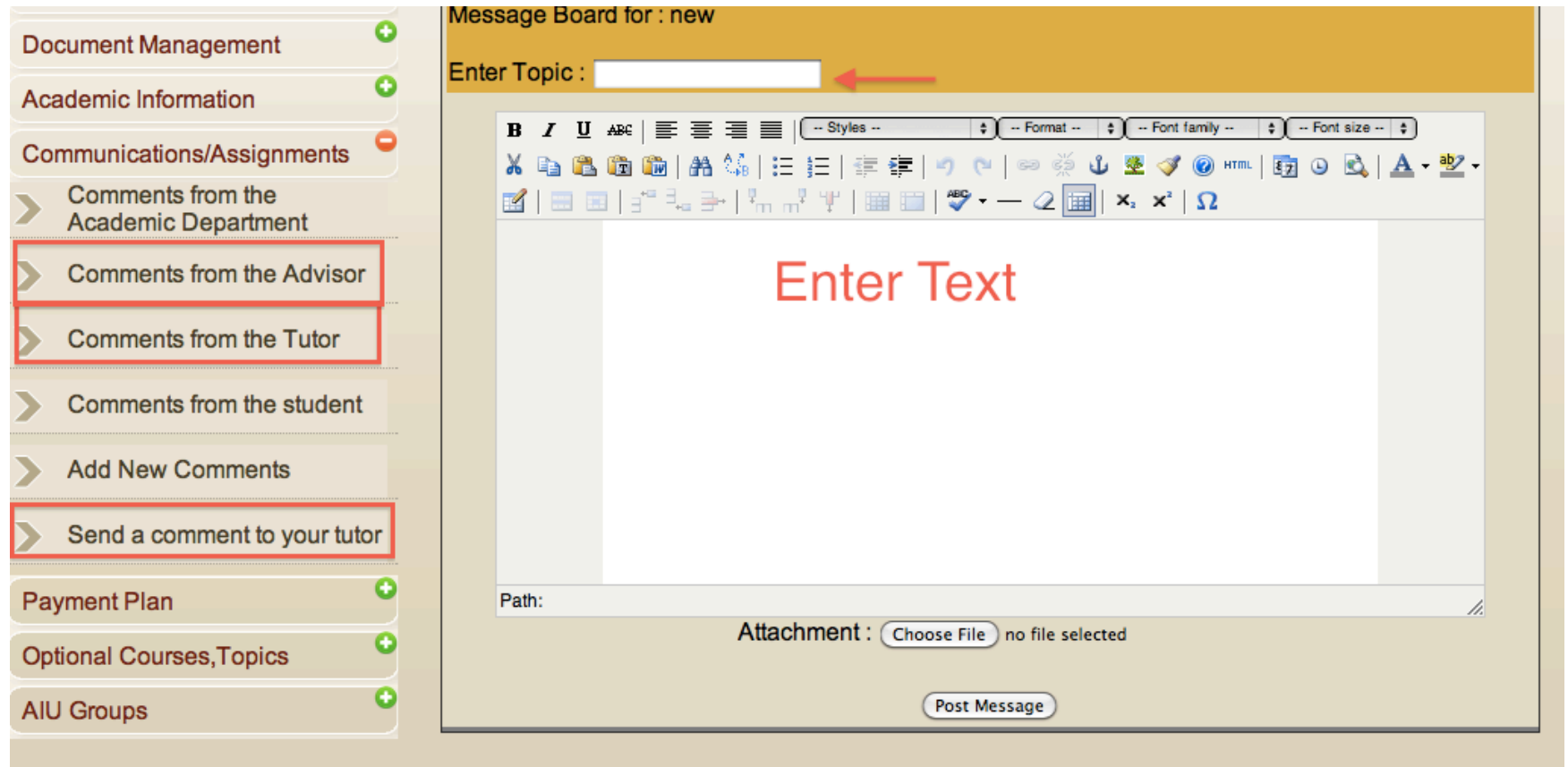


FIGURE 94

L.3. Comments from the student

- Comments from the Student: All of the communications and assignments that you have sent will be shown.

Welcome To John Doe / UB08245BHO14928

What do you need to do today?

Upload Photo

- Your current session info: 3 hours(s), 28 min
- Your last session info: 3/15/2011 -> 37 min
- Total time spent in this program: 2 day(s), 10 hours(s), 24 min
- Days have passed since submitting the last assignment: 0 days

Submit an assignment **Add Courses into Curricula** **Send a comment to advisor**

Make an Online Payment **Edit your Personal Info** **Edit Credit Card information**

Access the Online Library **Optional Courses, Topics** **AIU Online Library**

Personal Information (+)

Document Management (+)

Academic Information (+)

Communications/Assignments (-)

- Comments from the Academic Department
- Comments from the Advisor
- Comments from the student**
- Add New Comments

Message Center : Comments From Student [John Doe / UB08245BHO14928]


Comments From Student	Subject	Date & Time
AIU Hawaii NEW	Assignment Title Grade	3/15/2011 3:39:00 AM
AIU Hawaii	New Assignment For AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits	3/15/2011 2:30:00 AM
AIU Hawaii NEW	New Assignment For AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits	3/15/2011 2:29:00 AM
AIU Hawaii NEW	New Assignment For AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits	3/15/2011 2:29:00 AM

FIGURE 95

- **Add New Comments:** If you would like to send a comment to the academic department you can enter the topic and comment in the new page.

Welcome To **John Doe / UB08245BHO14928**










What do you need to do today?



AIU
Atlantic International University

Upload Photo

- > Your current session info: **3 hours(s), 29 min**
- > Your last session info: **3/15/2011 -> 38 min**
- > Total time spent in this program: **2 day(s), 10 hours(s), 29 min**
- > Days have passed since submitting the last assignment: **0 days**

 Submit an assignment	 Add Courses into Curricula	 Send a comment to advisor
 Make an Online Payment	 Edit your Personal Info	 Edit Credit Card information
 Access the Online Library	 Optional Courses, Topics	 AIU Online Library

Personal Information +

Document Management +

Academic Information +

Communications/Assignments -


- > Comments from the Academic Department
- > Comments from the Advisor
- > Comments from the student
- > Add New Comments

Student ID : UB08245BHO14928 Student Name : John Doe

Message Board for : new

Enter Topic :

B / **I** **U** **ABC** | **---** **Styles** **---** | **---** **Format** **---** | **---** **Font family** **---** | **---** **Font size** **---** |



Superscript

FIGURE 96

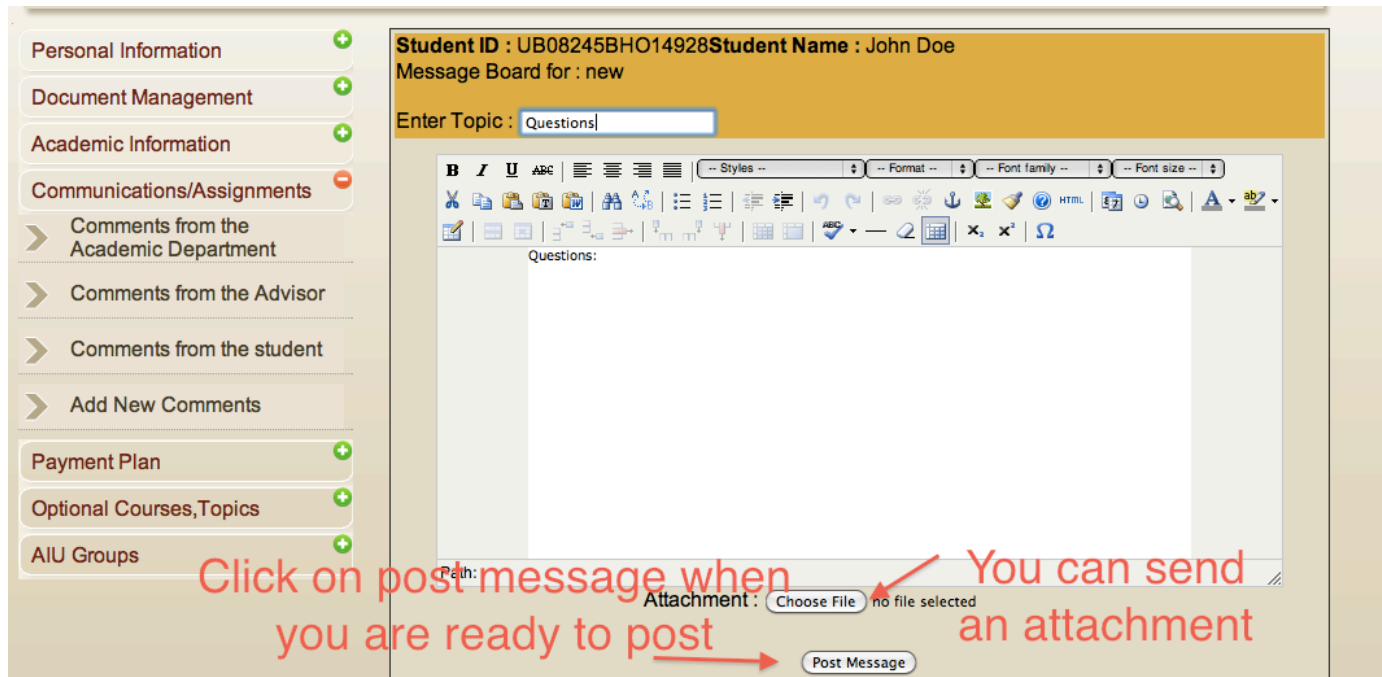



FIGURE 97

Payment Plan

AIU Virtual Campus: Student Section Home Logout

Career Library Press Room Accreditation Alumni Programs Distance Learning Admissions Online Courses About AIU

Welcome To **John Doe / UB08245BH014928**





AIU
Atlantic International University


Upload Photo


- ▶ Your current session info: **2 hours(s), 56 min**
- ▶ Your last session info: **3/15/2011 -> 5 min**
- ▶ Total time spent in this program: **2 day(s), 7 hours(s), 44 min**
- ▶ Days have passed since submitting the last assignment: **0 days**


What do you need to do today?



Submit an assignment



Add Courses into Curricula



Send a comment to advisor



Make an Online Payment


Edit your Personal Info


Edit Credit Card information


Access the Online Library


Optional Courses, Topics


AIU Online Library

Personal Information Click here for [Classic View]

Document Management

Academic Information

Communications/Assignments

Payment Plan

Optional Courses, Topics

AIU Groups

ACADEMIC PROGRESS - Planned Graduation: **1/19/2011** **Academic Status**

Started **1/19/2009 10:38:55 AM** **DELAYED**

My Progress (99 credits) **82.5%**

NEW COMMENTS

Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:30:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM

FIGURE 98

L.4. Current Payment Plan

- Current Payment Plan: Your payment history and payment plan will be shown. Your balance will also be available for you.

Payment Plan For(John Doe / UB08245BHO14928)

Payment History | **Payment Plan**

Payment History

Paid Date	Description	Paid	Action
Total amount		\$0	

Balance Remaining \$0 <

[Make Online Payment via secure form](#)

FIGURE 99

- You can make a payment by clicking on “make online payment via secure form”

Payment Plan For(John Doe / UB08245BHO14928)

Payment History | **Payment Plan**

Payment History

Paid Date	Description	Paid	Action
Total amount		\$0	

Balance Remaining \$0 <

[Make Online Payment via secure form](#)

FIGURE 100

- Fill out all of the information and click submit when you are done

Welcome To John Doe / UB08245BH014928

Upload Photo

- ▶ Your current session Info: 1 hours(s), 12 min
- ▶ Your last session Info: 3/15/2011 -> 1 min
- ▶ Total time spent in this program: 2 day(s), 1 hours(s), 55 min
- ▶ Days have passed since submitting the last assignment: 0 days

Submit an assignment **Add Courses into Curricula** **Send a comment to advisor**

Make an Online Payment **Edit your Personal Info** **Edit Credit Card information**

Access the Online Library **Optional Courses, Topics** **AIU Online Library**

Personal Information

- ▶ Personal Information
- ▶ Calendar
- ▶ Transcript
- ▶ AIU Online Library
- ▶ Request ID Card

Document Management

Academic Information

Communications/Assignments

- ▶ Comments from the Academic Department
- ▶ Comments from the Advisor

Carefully complete the credit card payment form. Once completed click the [Submit] button to process the transaction.

Credit Card Details

Card Holder Name: →

Card Number: →

Exp. Month: →

Exp. Year: →

CCV/CVM: →

Address: →

Zip: →

Online Payment Details

Type: →

Amount: →

Total: →

→

FIGURE 101

L.5. Credit card info

- Credit Card Info: You will see your credit card information, you can edit this information at any time.

FIGURE 102

FIGURE 103

- Western Union/Money Gram: You will see the Western Union/Money Gram Form to make a payment.

The screenshot shows a web form titled "Western Union/Money Gram Form / (ID UB08245BHO14928)". On the left is a navigation menu with categories like Personal Information, Document Management, Academic Information, Communications/Assignments, Payment Plan, and Optional Courses, Topics. The main form area is divided into "Student Info" and "Recipient Info".

Student Info:

- Name of Sender:
- Country of Sender:
- MTCN/ Reference Number:
- Amount Sent (in USDS): \$
- Student ID:
- Security question and answer if any:
- Date Sent:

Recipient Info:

- Name of Recipient:
- State of Receiver:
- Sent Via:
- Comments:
- File:

At the bottom, there is a "Submit" button. A note at the bottom of the form reads: "Note: Please expect to see your payment posted in 48-72 hours. If not, please send an email to studentservices@aiu.edu".

FIGURE 104

- Wire Transfer Form: You will see the Wire Transfer Form to make a payment.

The screenshot shows a web-based 'Wire Transfer Form' interface. On the left is a navigation menu with categories like 'Personal Information', 'Document Management', 'Academic Information', 'Communications/Assignments', 'Payment Plan', 'Optional Courses, Topics', and 'AIU Groups'. The 'Wire Transfer Form' option is highlighted with a red box. The main form area is titled 'Wire Transfer Form / (ID UB08245BHO14928)' and is divided into 'Student Info' and 'Recipient Info' sections. Red arrows point to the following fields: 'Name of Sender', 'Country of Sender', 'Bank's Name of the Sender', 'Amount Sent (in USD\$)', 'Date Sent', 'Account's number of the Recipient', 'City and Country of the Recipient', 'Bank's Name of the Recipient', 'Comments', 'Student ID' (containing 'UB08245BHO14928'), and the 'Submit' button. There is also an 'Upload file' button next to the 'Comments' field.


FIGURE 105

Optional Courses, Topics:

AIU Virtual Campus: Student Section Home Logout

Career Library Press Room Accreditation Alumni Programs Distance Learning Admissions Online Courses About AIU

Welcome To John Doe / UB08245BH014928





AIU
Atlantic International University


Upload Photo


- ▶ Your current session info: 2 hours(s), 56 min
- ▶ Your last session info: 3/15/2011 -> 5 min
- ▶ Total time spent in this program: 2 day(s), 7 hours(s), 44 min
- ▶ Days have passed since submitting the last assignment: 0 days


What do you need to do today?



Submit an assignment



Add Courses into Curricula



Send a comment to advisor



Make an Online Payment


Edit your Personal Info


Edit Credit Card information


Access the Online Library


Optional Courses, Topics


AIU Online Library

Personal Information Click here for [Classic View]

Document Management

Academic Information

Communications/Assignments

Payment Plan

Optional Courses, Topics

AIU Groups

ACADEMIC PROGRESS - Planned Graduation: 1/19/2011 **Academic Status**

Started 1/19/2009 10:38:55 AM **DELAYED**

My Progress (99 credits) **82.5%**

NEW COMMENTS


Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:30:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM

FIGURE 106

L.6. Optional Courses, Topics

- Optional Courses, Topics: There are optional courses that you can include in your Academic Curriculum or Course List. You will find a list of topics that might be of interest to you, the topics are all separated by the different schools.
- Click on Optional Courses, Topics

Welcome To John Doe / UB082458HO14928



Upload Photo

- Your current session info: **3 hours(s), 43 min**
- Your last session info: **3/15/2011 -> 0 minutes.**
- Total time spent in this program: **2 day(s), 11 hours(s), 39 min**
- Days have passed since submitting the last assignment: **0 days**

What do you need to do today?

- Submit an assignment
- Add Courses into Curricula
- Send a comment to advisor
- Make an Online Payment
- Edit your Personal Info
- Edit Credit Card information
- Access the Online Library
- Optional Courses, Topics
- AIU Online Library

Personal Information +

Document Management +

Academic Information +

Communications/Assignments +

Payment Plan +

Optional Courses, Topics -

Optional Courses, Topics

Submit Testimonial

AIU Groups +

Click here for [Classic View]

ACADEMIC PROGRESS - Planned Graduation: **1/19/2011** **Academic Status**
 Started 1/19/2009 10:38:55 AM **DELAYED**

My Progress (99 credits) **82.5%**

NEW COMMENTS

Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:30:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM

FIGURE 107

- A new window will open with all the courses and topics.




FIGURE 108

L.7 Submit testimonial

- **Submit Testimonial:** If you have made an important accomplishment we want to hear about it. If you would like to share your experience in a special event, published any articles, books, or commentaries, you can share your accomplishments with AIU students.


What do you need to do today?


Welcome To **John Doe / UB082458HO14928**





Upload Photo


- Your current session info: **3 hours(s), 43 min**
- Your last session info: **3/15/2011 -> 0 minutes.**
- Total time spent in this program: **2 day(s), 11 hours(s), 39 min**
- Days have passed since submitting the last assignment: **0 days**



Submit an assignment



Add Courses into Curricula



Send a comment to advisor



Make an Online Payment


Edit your Personal Info


Edit Credit Card information


Access the Online Library


Optional Courses, Topics


AIU Online Library

Click here for [Classic View]

ACADEMIC PROGRESS - Planned Graduation: **1/19/2011** **Academic Status**
 Started 1/19/2009 10:38:55 AM **DELAYED**

My Progress (99 credits) **82.5%**

NEW COMMENTS

Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:30:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM

FIGURE 109

- Click on submit testimonial. A new window will open. Fill in the spaces and click submit.

Submit Testimonial

Title News:

Testimonials: **B I U**

Write your story!

Here at AIU we want to be aware of what happens in the lives of our students. We would like to share the news and accomplishments of all our students to the worldwide AIU community. Have you participated in a special event? Published any articles, books, or commentaries? Would you like to share this news with your colleagues? Sharing your accomplishments with other AIU students will help others to know you and the progress you have made. Submit a summary of the news, accomplishment, participation, recognition, article, publication or comment. Also add Photos, Documents, or Videos that can be shared: (Optional but important)

Attachment:

FIGURE 110


L.8.AIU Groups

- AIU Groups: You will see a list of groups that your advisor has made for you. They are made to chat with other students, administrators, or your advisor.

AIU Virtual Campus: Student Section Home Logout

Career Library Press Room Accreditation Alumni Programs Distance Learning Admissions Online Courses About AIU

Welcome To John Doe / UB08245BH014928



Upload Photo

- Your current session info: 2 hours(s), 56 min
- Your last session info: 3/15/2011 -> 5 min
- Total time spent in this program: 2 day(s), 7 hours(s), 44 min
- Days have passed since submitting the last assignment: 0 days

What do you need to do today?

Submit an assignment	Add Courses into Curricula	Send a comment to advisor
Make an Online Payment	Edit your Personal Info	Edit Credit Card information
Access the Online Library	Optional Courses,Topics	AIU Online Library

Personal Information +

Document Management +

Academic Information +

Communications/Assignments +

Payment Plan +

Optional Courses,Topics +

AIU Groups +

Click here for [Classic View]

ACADEMIC PROGRESS - Started 1/19/2009 10:38:55 AM Planned Graduation: 1/19/2011 **Academic Status**

DELAYED

My Progress (99 credits) **82.5%**

NEW COMMENTS

Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:30:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM
Student Services	Your Assignment AIU Seminar International Development I: The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits has been received	3/15/2011 2:29:00 AM

FIGURE 111

**“PEOPLE CANNOT
IMPROVE THEMSELVES
UNLESS THEY EXAMINE SOME
MODEL OR EXAMPLE THAT IS
ABOVE OR BETTER THAN
THEMSELVES.”**



– TYRONE EDWARDS



6. APPENDIX

**“WISDOM, COMPASSION AND
COURAGE: THESE ARE THE THREE
QUALITIES OF MAN THAT ARE
UNIVERSALLY RECOGNIZED.”**



– CONFUCIUS



Inter-American Commission on Human Rights

Organization of American States



6.1 UNIVERSAL DECLARATION OF HUMAN RIGHTS

- Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

- Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

- Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

- Whereas it is essential to promote the development of friendly relations between nations,

- Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

- Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

- Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore,

The General Assembly Proclaims this Universal Declaration of Human Rights,

As a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

ARTICLE 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

ARTICLE 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

ARTICLE 3

Everyone has the right to life, liberty and security of person.

ARTICLE 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

ARTICLE 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

ARTICLE 6

Everyone has the right to recognition everywhere as a person before the law.

ARTICLE 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

ARTICLE 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

ARTICLE 9

No one shall be subjected to arbitrary arrest, detention or exile.

ARTICLE 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

ARTICLE 11

1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defense.

2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

ARTICLE 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honor and reputation. Everyone has the right to the protection of the law against such interference or attacks.

ARTICLE 13

1. Everyone has the right to freedom of movement and residence within the borders of each State.

2. Everyone has the right to leave any country, including his own, and to return to his country.

ARTICLE 14

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.

2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

ARTICLE 15

1. Everyone has the right to a nationality.

2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

ARTICLE 16

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

2. Marriage shall be entered into only with the free and full consent of the intending spouses.

3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

ARTICLE 17

1. Everyone has the right to own property alone as well as in association with others.

2. No one shall be arbitrarily deprived of his property.

ARTICLE 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

ARTICLE 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

ARTICLE 20

1. Everyone has the right to freedom of peaceful assembly and association.

2. No one may be compelled to belong to an association.

ARTICLE 21

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

2. Everyone has the right to equal access to public service in his country.

3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

ARTICLE 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

ARTICLE 23

1. Everyone has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment.

2. Everyone, without any discrimination, has the right to equal pay for equal work.

3. Everyone who works has the right to just and favorable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

4. Everyone has the right to form and to join trade unions for the protection of his interests.

ARTICLE 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

ARTICLE 25

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

ARTICLE 26

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

3. Parents have a prior right to choose the kind of education that shall be given to their children.

ARTICLE 27

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

ARTICLE 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

ARTICLE 29

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.

2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

ARTICLE 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

Approved by the General Assembly of the United Nations on December 10, 1948.

**“NOBODY WILL GO TODAY OR
TOMORROW TOWARDS GOD
THROUGH THIS SAME PATH I AM
GOING; FOR EVERYBODY THERE IS
A RAY OF SUNLIGHT AWAITING
AND A VIRGIN PATH BY GOD.”**



- LEÓN FELIPE



7. BIBLIOGRAPHY

- AAMODT, Sandra. Wang, Sam. *Welcome to Your Brain*. Bloomsbury USA. New York, 2008.
- ACUFF, Jerry. WOOD, Wally. *Stop Acting Like a Seller and Start Thinking Like a Buyer: Improve Sales Effectiveness by Helping Customers Buy*. John Wiley and Sons, Inc. New Jersey, 2007
- ALBERT, Marilyn-Massachusetts General Hospital, MAGISTRETT. Pierre J.. *Fountain of Youth? It's all in the brain*. Lausanne University, 1999.
- AMPLE, M. W. Subkviak, M.J. y H. S. Lufler. *Educational Evaluation Analysis and Responsibility*. Berkeley, Mc Cutchan, 1974.
- ANDERSON, David; BROWN, Sally y Race, PHIL. *500 tips for Further and Continuing Education Lecturers*. Stylus Publishing, LLC. Marzo 1998.
- ANDERSON, Geoff. BOUD, David y Sampson, JANE. *Learning Contracts*. Stylus Publishing, LLC. Octubre 1996.
- ANDRES, John. *Alternative Models for Urban School. District Organization Office of Education D.- of Health Education and Wefare*.
- ARNATZ, William; CHASSE, Betsy & VICENTE, Mark. "What tHe BL€€P Dθ wΣ (k)πow!?" , Health Communications, INC, US 2003.
- AUSUBEL, D.P. *Educational Psychology: a Cognitive View*. Nueva York: Holt, 1968.
- AUSUBEL, D.P. *Some psychological aspects of the structure of knowledge*. En S. Elam (Ed.) ; Education and the Structure of Knowledge. Chicago: Rand McNally, 1964.
- BAANATHY, B.H. *Instructional Systems*. Palo Alto, Cal.: Fearon, 1968.
- BAER, Linda. DUIN, Ann. Starke-Meyerring, Doreen. *Partnering in the Learning Marketplace*. Jossey-Bass. A Wiley Company. Abril 2001.
- BARAS VALL, Victoria. *Antiaging Natural: Un Programa para Regenerar el Cuerpo y Revitalizar la Mente*. RBA Libros S.A. Barcelona, 2008.
- BARONE, Carole. HAGNER, Paul. *Technology-Enhanced Teaching and Learning*. Jossey-Bass. A Wiley Company. Agosto 2001.
- BILL Gates., *Los negocios en la era digital*. New York, Inc., 1999.
- BLOM, B. S. *Taxonomy of educational objectives: The Classification of Educational Goals. Handbook 1. Cognitive Domain*. Nueva York: McKay, 1956.
- BRADEN, Gregg. *The Divine Matrix*. Hay House, Inc. United States, 2007
- BRADEN, Gregg. *Fractal Time*. Hay House, Inc. United States, 2009
- BRADEN Gregg, *The God Code*. Hay house Inc. California.2004
- BRADEN, Gregg. *The Spontaneous Healing of Belief: Shattering the Paradigm of False Limits*. Hay House, Inc. United States, 2008.
- BRIGHT David y RICHARDS Mary P. *The Academic Deanship*. Jossey-Bass. A Wiley Company. Agosto 2001.
- BROOKS, Rodney. *How Will we living in 2020*. MIT, USA 1999.
- BROW Stephen. *Open and Distance Learning*. Stylus Publishing, LLC. Abril 1999.
- BROW, Sally. RACE, Phill y BULL, Joanna. *Computer Assisted Assessment of Students*. Stylus Publishing, LLC. Noviembre 1999.
- CALLE, Carlos. *Superstrings and Other Things: A Guide to Physics*. CRC Press Taylor & Francis Group, Boca Raton, 2010.
- CALVA, Jose Luis. *Educacion, Ciencia, Tecnologia y Competitividad*. Miguel Angel Purrua. Mexico, 2007.
- CANTOR, Jeffrey A. *Higher Education Outside of the Academy*. Jossey-Bass. A Wiley Company. Octubre 2000.
- CAPRA, Fritjof. *The Hidden Connection, Anagrama, 2003*.

- CAPRA, Fritjof. JUARRERO, Alicia. SOTOLONGO, Pedro. VAN UDEN, Jacco. *Reforming Complexity: Perspectives from the North and South*. ISCE Publishing. Mansfield, Massachusetts, USA, 2007.
- CARNAP, R. *Introduction to Symbolic Logic and its Applications*. Nueva York Dover, 1958.
- CASTES, M. *Psiconeuroinmunología: Ciencia al servicio del ser humano. Ponencias del III*. Curso Nacional de Psiconeuroinmunología. (2002).
- CHU, Paul C.W. *Education for Innovation*. Hong Kong University & Tatchai sumitra, Chulalongkorn University of Singapore & Chove Chungwon, Kyung Hee University, Republic of Korea, 2005.
- COGAN, John y DERRICOTT, Ray. *Citizenship for the 21st Century*. Febrero 2000.
- COLLIS, Betty y MOONEN, Jef. *Flexible learning in a Digital World*. Stylus Publishing, LLC. Mayo 2001.
- *Constructing Knowledge Societies: New Challenges for Tertiary*. Education, A. World Bank Report, 2003.
- COOLEY, William W. Y Paul R. LOHNES. *Evaluation Research in Education*. Irvington Publishers, Inc. Nueva York, 1976.
- COOPER, Robert K. COOPER, Leslie L. *Encienda la Chispa: Un Plan que Potenciara su Metabolismo para Quemar Grasa la 24 Horas del Dia*. Rodale Inc. United States, 2006.
- CSIRSZENTMINAHALYI, Mihaly. *FLOW: Enjoying life*. University of Chicago. 1999.
- D'HAINAUT, L.: *L'enseignement des concepts scientifiques et techniques a l'aide de cours programmes*. Bélgica, universidad Libre de Bruselas, 1971.
- DAMASIO, Antonio. *Self Comes to Mind: Constructing the Conscious Brain*. Pantheon Books. New York, 2010.
- DEVLIN, Maureen. MEYERSON, Joel. *Forum Futures*. Jossey-Bass. A Wiley Company. Marzo 2001.
- DEZURE, Deborah. *Learning from Change*. Stylus Publishing, LLC. Junio 2000
- DICK, W. & CAREY, L. *The Systematic Design of Instruction*. Scott, 1978.
- DUNNE, Elisabeth. *The learning Society*. Stylus Publishing, LLC. Mayo 1999.
- EISENSTADT y Tom, VICENT. *The Knowledge Web*. Stylus Publishing, LLC. Abril 2000.
- FALLOWS, Stephen y AHMET, Kemal. *Inspiring Students*. Stylus Publishing, LLC. Noviembre 1999.
- FERGUSON Marilyn. *"La Conspiración de Acuario"*. Ed. Kairos- 1980. Pág. 58
- FERNANDEZ SANCHEZ, Néstor: Andragogía. Su Ubicación en la Educación Continua. UNAM, Dirección de Educación Continua, México 2001
- FIELD, John. *Lifelong Learning and the New Educational Order*. Stylus Publishing, LLC. Noviembre 2000.
- FLEISHMAN, E. A. *Toward a taxonomy of human performance*. American Psychologist, 1127-1149, Dic., 1975.
- FORSYTH, Ian. JOLLIFFE, Alan y STEVENS, David. *Planning a Course, Preparing a Course, Evaluating a Course y Delivering a Course*. Stylus Publishing, LLC. Marzo 1999.
- FREEMAN, Howard. ROUTEN, Tom. PATEL, Daxa, RYAN Steve y SCOTT, Bernard. *The Virtual University*. Stylus Publishing, LLC. Agosto 2000.
- FRENCH, Deanie. HALE, Charles. JOHNSON, Charles y FARR Gerald. *Internet Based Learning*. Stylus Publishing, LLC. Mayo 1999.
- FULLAN, Michael. *Leading in a Culture of Change*. Jossey-Bass. A Wiley Company. Junio 2001.
- GAGNE, R. M. *The conditions of Learning (segunda edicion*. Nueva York: Holt, Rinehart and Winston, 1970.

- GAGNE, R.M. *Curriculum research and the promotion of learning*. En R. Tyler, R. Gagné y M. Scriven (Eds): perspectives of Curriculum Evaluation. Chicago: Rand MacNally, 1967.
- GANEM, Guillermo. *Yo S.A. de C.V: Conviertete en el Director General de tu Propia Vida*. Grijalbo. Mexico, 2007.
- GARRETT, Michael, JONSON, Peter Ernest & YOUNG. *Biotechnology: the Next Revolution*. Paul Saffo Institute for the Future, USA. AUSTRALIA, 2004.
- GARDNER, Howard. *Changing Minds: The Art and Science of Changing Our Own and Other People's Minds*. Harvard Business School Press. United States, 2006.
- GARVEY, W. D. Y GRIFFITH, B.C. *Scientific communication as social system*. Science, 157, 1011-1016, 1967.
- GORDOA, Alvaro. *Imagen Cool*. Grijalbo. Mexico, 2008.
- GOSWAMI, Amit. *El Medico Cuantico: Guia de la Fisica Cuantica Para la Salud y la Sanacion*. Ediciones Obelisco. Spain, 2008.
- GROF, Stanislav, "*La Mente Holotròpica*", Kairos España, 2002 Pág.11
- GRONLUND, N. E. *Measurement and Evaluation in teaching*. Nueva York: MacMillan, 1965.
- GUBA, Egon G. *Toward a Methodology of naturalistic inquiry in educational evaluation*. Center for the Study of Evaluation. University of California. Los Angeles, 1978.
- GUTTERNTAG, M. *Evaluation Studies*. Beverly Hills, Sage 1977, vol. 2.
- HALLAK, Jacques. *A qui profit Lécole*. PUF. París 1974.
- HARAY, F. *Graph Theory*. Reading, Massachusetts: Addison- Wesley, 1969.
- *Harvad Project Zero*, Haward Garder, 2002.
- HAYMAN, J.L. *Research in education*. Columbus, ohio: Charles E. Merrill Books, 1968.
- HEMMERLING, E. M. *Fundamentals of College Geometry. (2º. Ed.)* Nueva York Wiley, 1970.
- HESSELBEIN, Frances. Goldsmith, Marshall y Somerville, Iain. *Leading Beyond the Walls*. Jossey-Bass. A Wiley Company. Enero 2001.
- HOLDEN, Greg. *GoGoogle: 20 Ways To Reach More Customers and Build Revenue with Google Business Tools*. American Management Association. New York, 2008.
- IAN, McGill y Liz, BEATY. *Action Learning*. Stylus Publishing, LLC. Enero 2001
- ISHIKURA, Yoko. *The five words that will have the greatest impact on our lives*. Hitosubashi University. Japan, 2003
- J. DUCH, Barbara. GROH, Susan y Allen, DEBORAH. *The Power of Problem-Based Learning*. Stylus Publishing, LLC. Abril 2001.
- JARAMILLO LOYA, Horacio. *Terapia para Gente Cuerda: Desarrollo Humano Multidimensional*. Ediciones Koala S.A de C.V. Mexico, 2006.
- JARVIS, Peter. *Learning in Later Life*. Stylus Publishing, LLC. Marzo 2001.
- JARVIS, Peter. *The Age of Learning*. Stylus Publishing, LLC. Marzo 2001.
- JARVIS, Peter. *Twentieth Century Thinkers in Adult and Continuing Education*. Stylus Publishing, LLC. Abril. 2001.
- JOHNSON. Jr., M. *Definitions and models in curriculum theory*. Educational Theory, vol. 17, núm.2(Apr.), 127-139, 1967.

- JOLLIFFE, Alan. Ritter, Jonathan y Stevens, David. *The On-Line Learning Handbook*. Stylus Publishing, LLC. Marzo 2001.
- JOHNSON, Steven. *Where Good Ideas Come From: The Natural History of Innovation*. Riverhead Books. New York, 2010.
- KATZ, Richard. OBLIGER, Diana. *The “E” Is for Everything*. Jossey-Bass. A Wiley Company. Mayo 2000.
- KEEN, Sam. *Hymns to an Unknown God*, 1995.
- KEMPF, J. *Instructional Design*. Nueva York : Fearon, 1971.
- KING, A. R. Y Brownell, J.A. *The Curriculum and the Disciplines of Knowledge*. Nueva York: Wiley, 1966.
- KNAPPER, Chis y CROPLEY, Arthur. *Lifelong Learning in Higher Education*. Stylus Publishing, LLC. Marzo 2000
- LASCOW Lahey Lisa y KEGAN Robert. *How the Way We Talk Can Change the Way We Work*. Jossey-Bass. A Wiley Company. Diciembre 2000.
- LASZLO, Ervin. *The Akashic Experience: Science and the Cosmic Memory Field*. Inner Traditions. Rochester, Vermont, 2009.
- LASZLO, Ervin, *“La Ciencia y el Campo Akashico,”* . Nowtilus, España 2004.
- LASZLO, Ervin. *Quantum Shift in the Global Brain: How the New Scientific Reality Can Change Us and Our World* Inner Traditions. Rochester, Vermont, 2008.
- LASZLO, Ervin. *Science and the Akashic Field: An Integral Theory of Everything*. Inner Traditions. Rochester, Vermont, 2007.
- LE Xuan, M. Y CHASSAIN J.C. *Analyse de contenu – analyse comportametale*. Laos: Vientiane, 1975.
- LEDOUX, Joseph. *The Emotional Brain*. Orion Books, NY 2004.
- LENCIONI, Patrick. *"The FIVE Sysfuntions of a TEAM"*, Published by Jossey-Bass, USA 2002.
- LING, Peter y JOOSTEN, Vera.. *Delivering Digitally*. Stylus Publishing, LLC. Enero 2001.
- LOCKWOOD, Fred. *The Design and Production of Self-Instructional Materials*. Stylus Publishing, LLC. Diciembre 1998.
- LOCKWOOD, Fred. y Gooley, Anne. *Innovation in Open and Distance Learning*. Stylus Publishing, LLC. _Febrero 2001.
- LUTZ, F. W. Y L. Tanaccone. *Public participation in local School districts*. Lexington, Mass. D.C. Heath, 1978.
- MACIP, Salvador. *Immortales y Perfectos: Como la Medicina Cambiara Radicalmente Nuestras Vidas*. Imago Mundi. Barcelona, 2008.
- MAGER, R.F. *Preparing Instructional Objectives*. Nueva York: Fearon, 1962.
- MATURANA, Humberto y DAVILA Ximena. *“Biología del Tao o el Camino del Amar”*, (Conversaciones) (2002)
- MAXKENZIE, Alec. *"The Time Trap"*. MJF Books, USA 1997.
- McTAGGART, Lynne. *El Experimento de la Intencion: Como Cambiar Tu Vida y Cambiar el Mundo con el Poder del Pensamiento*. Editorial Sirio. Spain, 2007
- MEADOWS, A. J. *Communication in Science*. Londres: Butterworth, 1974.
- MEYER, Chris., YOUNG , Ernest S. *The new face of technology*. Paul Horn, IBM; 2001.
- MOORE, Thomas. *Un Trabajo con Alma*. Mundo Urano. Spain, 2008.
- MORGAN, Chris y O'REILLY, Meg. *Assessing Open And Distance Learners*. Stylus Publishing, LLC. Diciembre 1999.
- MORGANOV, I.B. *L'utilisation des graphes dans l'elaboration de programmes*. Enseignement programme, No. 1, 1966.

- MORIN, Edgar. *Hacia el Abismo?: Globalizacion en el Siglo XXI*. Paidos. Madrid, Spain, 2010
- MORIN, Edgar. "LE MÉTHODE 5. L'HUMANITÉ DE L'HUMANITE. L'IDENTITÉ HUMAINE", Editions du Seuil, 2003.
- MORIN, Edgar. *El Metodo 6. Etica*. Ediciones Catedra. Madrid, 2006.
- MORIN, Edgar. *Los Siete Saberes Necesarios para la Educacion del Futuro*. Ediciones Nueva Vision. Buenos Aires, 2001.
- MORIN, Edgar. *On Complexity*. Hampton Press, Inc. Creskill, New Jersey, 2008
- MORIN, Edgar. *Seven Complex Lessons in Education for the Future*. UNESCO Publishing. Paris, 2001.
- NELSON, Bradley. *The Emotion Code*. Wellness Unmasked Publishing. Mesquire, Nevada, 2007.
- NELSON, Bradley. *The Spiritual Doorway in the Brain: A Neurologist's Search for the God Experience*. Dutton. New York, 2011.
- OHMAE, Kenichi. "The Next Global Stage". Pearson Education, USA 2005.
- PAUL, Annie Murphy. *How the Nine Months Before Birth Shape the Rest of Our Lives*. Free Press. New York, 2010.
- PALOMBA, Catherine y Banta, Trudy. *Assessment Essentials*. Jossey-Bass. A Wiley Company. Mayo 1999.
- PARLET, Malcolm y DEARDEN, Garry. *Introduction to Illuminative Evaluation*. Santee, California.
- PARSONS, Paul. *Science 1001: Absolutely Everything That Matters in Science in 1001 Bite-Sized Explanations*. Firefly Books.
- PATTON, Michael Quinn. *Qualitative evaluation methods*. Sage, Beverly Hills, 1980.
- PAYNE, D. A. *The Specification and Measurement of Learning Outcomes*. Lexington, Massachusetts: Xerox, 1968.
- PENNAC, Daniel. *Mal de Escuela*. Literatura Mondadori. Barcelona, 2008.
- PERT, C. Your Body is your Subconscious Mind. (Audio CD) Sounds True. USA.2000.
- PETIT, Patrick U. *Creating a New Civilization through Social Entrepreneurship*. Transaction Publishers. New Brunswick, USA and London, UK, 2009.
- PETERS, Otto. *Learning and Teaching in Distance Education*. Stylus Publishing, LLC. Enero 1999.
- POPHAM, W. J. Y Baker, E. L. *Systematic Instruction*. Nueva York: Prentice Hall, 1970.
- POSNERr, G. J. Y NYBERG, D. G. *The development and validation of a method for analysing content sequence (MACS)*. Annual Convention of the American educational Research Association, marzo 30-abril 3, Washington, D.C. 1975.
- RACE, Phil y BROWN, Sally. *500 Tips for Tutors*. Stylus Publishing, LLC. Noviembre 1993.
- RACE, Phil. *500 Tips on Open and Flexible Learning*. Stylus Publishing, LLC. Octubre 1998.
- RAMACHANDRAN, V.S. *The Tell-Tale Brain: A Neuroscientist's Quest for What Makes Us Human*. W.W. Norton & Company. United States, 2011.
- REISCHMANN, Jost. *Why Andragogy?* Bamber University, Germany, 2005.
- RESNICK, Mitchel. *Education: Online for life-long learning*. MIT, USA.2001.
- ROBINSON, Ken. ARONICA, Lou. *El Elemento*. Grijalbo. Spain, October 2009.
- ROLF, Pfeifer. *Artificial Intelligence: Hirochika inove university of Tolio*. University of Zurich, 2002.

- ROMAN W. De Sanctis, *Brain-Body Interaction the-latest research*. HARVARD MEDICAL SCHOOL, 2003.
- ROTHMAN, Jack. *Using Research in Organizations*. Sage, Beverly Hills, 1980.
- ROSENBLUM, Bruce. Kutter Fred. *El Enigma Cuantico: Encuentros Entre la Fisica y la Conciencia*. TusQuets Editores. Barcelona, 2010.
- ROSENBLUM, Bruce. KUTTER, Fred. *Quatum Enigma: Physics Encounters Consciousness*. Oxford University Press. New York, 2006.
- RUDNITSKY, A. N. Y POSNER, G. J. *The relationship of content structure and cognitive structure*. American Educational research journal, 1976.
- S. DANIEL, John. *Mega-Universities and Knowledge Media*. Stylus Publishing, LLC. Mayo 1998.
- SACKS, Oliver. *The Mind's Eye*. Alfred A. Knopf and Alfred A. Knopf Canada. United States, 2010.
- SALMON, Gilly. *E-Moderating*. Stylus Publishing, LLC. Abril 2000.
- SANDERS, Ethan S. THIAGARAJAN, Sivasailam. *Performance Intervention Maps: 39 Strategies for Solving Your Organization's Problems*. ASTD Press. United States, 2005.
- SANTOS Daniel, *Feng Shui para el Cuerpo*, Arkano Books,2000.
- SCHIEFELBEIN, Ernesto y John, SIMMONS. *The determinants of Scholl (achievement. International Development Research Center [IDRC]*. Ottawa, Canadá, 1979.
- SCHWARTZ, Peter. MENNIN, Stewart y WEBB Graham. *Problem-Based Learning*. Stylus Publishing, LLC. Abril 2001.
- SHAPIRO, Nancy, S. Levine, JODI H. *Creating Learning Communities*. Jossey-Bass. A Wiley Company. Septiembre 2001.
- SHELDRAKE, Rupert. *Simple Experiments that could change the world*. Institute of Noetics Sciences. USA, 2004.
- SIMPSON, Ormond. *Supporting Students in Open and Distance Learning*. Stylus Publishing, LLC. Marzo 2000.
- SOUMELIS, Constantin G. *Project Evaluation Methodologies and Techniques*. UNESCO 1977.
- STAPP Henry. *Non local Character of Quantum 44 Theory*. Lawrence Berkeley Laboratory, University of California.
- STERNBERG, E.M. (2001). *The balance within. The science connecting health and emotions*. W.H. Freeman and company. NY
- STEVENS, Ed. *Due Process and Higher Education*. Jossey-Bass. A Wiley Company. Marzo 2000.
- STRAGE, C. Carney, BANNING James. *Educating by Design*. Jossey-Bass. A Wiley Company. Octubre 2000.
- SUCHMAN, F.A. *Evaluative Research*. New York. Russell Sage Foundation, 1967.
- SUTHERLAND, Peter. *Adult Learning: A Reader*. Stylus Publishing, LLC. Febrero 1999.
- TABER, J. I., GASSER, R. y SHAEFER, H. H. *Learning and Programmed instruction*. Reading, Massachusetts: Addison-Wesley 1965.
- TAPSCOTT, Don. Williams Anthony D. *Wikinomics: La Nueva Economia de las Multitudes Inteligentes*. Paidos. Barcelona, 2007.
- TAYLOR, Megan. *Centre for the study of change*. 2004.
- TENBRICK, T. D. *Evaluation: A practical Guide to Teachers*. Nueva York: Mc-Graw-Hill, 1974.
- TENNYSON, R. D. *Instructional control strategies and content structure as design variables in concept acquisition using computer-based, instructure and instructional control strategies as design variables in concept acquisition*. Journal of educational Psychology, vol. 72, núm 4, 499-505, 1980.
- *“The Little Book of Bleeps”* Quotations from the movie. (2004)

- TIERNO, Bernabe. *La Educacion Inteligente: Tu Hijo Sigue Tus Pasos Conviertete en su Mejor Guia*. Temas de Hoy. Madrid, 2007.
- TIERNO, Bernabe. *Los Pilares de la Felicidad: 30,000 Dias Para Una Vida en Plenitud*. Temas de Hoy. Madrid, 2008.
- TIERNO, Bernabe. *Sabiduria Esencial: El Jugo de la Vida Exprimido Para Ti*. Temas de Hoy. Madrid, 2010
- TREMBLAY, J. P. Y MANOHAR, R. *Discrete Mathematical structures with Applications to Computer Science*. Nueva York: McGraw-Hill, 1975.
- TSINGHUA, Fu Jun. *Perspectives on Education and Entreneurship*, University China, China Pekin University, 2002.
- TUCKMAN, Bruce Wayne. *Evaluating Instructional Programs*. Allyn and Bacon, 1979.
- TYLER, R. W. *Basic Principles of curriculum and instruction*. Chicago: University of Chicago Press, 1950.
- VALCIN, Franklin . *Lunch Time*. Miami, Fl. 2002
- VALCIN, Franklin . *Supplement*. Miami, Fl. 2001.
- VALCIN, Franklin, *Unveil the Yankee* , 1996.
- VAN DUSEN, Gerald. *Digital Dilema*. Jossey-Bass. A Wiley Company. Julio 2000.
- VARGAS, Andrea. *El Eneagrama: Quien Soy? Descubre Tu Personalidad y los Secretos para Relacionarte Exitosamente con los Demas*. Alamah Autoayuda. Mexico, 2008.
- WALSH Roger y otros: "*Colisión de Paradigmas*", Edaf. 2000.
- WARFIELD, J. N. *On arranging elements of a hierarchy in graphic form*. IEEE Transactions on Systems, Man and Cybernetics, vol. SMC-3, núm. 2(marzo), 121-132, 1973.
- WEIGEL, Van B. *Deep Learning for a Digital Age*. Jossey-Bass. A Wiley Company. Julio 2001.
- WEINSTEIN, Lawrence. ADAMS, John A. *Guesstimation: Solving the World's Problems on the Back of a Cocktail Napkin*. Princeton University Press. New Jersey, 2008.
- WENNIGER, Mary Dee y Conroy, Mary Helen. *Gender Equity or Bust*. Jossey-Bass. A Wiley Company. Marzo 2001
- WILBER, Ken. "*El Paradigma Holográfico*", Pág. 62, Kairos SA. 2000.
- WOLF, Fred Alan. *La Nueva Alquimia de la Vida*. Editorial Oceano S,L. Barcelona, 2008.
- WORLDWATCH Institute. *2010 State of the World: Transforming Cultures from Consumerism to Sustainability*. W.W Norton & Company. Washington DC, 2010
- ZIMAN, J. M. *Public Knowledge: the Social dimension of science*. Londres Cambridge University Press, 1968.
- ZOHAR Danah. *El yo cuántico*. Edivisión, México, 1997.