Atlantic
International
University

PROSPECTUS
2023

*Unique and
Unrepeatables*

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AIU
Atlantic International University

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Atlantic International University

AIU
Mission Statement

To be a learning institutions committed to spreading pathways for greater cultural development, using methods that are sustainable in order to 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

AIU
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.

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	CONCEPTUALIZATION	Socio-educative Requirements
D I R E C T I O N	***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.	**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 OMNIOLOGY-BASED SERVICE

S T R A T E G Y	INTERNATIONAL DEVELOPMENT	MANAGEMENT DEVELOPMENT	CULTURAL DEVELOPMENT
*Objective	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.	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.	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.
*Project Mgmt.	Information drive geared towards capitalizing on opportunities for transfer of technology and services with expert Systems Specialized networks of world interchange	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.		
*Advisement & Investigation	Entities that export and import goods and services • 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

EDUCATION MODEL OF ATLANTIC INTERNATIONAL UNIVERSITY: DIRECTIONAL AND STRATEGIC LEVEL

Institutional Manifest

Andragogy

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-psychosocial traits along with their past, present, and future/desirable experiences.

Andragogy

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 twentyfirst 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 socalled 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.

Andragogy

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 Marquez A., "Andragogía: propuesta política para una cultura democratica en educación superior"), Santo Domingo, DominicanRepublic.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. "L a praxis Andrag6gica en los Adultos de Edad Avanzada") Source:

http://www.monografias.com/trabajos6/prax/prax.shtml

Andragogy

" ... [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 Alcala Alcala, Adolfo. 1999. "Es la Andragogia 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 adn 40th birthday)
*   Intermediate adulthood (from 40 to 65 years of age)
•   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.

Andragogy

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 pro creation 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.

Andragogy

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 rule of a change agent.

*   Participate in curriculum planning or in the design of their own teaching programs.
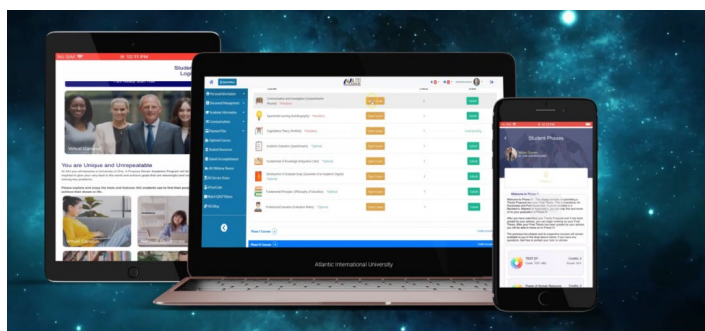
The Andragogic Educator

*	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.

The Andragogic Educator

*	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.

Anti ag f is he science of the ifelong 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-int...
...rning-processes and -...   can lead to ...

Prof. Jost Reischmann, University of Bamberg, Germany

Andragogy

At AIU, we believe mankind is free to select what is useful and can, in the long run, produce personal as well as community prof its. 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.

Values

"IF THERE ARE NO GREAT VALUES BEHIND GREAT VICTORIES, SUCH VICTORIES ARE USELESS"

✔ Unique and unrepeatable

✔ Emotional Intelligence

✔ Value Experience

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*

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.

Academic
ENVIRONMENT

User Friendly Apps

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.

IT IS NECESSARY FOR SCHOOLS TO BECOME EVE RYBODY'S BUSINESS, TO OPEN UP TO THE OUT SIDE 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
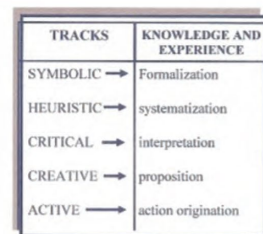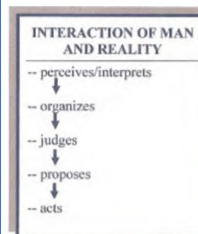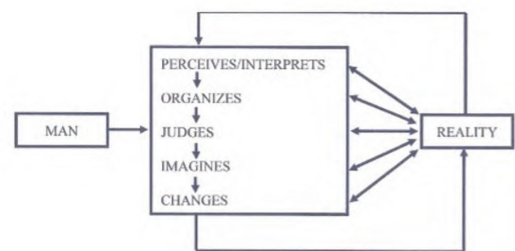
Institutional
Policies

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.

1.9.1   O 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.

AREAS OF
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,

- **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

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 ex changes with the United States.

AREAS OF
DEFINITION

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
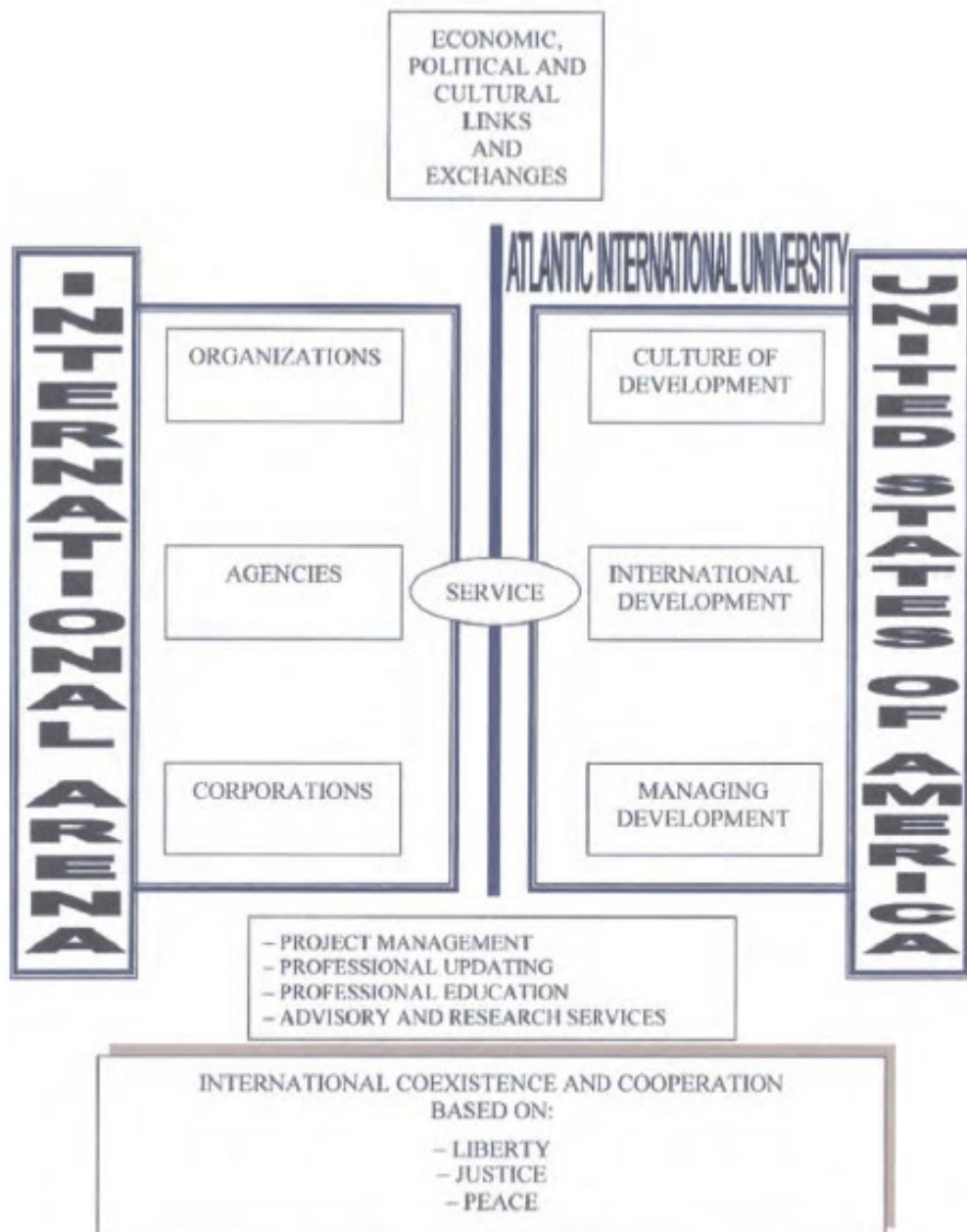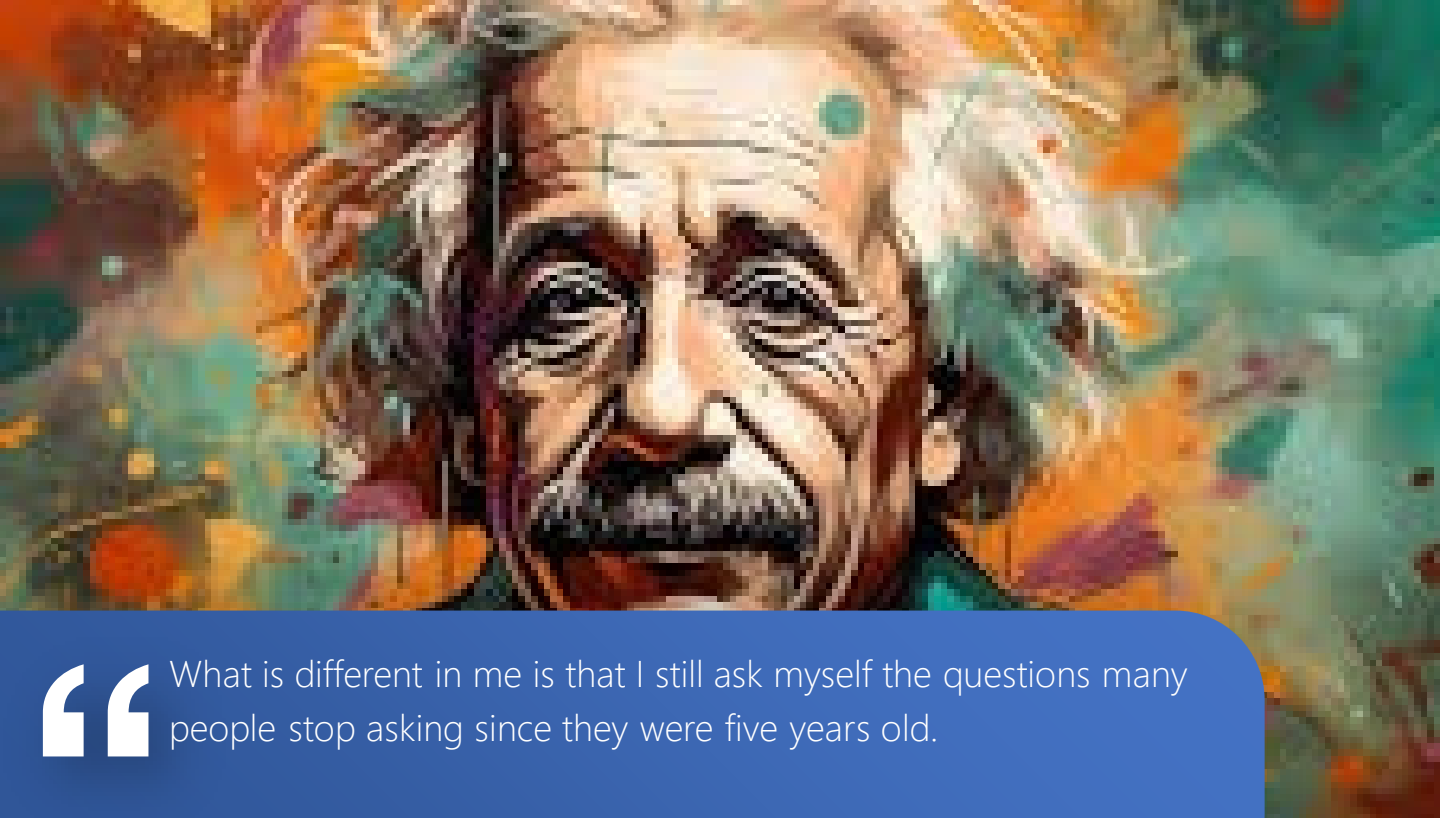
AREAS OF
DEFINITION

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 student 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.

DEFINITION AND DEVELOPMENT
OF THE DEGREE PROGRAM, CURRICULUM

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.

DEFINITION AND DEVELOPMENT
OF THE DEGREE PROGRAM, CURRICULUM

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:

DEFINITION AND DEVELOPMENT
OF THE DEGREE PROGRAM, CURRICULUM

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

DEFINITION AND DEVELOPMENT
OF THE DEGREE PROGRAM, CURRICULUM

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-a-vis the great challenges of society, enabling them to provide solutions for:

- Attitudes of Solidarity and Commitment
- Knowledge
- Skills

DEFINITION AND DEVELOPMENT
OF THE DEGREE PROGRAM, CURRICULUM

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.

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.

DEFINITION AND DEVELOPMENT
OF THE DEGREE PROGRAM, CURRICULUM
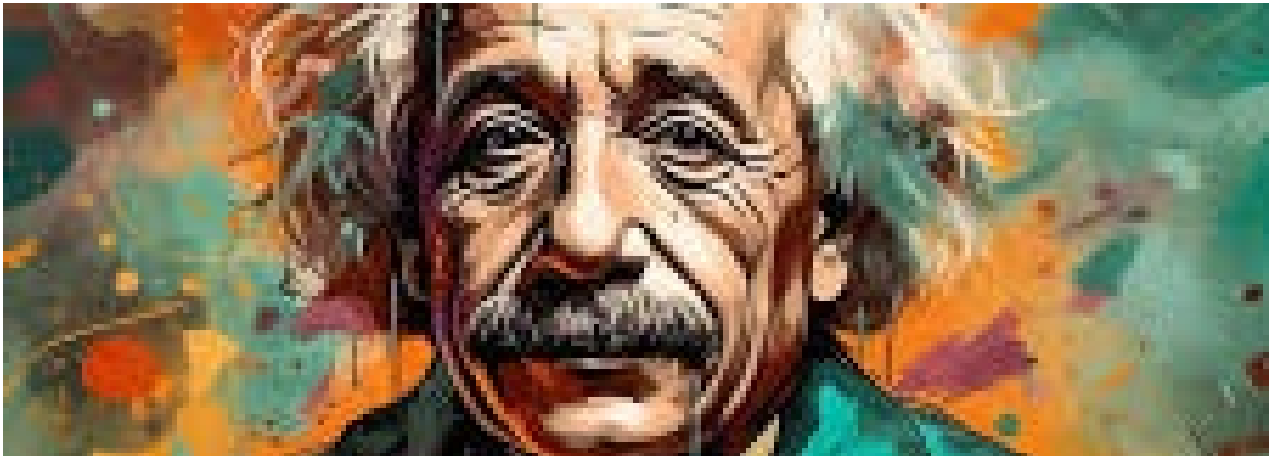
In this curriculum, the number of credits is a function of:
- The hours devoted to each of the subjects
- Content quality and quantity
- Presentation
- Links and integration between chapters 1 and 2 of this degree program

Accreditation

Atlantic International University is accredited by the Accreditation Service for International Schools, Colleges and Universities (ASIC)

ASIC Accreditation is an internationally renowned quality standard for colleges and universities. Visit ASIC's Directory of Accredited Colleges and Universities. ASIC is a member of CHEA International Quality Group (CIQG) in the USA, an approved accreditation body by the Ministerial Department of the Home Office in the UK, and is listed in the International Directory of the Council for Higher Education Accreditation (CHEA).

AIU meets all state and federal laws as a degree-granting institution in the United States and the State of Hawaii. The University was legally established by corporate charter in 1998 and is in good standing.

Our founding principles are based on the United Nations Universal Declaration of Human Rights; per article 26, AIU believes that Higher Education is a Human Right. The University has implemented a paradigm shifting educational model for its academic programs that have allowed it to move closer to this goal through the self-empowerment of its students, decentralization of the learning process, personalized open curriculum design, a sustainable learning modern, developing the 11 core elements of the Human Condition within MYAIU, and the utilization of the quasi-infinite knowledge through the use of information technology combined with our own capacity to find solutions to all types of global issues, dynamic problems, and those of individuals and multidisciplinary teams.

Due to these differentiations and the university's mission, only a reputable accrediting agency with the vision and plasticity to integrate and adapt its processes around AIU's proven and successful innovative programs could be selected.

Accreditation

Unfortunately, the vast majority of accrediting agencies adhere to and follow obsolete processes and requirements that have outlived their usefulness and are in direct conflict with the university's mission of offering a unique, dynamic, affordable, quality higher education to the non-traditional student (one who must work, study what he really needs for professional advancement, attend family issues, etc.). We believe that adopting outdated requirements and processes would impose increased financial burdens on students while severely limiting their opportunities to earn their degree and advance in all aspects. Thus, in selecting the ASIC as its accrediting agency, AIU ensured that its unique programs would not be transformed into a "copy" or "clone" of those offered by the 10,000+ colleges and universities around the world.

Since the ASIC is an international accrediting agency we are required, by Hawaii law RHS446E, to place the following disclaimer despite the worldwide recognition and acceptance of AIU's accreditation. **ATLANTIC INTERNATIONAL UNIVERSITY IS NOT ACCREDITED BY AN ACCREDITING AGENCY RECOGNIZED BY THE UNITED STATES SECRETARY OF EDUCATION.** Note: In the United States and abroad, many licensing authorities require accredited degrees as the basis for eligibility for licensing. In some cases, accredited colleges may not accept for transfer courses and degrees completed at unaccredited colleges, and some employers may require an accredited degree as a basis for eligibility for employment.

Potential students should consider how the above may affect their interests, AIU respects the unique rules and regulations of each country and does not seek to influence the respective authorities.

Our students can be found in over 180 countries, they actively participate and volunteer in their communities as part of their academic program and have allocated thousands of service hours to diverse causes and initiatives.

Accreditation

The degree programs offered by AIU follow internationally accepted standards followed by academic institutions around the world.

There is no distinction between the programs offered through AIU and those of traditional campus based programs with regards to the following: program structure, degree issued, transcript, and other graduation documents which follow the same standards used by US colleges and universities. AIU graduation documents can include an apostille and authentication from the US Department of State to facilitate their use internationally. To see some of our graduates' opinion of their studies with us, see: Video Interviews, Testimonials, and the AIU Press Room

Official Documents (USDLA)

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UNITED STATES DISTANCE LEARNING ASSOCIATION

Founded 1987

Hereby Certifies that

Atlantic International University

Is a member of the United State Distance Learning Association for 2022-23, the nation's leading organization in the field of distance education. USDLA is committed to the development and application of distance learning on a global basis.

September 1, 2022

Eric Jones

USDLA President

Official Documents (Certificate of Good Standings)

Department of Commerce and Consumer Affairs

CERTIFICATE OF GOOD STANDING

I, the undersigned Director of Commerce and Consumer Affairs of the State of Hawaii, do hereby certify that according to the records of this Department,

ATLANTIC INTERNATIONAL UNIVERSITY, INC.

was incorporated under the laws of Hawaii on 12/22/1998 ; and that it is an existing corporation in good standing, and is duly authorized to transact business.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the seal of the Department of Commerce and Consumer Affairs, at Honolulu, Hawaii.

Dated: January 05, 2023

Director of Commerce and Consumer Affairs

To check the authenticity of this certificate, please visit: http://hbe.ehawaii.gov/documents/authenticate.html
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Official Documents (QISAN)

QISAN
Quality International Study Abroad Network

Certificate of Membership
Educational Institution

Atlantic International University

Membership No. QUSA2015124i

900 Fort Street Mall 40, Honolulu, Hawaii, 96813

Period of Membership: 19th October 2015 – 18t October 2016

L Hammond
Development Manager

CEO

Date Issued: 19/10/2015

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DCCA State of Hawaii

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MASTER NAME	ATLANTIC INTERNATIONAL UNIVERSITY, INC
BUSINESS TYPE	Domestic Profit Corporation
FILE NUMBER	114110 D1
STATUS	Active
PURPOSE	SCHOOL
PLACE INCORPORATED	Hawaii UNITED STATES
INCORPORATION DATE	Dec 22, 1998
MAILING ADDRESS	STE 40 PIONEER PLAZA 900 FORT STREET MALL HONOLULU, Hawaii 96813 UNITED STATES
TERM	PER
AGENT NAME	BRUCE J. KIM
AGENT ADDRESS	900 FORT STREET MALL - 40 HONOLULU, Hawaii 96813 UNITED STATES

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2003	Jan 22, 2004	Not Required
2002		
2001	Mar 25, 2002	Processed
2000		Processed
1999		Processed

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NAME	OFFICE	DATE
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GONZALEZ, RICARDO	V/S	Oct 1, 2008
ROTLEWICZ, JAIME	DN	Oct 1, 2008
VALCIN, FRANKLIN	DN	Oct 1, 2008
CARRENO, VIRIDIANA	GM	Oct 1, 2008
CHUNG, SCOTT C	D	Oct 1, 2008
KIM, BRUCE J	D	Oct 1, 2008

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CARRENO, VIRIDIANA	GM	Oct 1, 2008
CHUNG, SCOTT C	D	Oct 1, 2008
KIM, BRUCE J	D	Oct 1, 2008
GARIBALDI, MIRIAM	D	Oct 1, 2007
RANAL, ANGEL	D	Oct 1, 2007
FOLQUE, CLARA	D	Oct 1, 2008

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Organizational Structure

> " If everyone is moving forward together, then success takes care of itself.
>
> Henry Ford

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Chairman of the Board of Trustees

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Provost

Dr. Miriam Garibaldi
Vice Provost for Research

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Chief Operations Officer

Dr. Ofelia Love
Director of AIU

Juan P. Moreno
Director of Operations

Clara Folque
Director of Special Projects

Jaime Rotlewicz
Dean of Admissions

Dr. Edward Lambert
Academic Director

Organizational Structure

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Presi den t/Academic Dean

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Chief Operation Officer
and MKT Director

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Vice provost for Research

Dr. Ofelia Miller
Director of AIU

Clara Margalef
Director of Special Projects
of AIU

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Director of Operations

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Director of Intelligence Systems

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Design Director / IT Supervisor

Kevin Moll
Web Designer

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Advisor Coordinator

Jhanzaib Awan
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Leonardo Salas
Human Resource Manager

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Corporate/Legal Counsel

Bruce Kim
Advisor/Consultant

Thomas Kim
Corporate/
Accounting Counsel

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Administrative Coordinator

Chris Benjamin
IT and Hosting Support

Maria Pastrana
Accounting Coordinator

Roberto Aldrett
Communications Coordinator

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IT Support

Antonella Fonseca
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Jaime Rotlewicz
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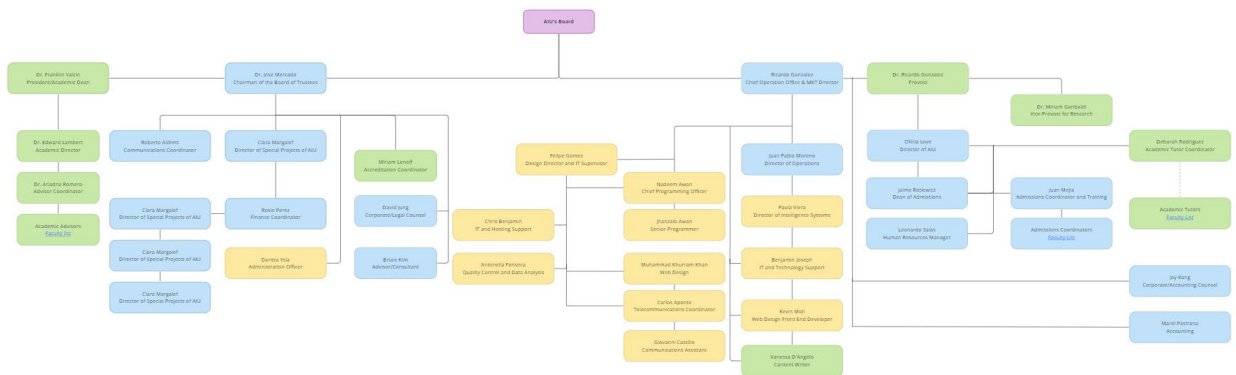
VIEW OF EDUCATION
EDUCATION PERSPECTIVE OF THE 21ST CENTURY

In our view of education as a Human Right, we are constantly striving to make higher education more accessible with regards to: time, distance, availability and affordability. We believe those four obstacles, as simple as they may sound, account for why many adults do not continue their education at the undergraduate and graduate level. To neutralizing these obstacles we provide on line learning, on line academic advisors, a complete on line library for research, and AIU's Virtual Campus.

With regards to Education as a Human Right, we are expanding our Open Access initiative by providing several new online courses to the general public at no cost for the purpose of facilitating self-learning and lifelong learning. In addition, our plans include increasing the percentage of students who publish papers in professional publications. Implement live assistant tool in the online student section as well as online surveys to further improve our student service capabilities and feedback.

AIU's approach to education has been, from the start, pushing for a paradigm shift and innovative ahead of its time focusing an andragogy, student empowerment, open curriculum design and lowering the barriers off access that have brought us closer to our Mission of making higher education Human Right. Unlike on line learning that is now well accepted worldwide, our approach of andragogic learning via an open curriculum that empowers the student is a concept that while championed by AIU has yet to gain mainstream acceptance despite its distinct advantages

Many AIU Degree Programs are personalized and unique to each Student. The Student, in collaboration with the Academic Department, develops a program of studies, (curricula), to satisfy the degree requirements, taking into consideration their current level of knowledge and the specific goals by the student.

We believe that each and every student is unique and unrepeatable. At AIU we must respect his/her own interests of studies in which we can consider his/her own background, expertise and his future goals. At AIU every student is different and deserves to choose his own courses. This is the best way he/she can reach his/her Optimum Potential.

Andragogic philosophy suggests that Students should concentrate on subjects that offer the prospect of practical application and/or, in which the Student believes a more complete understanding of the subject matter is desirable. This is the basis for course selection in the AIU Paradigm, rather than courses which have no direct application to the degree discipline or ones in which the Student already has sufficient expertise. Consequently, many AIU Degree Programs have no "standardized curricula''. Nevertheless, AIU's criteria for granting of degrees, is consistent with traditionally accepted standards prevailing at major Universities worldwide.

VIEW OF EDUCATION
EDUCATION PERSPECTIVE OF THE 21ST CENTURY

AIU is striving to regain the significance of the concept of education, which is rooted into the Latin "educare'; meaning "to pull out'; breaking loose from the paradigm of most XX 1st century universities with their focus on "digging and placing information" into students' heads rather than teaching them to think.

For AIU, the generation of "clones" that traditional universities are spreading throughout the real world is one of the most salient reasons for today's ills. In fact, students trained at those educational institutions never feel a desire to "change the world" or the current status quo; in-stead, they adjust to the environment, believe everything is fine, and are proud of it all.

In a world where knowledge and mostly information expire just like milk, we must reinvent university as a whole in which each student, as the key player, is UNIQUE within an intertwined environment. This century's university must generate new knowledge bits although this may entail its separation from both the administrative bureaucracy and the faculty that evolve there as well.

It is important to direct the spotlight on the publicity most universities orchestrate about the hugeness of their campus, their libraries (many of which are quite obsolete), and more commonly their accreditation and/or academic standing, What this means is, there has been no change whatsoever despite the fact that the current system is not working.

AIU thinks that a university should be increasingly integrated into the "real world'; society, the economy, and the holistic human being. As such, it should concentrate on its ultimate goal, which is the student, and get him/her deeply immersed into a daily praxis of paradigm shifts, along with the Internet and research, all these being presently accessible only to a small minority of the world community.

AIU students must accomplish their self-learning mission while conceptualizing it as the core of daily life values through the type of experiences that lead to a human being's progress when information is converted into education

The entire AIU family must think of the university as a setting that values diversity and talent in a way that trains mankind not only for the present but above all for a future that calls everyday for professionals who empower themselves in academic and professional areas highly in demand in our modern society. We shall not forget that, at AIU, students are responsible for discovering their own talents and potential, which they must auto-develop in such a way that the whole finish product opens up as a flower that blossoms every year more openly.

AIU students must show interest in topics not immediately related to their careers. This is the trend that allows for more creativity that can be used to enhance different kinds of solutions with a trade mark of effectiveness and efficiency, all this with a standing better than the competition's, and with the ultimate goal that love of the job prevails over thirst for power

VIEW OF EDUCATION
EDUCATION PERSPECTIVE OF THE 21st CENTURY

The AIU stance is against the idea of the campus as a getaway from day-to-day pressure since we believe reality is the best potential enhancer ever; one truly learns through thinking, brainstorming ideas, which leads to new solutions, and ultimately the rebirth of a human being fully integrated in a sustainable world environment. Self-learning is actualized more from within than a top down vantage point, that is to say, to influence instead of requesting, ideas more than power. We need to create a society where solidarity, culture, life, not political or economic rationalism and more than techno structures, are prioritized. In short, the characteristics of AIU students and alumni remain independence, creativity, self-confidence, and ability to take risk towards new endeavors. This is about people's worth based not on what they know but on what they do with what they know

AIU believes that the life that is worth living is the one built upon an idea that blossoms. Yet, unfortunately, we are used to receiving everything from the higher ups. This results from a world vision that clings on the hierarchy based bureaucracy and mercantilism still being the driving force behind all our undertakings. Ultimately, we believe less and less in the common freedom of people.

We must bring more to life, other than what we craft and what happens, sports, joyfulness, festive mood, including what is amusing. Ortega and Gaset called it"desire of adventure:'

Still, how do people assimilate this desire of adventure at AIU? Well, it is with more reading of online resources. Through applications from reading of online resources in work, social, and family settings, which is the direction in which we are heading; reflecting deeply and meditating upon the outcomes with constant interaction and practical work. All this is a giant step towards the creation of new pragmatic ideologies as the foundation of human research and evolution.

VIEW OF EDUCATION
EDUCATION PERSPECTIVE OF THE 21st CENTURY

For us, humanities, philosophy, and art must be naturally and constantly embedded into our intellectual, ethical, and moral formation; these entail the virtues that guarantee our sense of togetherness and help us transcend what is ephemeral in technology: all this is rooted into the idea that, according to a significant body of research, 90% of problems organizations must deal with, are human in nature.

Let us remember that people, and not the professions, are the true ultimate goal of education. It is critical for our culture to be embarked into this logical trend that professional endeavors in this century are experimenting a paradigm shift focusing way beyond the simple duties of a job. In other words, success in a position is measured up with more than the parameters of the job description and the salary associated with it.

For AIU, such evaluation of performance is positive through such qualities and entities as the ability to act, self-concept, character development, independence, social responsibility, and the ability to generate jobs. Other criteria that must be considered are the percentage of people who make a living out of the results of the professional's performance, an economic contribution to the world community, intellectual production, solidarity with others, etc.

It is becoming increasingly essential to develop a sense of self-sufficiency so that progress becomes contingent upon a job so that, ultimately, we gain some mental flexibility and use it to foster a certain entrepreneurial and professional mindset in our environment.

It is the hope of AIU that its student body develops long term goals not only for its organizational spirit but also for its human endeavors

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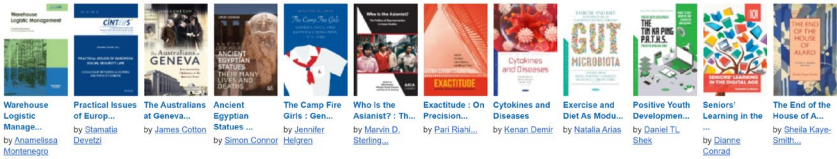
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Ancient Egyptian Statues : Their Many Lives and Deaths

Authors:	Simon Connor
Publication Information:	Cairo : The American University in Cairo Press. 2022
Resource Type:	eBook.
Description:	A fascinating, richly illustrated study of the role and significance of ancient statues in Egyptian history and belief.Why do ancient Egyptian statues so often have their noses, hands, or genitals broken? Although the Late Antiquity period appears to have been one of the major moments of large-scale vandalism against pagan monuments, various contexts bear witness to several phases of reuse, modification, or mutilation of statues throughout and after the pharaonic period. Reasons for this range from a desire to erase the memory of specific rulers or individuals for ideological reasons to personal vengeance, war, tomb plundering, and the avoidance of a curse, or simply the reuse of material for construction or the need to ritually "deactivate" and bury old statues, without the added motive of explicit hostility toward the subject in question.Drawing on the latest scholarship and over 100 carefully selected illustrations, Ancient Egyptian Statues proceeds from a general discussion of the production and meaning of sculptures, and the mechanisms of their destruction, to review the role of ancient statuary in Egyptian history and belief. It then moves on to explore the various means of damage and their significance, and the role of restoration and reuse.Art historian Simon Connor offers an innovative and lucidly written reflection on beliefs and practices relating to statuary, and images more broadly, in ancient Egypt, showing how statues were regarded as the active manifestations of the entities they represented, and the ways in which they could endure many lives before being finally buried or forgotten.
Subjects:	Iconoclasm--Egypt Statues--Egypt--History--To 1500 Sculpture, Egyptian
Categories:	HISTORY / Ancient / Egypt ART / History / Ancient & Classical ART / Middle Eastern HISTORY / Middle East / Egypt SOCIAL SCIENCE / Archaeology
Related ISBNs:	9781617971341, 9781649032591.
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...fting Minoanisation : Textiles, Crafts Production and Social ...namics in the Bronze Age Southern Aegean

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to which our understanding of Cretan influence in this region is both constrained and shaped by disparities in the different datasets. The following section will consider the datasets themselves, examining the material evidence for the uptake of Cretan-style objects and cultural traits, as well as the adoption of other Cretan technologies, at the various southern Aegean settlements (the evidence for weaving technology is discussed in Chapter 7).

A brief history of archaeological research in the southern Aegean
The Cyclades
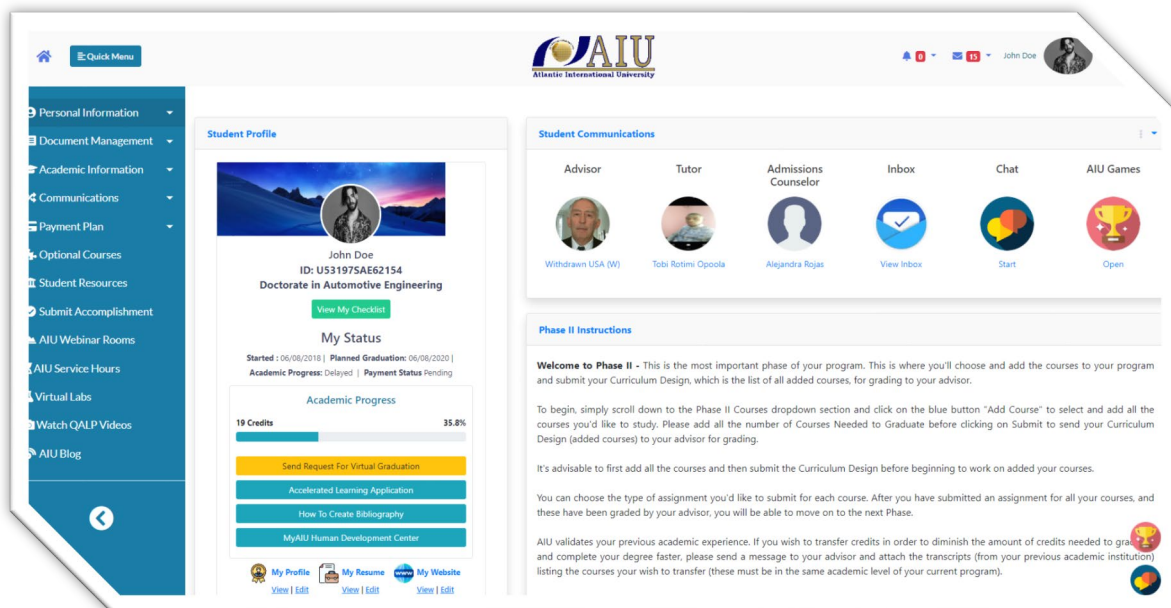
The Cycladic islands, lying to the southeast of Attica and the Peloponnese and to the north of Crete, have figured heavily in discussions of 'Minoanisation'. Three Cycladic sites in particular – Phylakopi on Melos, Ayia Irini on Kea and Akrotiri on Thera – have been extensively excavated and have contributed significantly to current knowledge of the southern Aegean in the second millennium BC (see Fig. 2.1 for a map of the southern Aegean). The Late Cycladic I–II levels of these island centres (corresponding to the LM I period on Crete; see Fig. 2.2 for a chronological table) are notable for the number of Cretan-style material culture features that are present.

Archaeological exploration of Cycladic Bronze Age sites began in the second half of the nineteenth century. In the 1860s and 70s, a number of small-scale excavations were carried out at various locations on Thera and Therasia (Doumas 1998, 14–15; Tzachili 2005). The French School in Athens also began work on Delos in the 1870s; only limited work has been conducted below the later Classical levels at this site, however. A few MM II/MM III sherds were recovered from the area of the temenos (Gallet de Santerre 1958; Davis 1982a; for the Bronze Age remains see also Gallet de Santerre and Tréheux 1948; Gallet de Santerre 1975; the more recent finds are summarized in Farnoux 1993).

A few decades later (1896–99), the British School at Athens conducted four excavation seasons at Phylakopi, on the north coast of Melos, under the day-to-day supervision of Duncan Mackenzie. The results
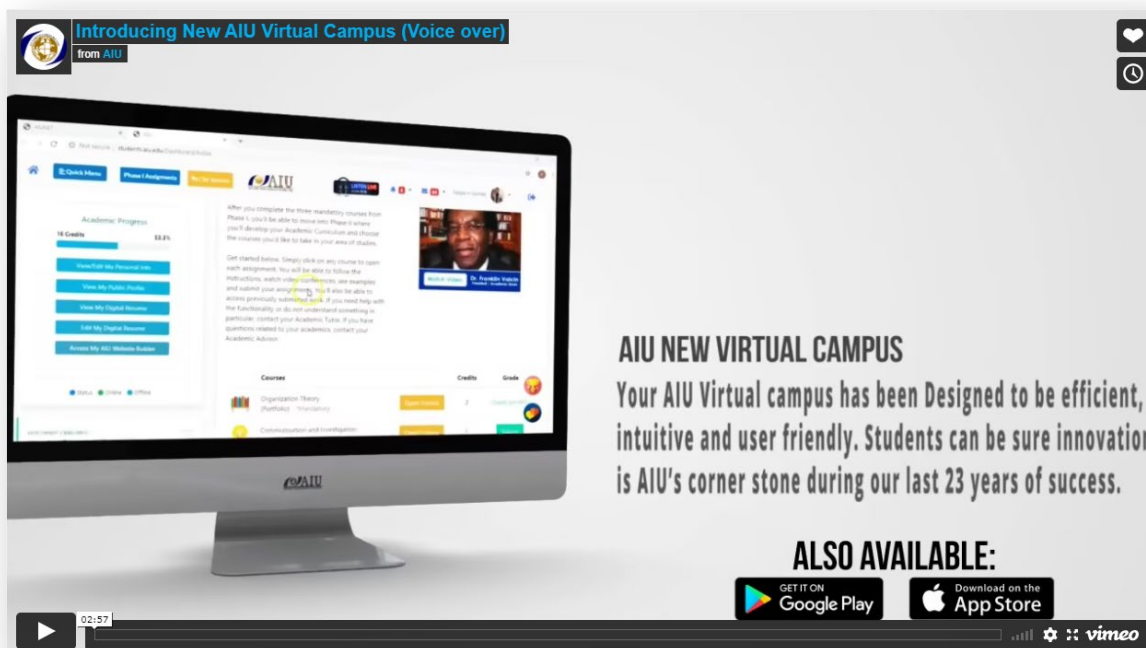
STUDENT SECTION & VIRTUAL CAMPUS

CURRICULUM
COURSES

Our programs are designed for adult students who can work independently; the assignments are research based and utilize the AIU online library as a primary resource.

Here at AIU, students build their curriculum from courses that are appropriate for their personal and professional goals. Academic advisors assist students to make sure the curriculum is appropriate for each student's field and complies with the generally accepted norms. For our Students:

The first task in selecting courses is to learn about the profession that you want to work in. Ideally assignments/courses will have some direct practical application to your field instead of just being academic exercises. The outlines we provided are as examples only and will be modified accordingly by the Student and Academic Advisor. Next you may want to do a search online for your program/major to learn about different areas and specializations within your field. After comparing the various options available to you regarding your curriculum, your job will be to select courses within your field and a research topic for your Final Project.

The number of courses will depend on your experience, transfer credits and professional goals. After you curriculum is approved, you will proceed to work on your courses as described above. We do not provide the student with a list of courses to choose from because the University wants you to compare other programs both domestic and international. In the event that you need assistance in designing your curriculum, your academic advisor can propose one based on your particular situation and career goals.

CURRICULUM
COURSES

However, it is encouraged that you take the time to explore other programs to be more aware of what is available. The list of courses you present should show that you have taken the time to determine what areas of study are of interest to you. In essence you will design a draft of your curriculum for AIU. Your advisor may ask for some modifications but usually these are in the form of suggestions designed to help you.

There is significant freedom in how you can go about fulfilling the academic requirements for the program. As a starting point, you will need to select the topics or areas you would like to cover as part of your program. For example if your program is International relations: you could work on different techniques of conflict resolution, international relations, as appropriate for the courses you selected. Each course will require you to present assignments/course work showing samples of what you have done. Your grade will be derived from these assignments as well as examination questions submitted via e-mail.

The Academic Department at AIU can guide you step by step in using the Online Student Section and learning to use the Online Library for your research. If you can write e-mail and surf the internet, then I assure you the Online Student Section will be no problem. If it is, the University staff will be there to help AIU has developed a protocol to quantify and qualify an individual's professional background, as well as, their academic credentials, and grant academic credit to qualified students commensurate with their true level of knowledge ..
Although AIU's criteria for granting a particular degree is generally the same as the broad majority of institutions, our practice of granting academic credit for "Life Experience" is just recently gaining acceptance in the academic community.
Development of Course & Curricula At AIU the development of course and curricula is a collaborative activity, conducted between the student and the Academic Advisor. Each student's curricula is unique, and developed as a result of the mutual efforts of the student, the academic staff and the academic advisor. The supervising dean of academic advisors holds a doctorate degree in education with specialty in course and curricula design. The student's academic advisor works directly with the supervising dean in establishing the students curriculum.

Review & Evaluation After initial review and evaluation of the student's academic and life/professional background, by the Academic Committee, the student's academic status is defined. This definition establishes the approximate number of academic credit hours the university will grant the student toward the student's designated degree program. The student academic status is subject to change based upon the results of the student's course and curriculum research (C&C), which is the objective of one of the required orientation courses.

CURRICULUM
COURSES

Course Selection Process, Course and Curriculum Orientations Course (C&C) To fulfill the requirements of the C&C Course, the student performs research, (using the Internet or other approved resources), to investigate and select courses from at least 2, AIU approved colleges or universities, offering the same degree level and discipline as the Student's designated degree program. The student will select courses based upon the student's need to acquire the knowledge and master the objectives defined, in the course descriptions and objectives, as itemized in the course catalogs of such approved institutions. The student will be the initial arbiter of the courses selected. The student will compile a list of such subjects, sufficient to fulfill the credit hour requirement, as defined in the student's academic status report above. The culmination of the C&C re- search course is the class session with the academic advisor. During this class, the student's courses and curricula will be established, and approved.

Course Modification In the event the Student discovers, while conducting C&C research a need for additional courses above the number defined by the Academic Committee in the student academic status report, the student will inform the academic advisor and the additional courses will be included in the student's curriculum. Conversely, should the student fail to discover a sufficient number of courses to fulfill the number defined above, (in effect, the Student's level of knowledge includes all, or most, of the course objectives, of the courses generally required for the degree program), the student will select courses, sufficient to fulfill the number defined, and be permitted to challenge these courses. In this event, the challenged courses will appear on the student's official transcript, with the grade earned in the challenge. By employing this paradigm, AIU facilitates the development of curricula uniquely matched to each student, and designed to accomplish the achievement of the designated degree in a most efficient and effective manner.

Program Phases

Phase One

You will be able to gather the tools you need in order to identify where you stand academically and professionally

Phase Two

This is where you'll choose and add the courses to your program and submit your Curriculum Design, which is the list of all added courses.

Phase Three

This phase consists of submitting a Thesis Proposal and your Final Thesis. This is mandatory for Doctorates and Post-doctorates. Bachelor and Masters will submit a Final Evaluation Project

Phase Four

This phase is about completing the forms needed to officially graduate and receive your diploma. Congratulations!

PHASE ONE
AIU PROGRAM

In the next few paragraphs we will explain very concisely all the assignments that belong to Phase I; you can also read them in the Student Handbook located under "Bachelor's Program: This Handbook is found in the on line resources in AIU's Virtual Library or by clicking on the following link: Bachelors Student Handbook We ask you to please check the examples and formats for all the assignments that are located in the student section under Document Management and click on Phase I Documents. Also, you may check them in the Bachelors Student Handbook at the on line resources of AIU. We also recommend you click on the following link which will help you in the use of your Online Student section: How Students use the Student Section. We ask you to send, one at a time, each of the following assignments of Phase I:

MANDATORY ASSIGNMENTS

1. **Communication and Investigation (Comprehensive Resume):** To do this assignment we ask you to fill out the format that is in section 4.1.1 of your Bachelors Student Handbook. This can also be found in the Student Section under "Document Management".

2. **Organization Theory (Portfolio):** Look for all the documents that you think can be used as support of your previous studies which you had already completed; remember to follow the scheme of your curriculum. For a better understanding please read chapter 4.1.2 of your Bachelors Student Handbook.

It is important to scan all the documents that you believe are relevant from your school life as well as your professional life and send them through your Student Section. You can alternately mail a copy of all your documents to us. • As part of this assignment, it is extremely important to scan a copy of your High school Diploma and your transcripts from both.• Please send us, through your student section, a copy of your ID, this could be a passport or a driver's license.

PHASE ONE
AIU PROGRAM

You can send up to 5 files per assignment using your student section. For more information see the student handbook.

To send your official transcripts or certificates from different schools where you have studied (only for students in the US) please use regular mail to send to our address.

3. Experiential Learning (Autobiography): Please follow the directions in chapter 4.1.5 of your Bachelors Student Handbook or use the online resources at the Online Library

4. Academic Evaluation (Questionnaire): Complete the multiple question answer sheet that is located in the Bachelors Student Handbook chapter 4.1.4

5. Evaluation Matrix (Professional Evaluation, Evaluation Matrix): To complete this assignment we suggest that you ask people that know you to evaluate your abilities. Even though your past work is not related to your studies at AIU, there are some universal characteristics such as leadership, creativity, and communication skills that are very important to evaluate for your academic future. Please see chapter 4.1.6 of the Bachelors Student Handbook for a deeper explanation.

6. Fundament of knowledge (Integration Chart): For this assignment you must fill out only the last column of the formatted page provided. The purpose of this assignment is to open the eyes of the student for their future. One more time, for better understanding, check your Bachelors Student Handbook and read chapter 4.1.7

7. Development of Graduate Study (Guarantee of Academic Degree): Select aspects of each section of the AIU Plan, which you think are relevant for you. Use the definitions for the educational charts and the Alumni Profile that are well explained in your Bachelors Student Handbook chapter 4.1.7.

PHASE ONE
AIU PROGRAM

8. Fundamental Principles I (Philosophy of Education): In order to complete the last assignment for Phase I, please check the Bachelors Student Handbook in chapter 4.1.8 and write an essay between 1 to 3 pages long about your Philosophy of Education (What do you think about distance education?). We recommend that you also check chapter 1.4 of your Bachelors Student Handbook which covers the topic of Andragogy.

If by any chance, you think that the last 5 assignments do not apply to your case of study, we ask you to support this in writing and send your document to the Academic Department where our staff will evaluate your petition and will promptly let you know the result. We ask you to send all your assignments as attachments in your student section following the directions given in your student handbook.

Be careful to attach the correct supporting file to each assignment. Tentative Schedule to be used as example for your Bachelors Program at AIU.

Following our past experiences with our students and including the input of the Academic Department, we believe that the student should finish each Phase of their program as follows.

1. Phase I: From 2 to 4 weeks. 2. Phase II (Introductory Courses) until you Design your own program: From 4 to 8 weeks. 3. Phase II: Each development of the core courses: From 2 to 8 weeks per course. 4. Phase III: Thesis Proposal and Completion of Thesis: From 12 to 48 weeks. 5. Graduation Documents: From 6 to 12 weeks

It is very important for you to know that AIU respects students time, and puts no pressure whatsoever on their program. We just ask for the student to be in full communication with his/her Academic advisor. Nevertheless, the student must show academic work at least once a month to keep being active at the University.

PHASE TWO
AIU PROGRAM

It is a pleasure for us to communicate with you to explain to you the assignments to follow in Phase II of your program at AIU. You can find specific instructions about each one of them in your student section and/or at the Bachelors Program Handbook: Preparatory Courses for Phase II

Development of College Education II (Bibliography) (1 credit): Prepare a bibliography of at least 20 titles (Could be books, magazines, articles, Web pages) in your field. We ask you to check our on line Virtual Library but you do not need to necessarily use it to support your coursework, this is an additional resource for you. The bibliography will be a very global view of all the subjects that you will work in your curriculum design.

2) Seminar International Development II" 2010 State of the World: Transforming Cultures from Consumerism to Sustainability (1 to 3, credits advisor's discretion): 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 World watch 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 ask you to prepare a 10-15 pages long essay about this book. You can find additional information in your Bachelors Program Handbook

3) "Seminar Administrative Development I" Building Social Business (1 to 3 credits, advisor's discretion): This book is fundamental to under-stand new developments in the world. Yun us received the Nobel Peace Prize in 2006 for his growth in microcredit. He is the pioneer of mi-crocredit, 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 ask you to prepare a 10-15 pages long essay about this book. You can find additional information in your Bachelors Program Handbook

4) "Seminar Cultural Development I" Creating a New Civilization through Social Entrepreneurship (1 to 3 credits, advisor's discretion): 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 ask you to prepare a 10-15 pages long essay about this book. You can find additional information in your Bachelors Program Handbook.

5)"Seminar International Development !"Fractal Time (1 to 3 credits, advisor's discretion): 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 ask you to prepare a 10-15 pages long essay about this book. You can find additional information in your Bachelors Program Handbook 6) Curriculum Design (1 to 3 credits, advisor's discretion): FORMAT and EXAMPLE It is extremely important for you to watch the videoconference produced by Dr. Franklin Valcin so you can complete this assignment. This Videoconference is located at the Online Student Re-sources in the AIU Library or simply click on the following link:
Curriculum Design Videoconference by Dr. Franklin Valcin Preparation of your Study Plan or Curricula. As a fundamental part of phase 11, the students must create their own curriculum. You must design and submit to AIU the list of all subjects which you might be interested in. (Please check out the example located at the end of this document, which will explain the way to obtain the number of credits and courses that you will require). This assignment represents the plan of all the work that you will do during your time at AIU which should also include your Final Thesis. It is very important that you read and study the example and template that is located in our virtual Library. The objective of the template is that the student includes the following information:

*Personal Data (Name, ID, Date, etc)
*Name of the course in English
*Objective of the course
*Small Description
*Scheme of contents
*Activities
*Where did you get the Data from
*Bibliography

PHASE TWO
AIU PROGRAM

As an example, if you are thinking to do a research work on "Electronic Commerce''. you must name your course exactly like that, and fill out all columns for the course in the template, (you must do this for all courses). We recommend you to put together a group of all your subjects of interest thinking on your future as a worker.

Also, it is very important that you include a small description (around 250 words) about the subject of study, that way the academic department will have more information to approve and, later on, grade your subjects Please remember that, based on the Andragogic system of education, AIU expects you to apply at least 50% of the knowledge you get from your research, (for more information locate and read chapter 1.4 of your Bachelor's Student Handbook). You need to use the format AIU provided to design and submit your Curriculum Proposal. Once it is approved by the Academic Advisor, you will need to add each one of those courses in your student section by clicking on the option "Curriculum Proposal".

• Once the Curriculum Design has been approved by the Academic Department, you will need to submit each one of the courses you included in that proposal. (3 credits per course).

It is mandatory that each student follows all the requirements included in chapter 3 of the Bachelor's Student Handbook. We ask you to send all your assignments as you did in Phase I through your student section and attaching the correspondent files but first you will need to add these second phase courses into your Student section by clicking on "Curriculum Proposal''. Once you prepare each course and it is ready to be submitted to AIU, please make sure that the course has its own attachment.

PHASE TWO

AIU PROGRAM

As a reference, you can always check the Bachelor's Student Handbook and read the section "How to use your Electronic Section''. We recommend you to check the examples and templates for phase II located in your student section under the option "Document Management'; "Phase 2 Documents" How to obtain the necessary number of courses that should be included in your study plan as your "Curriculum Design"? You must know that AIU requires from their students to complete the following number of credits for this program.

Bachelor's Program: 120 credits As your first step, you need to get the following information

* Number of credits being transferred by AIU based on your professional and academic past experience.
* Number of credits earned based on the Phase I assignments you submitted. (For a better explanation please read The Bachelor's Student Handbook under the option TRANSCRIPT.

*   Number of credits earned based on the Preparatory Assignments for Phase II.
*   Consider that, generally, the Final thesis has a value between 5 to 10 credits.
*   Consider that each course you include in your Curriculum Design is 3 credits

John Doe is taking a Bachelor's program at AIU. AIU has transferred 70 credits to him based on his professional and academic past experience. He has completed phase I and AIU gave him 12 credits total . In Phase II, after all the Preparatory Courses were done, he earned 6 credits. At the end of the program, he expects to complete a Final Thesis (Phase III) and earn 5 more credits. This means that John Doe must complete at least 3 more assignments for phase II that will have no less than 3 credits per subject:

		CREDITS	
A	Credits Transferred by AIU	70	Based on academic and professional past experience
B	Phase I Assignments	10	
C	Preparatory Courses Phase II	6	
D	Phase III, Final Thesis	5	Number of Credits expected
E	TOTAL	91	
F	120 – E = 29 Divided by 3 Credits each = 10 courses	10 Courses	10 courses John Doe needs to include in his Curriculum Design

PHASE THREE
AIU PROGRAM

This phase is the culmination of the program at AIU, in which you will present/display your thesis or Final Evaluation Project. This must be the integration of all the learning obtained during your program of study and must be focused on practical application of said techniques and technologies as well as their impact on humanity. For this reason, we need you to present your development in the following sequence: 1: Proposal of Thesis content and/or Final Evaluation Project, this means to submit the content to our Academic Staff. We recommend you to follow the instruction located in your student Handbook once the proposal has been approved by AIU you can start preparing your Final Thesis and Thesis Defense or Final Evaluation Project Video evaluation.

2.- To elaborate the Thesis or Final Project upon approval from AIU, remember that AIU expects you to apply at least 80% of your research to concrete, quantifiable contributions, that are comparably qualitative and valid at regional, national and worldwide levels Take in account the advice given in chapters: 3.12.7, 3.12.8 and 3.12.9 of your Student Handbook.

All this work must comply with the requirements of "The Interactions of Students with the University" located in your Handbook.

3.- Thesis Defense or Final Evaluation Project, it will be scheduled by AIU as a virtual meeting where you will present your Thesis or Final Project to our Academic members, this formats allow us to keep a record of your presentation and submit for further evaluations if needed.

AIU
STUDENT RESOURCES & TOOLS

LIVE CLASSES
LEARN FROM THE EXPERTS

We are excited to introduce AIU Live Classes, a dynamic platform designed to facilitate daily access to expert-led classes in an interactive virtual environment. With AIU Live Classes, you have the opportunity to engage with subject matter experts directly through live Zoom meetings.
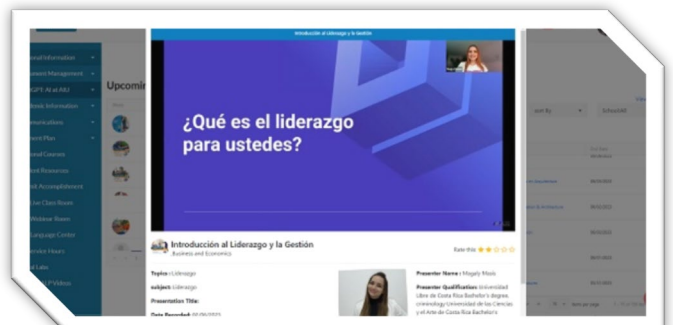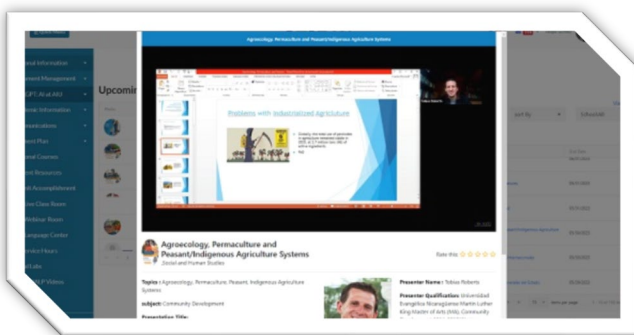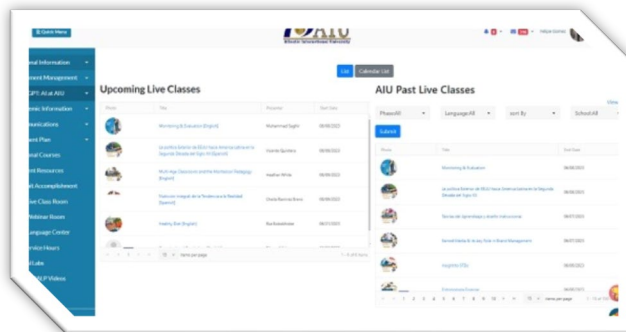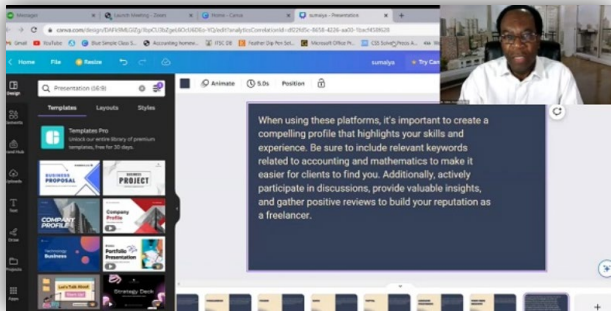
MERLIN MEDIA CENTER
AIU BIGGEST ARCHIVE

Atlantic International University is proud to offer Merlin Media Center, an innovative tool designed to help our students reach their full potential. Available to all AIU students, Merlin Media Center is an online repository that contains over 100,000 original academic resources and content.

A.i.U Hub

Unleashing Creativity with AIU's AI Tools

At Atlantic International University, we are committed to staying at the forefront of technological advancements, especially in the field of Artificial Intelligence (AI). To enhance your learning experience and empower you with hands-on AI capabilities, we have introduced a dedicated section that focuses on AI tools such as: ChatGPT, Dall-e2 and Midjourney.

AIU WEBSITE BUILDER
Create the website of your dreams and show it to the world
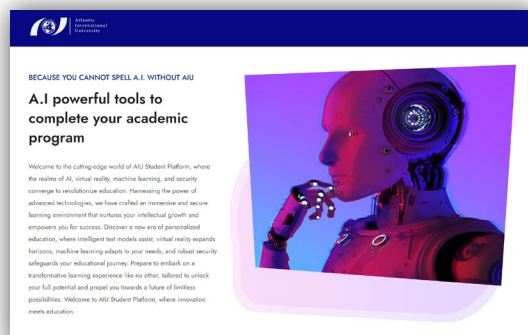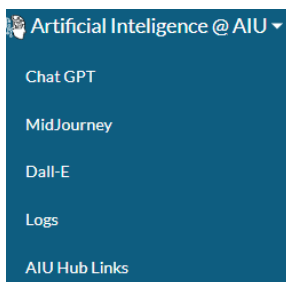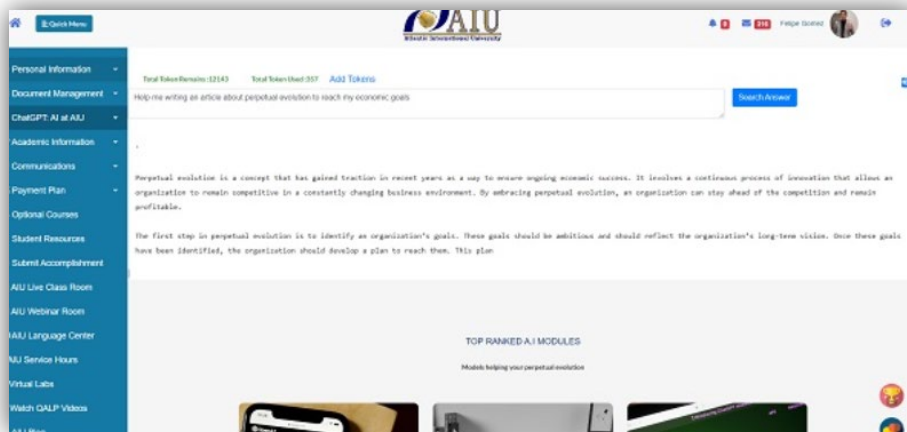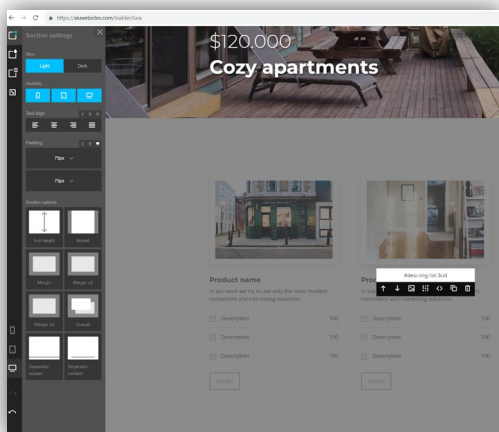
You have the tools, to build your website and host your website for free. This is your opportunity to contribute your view to the world, as part of your journey to your maximum potential.

AIU VIRTUAL CAMPUS

Immersive experience to AIU world in 360
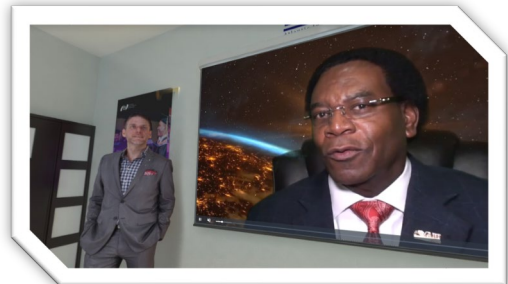
AIU
MOBILE APP

The AIU Mobile Campus allows our students to access their virtual campus to perform all the tasks required to advance academically. You are unique and unrepeatable and your academic journey should be as unique as you are.
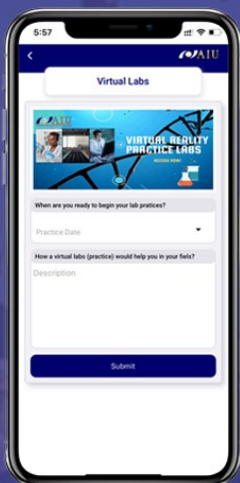
Atlantic International University
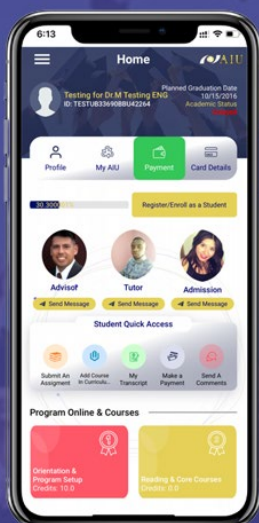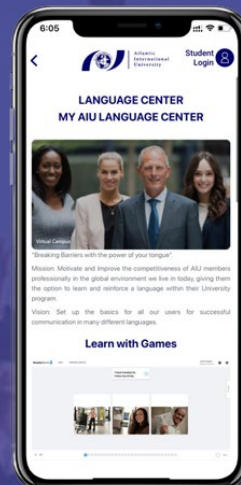
MYAIU
HUMAN DEVELOPMENT CENTER

MyAIU identifies 13 areas where your growth as a professional and individual are vital. Tools, resources, and interactions with the AIU community allow for an evolving experience seeking growth and development throughout your daily life.

MYAIU TV & RADIO
BROADCASTING YOUR UNIQUENESS

MYAIU WEBINARS & SYMPOSIUMS
SHARE YOUR EXPERTISE
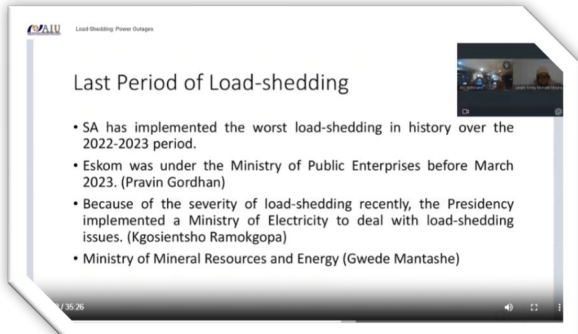
All AIU students & graduates have unlimited access to thousands of past and upcoming Webinars. Once you sign up simply find the Webinar your most interested in and join.
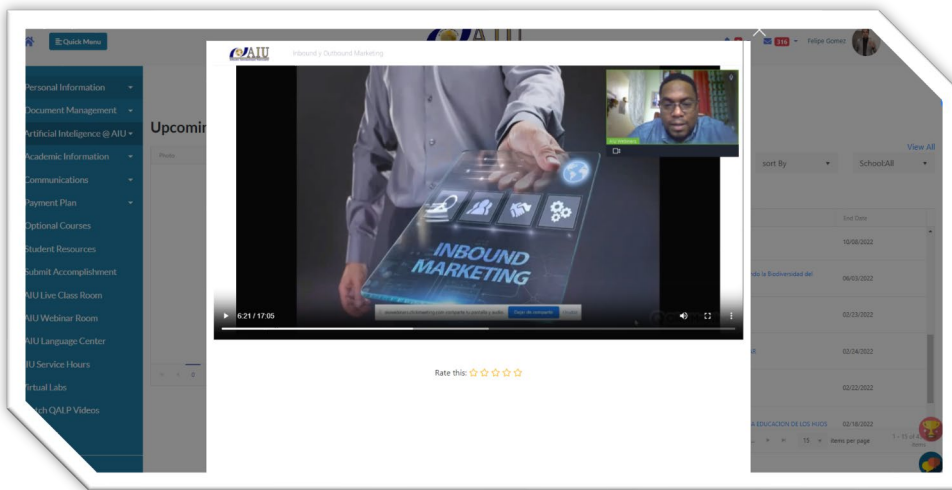
OPEN COURSES
OPEN LEARNING INITIATIVE

A world of knowledge provided by Atlantic International University to the human kind through their open courses free learning platform

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