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Image: www.ashtarcommandcrew.net

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Campus

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IN TOUCH

Article published on TecVirtual magazine

February 9, 2014. One of **Maria del Pilar Ocampo Pizano's** works that she developed with her team of researchers from the **Graduate School of Education of Tec de Monterrey**, was published in the Journal of Educational Research of such institution.

The process selection of material to be published by the institution goes through a very rigorous review of almost 8 months, choosing only those investigations that provide data for education transcendent. Take a look at her work:

rieege.tecvirtual.mx/index.php/rieege/article/view/71/49

Maria del Pilar completed a Doctorate in Psychotherapy with SUMMA CUM LAUDE honors. We hope that she continue with this success.

Graduate work published through IJOART

February 17, 2014. **Abdikadir Issa Issa Farah** wrote his work on: "**Characteristics of Effective Principal**", which has been published in the International Journal of Advancements in Research & Technology. Read his work here:

www.ijoart.org/docs/School-Management-Characteristics-of-Effective-Principal.pdf

Abdikadir completed a Masters program in Education at AIU.

We are very proud of you, and we wish you more success in your professional projects.

World Finance & Banking Symposium

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Joseph P. H. Fan
Prof. Finance.
Co-Director of the Institute of Economics and Finance.
Deputy Director of the Center of Institutions and Governance.
The Chinese University of Hong Kong.

Jun-Koo Kang
Prof. Finance.
Co-Editor of Pacific-Basin Finance Journal.
Head of the Division of Banking and Finance.
Nanyang Business School.

Chairman

João Paulo Vieito
Director - School of Business Studies Polytechnic Institute of Viana do Castelo
joaovieito@esce.ipvc.pt

Please visit the conference web site
www.world-finance-conference.com

5 articles published

February 23, 2014. **Abdiqani Ahmed Egal** has written 5 articles that he has developed during his studies with AIU, which have been recognized and published in **amazon.com**, **barnes and noble**, **fish pond**, **books a million** and **book depository** as scholarly e-books, publications and also available in hard copy format with a new look.

1. Budgeting Management Operations
www.amazon.com/Budgeting-Management-Operations-Abdiqani-Egal/dp/3656268010/ref=sr_1_1?s=books&ie=UTF8&qid=1393079670&sr=1-1

2. **The Fortune at Bottom-Pyramid: Eradicating Poverty through Profits.**
www.barnesandnoble.com/w/the-fortune-at-the-bottom-of-the-pyramid-abdiqani-egal/1116826670?ean=9783656268055&isbn=9783656268055
www.bookdepository.com/Fortune-at-Bottom-Pyramid-Abdiqani-Egal/9783656268055

3. **Planning & Administering Project-Contracts**
www.booksamillion.com/p/Planning-Administering-Project-Contracts/Abdiqani-Egal/9783656267478?id=5873802125038

4. **Organizational Strategic Planning & Leadership**
www.biblio.com/book/organizational-strategic-planning-leadership-abdiqani-egal/d/658981554

5. **Stakeholder Management and Organizational Behavior**
www.fishpond.com/Books/Stakeholder-Management-and-Organizational-Behavior-Abdiqani-Egal/9783656269373

Abdiqani is completed a Masters program in Management in AIU.

Graduates of   the month

JANUARY 2014

Antonio Cassua Gomes
Bachelor of Science
Chemistry Engineering
Angola

Ernesto Joaquim Mulato
Master of International Relations
Conflicts Resolution
Angola

Gabriel Lussuamo
Doctor of Education
Education
Angola

Francis Mukenani Wamundila
Bachelor of Science
Mechanical Engineering
Botswana

Noah Kofi Amu
Doctor of Education
Educational Technology
Botswana

Roberto Omar Rebolledo Sepúlveda
Doctor of Philosophy
Strategic Planning
Chile

Giovanni Giuseppe De Piccoli Córdoba
Master of Visual Communication
Applied Visual Arts
Colombia

Sandra Milena Ruiz Londoño
Master of Education
Education
Colombia

Víctor Javier Román Jaramillo
Master of Science
Statistics
Colombia

Francisco Javier Martínez Lovo
Doctor of Philosophy
Psychology
El Salvador

Carlos Eduardo Cruz Véliz
Doctor of Philosophy
Education
Guatemala

Jose Nguema Oyana
Doctor of Philosophy
Environmental Science
Guinea

Alberto Ibarra Idjabe
Bachelor of Arts
Sociology
Guinea Equatorial

Avilio Coello Hernandez
Bachelor of Human Resources
Human Resources
Honduras

Odhiambo James Oduke
Doctor of Philosophy
Language Education
Kenya

Carlos Candanedo Miranda
Bachelor of Science
Industrial Engineering
México

María Esperanza Velasco Núñez
Doctor of Science
Economics
México

Oyuntogtokh Bat-Erdene
Bachelor of Science
Biology
Mongolia

Billy Williams Moisés Ríos
Doctor of Philosophy
Sociology
Perú

Carmen Rainelda Alfaro Alfaro
Doctor of Philosophy
Education
Perú

José Rolando Benavente Farfán
Bachelor of Science
Civil Engineering
Perú

Salah El Sayed Ali Mohamed Bakr
Doctor of Business Administration
Human Resources Management
Qatar

Ramona Maria Popoi
Bachelor of Science
Hospitality Management
Romania

João Manuel Vicente
Bachelor of Science
Architecture
South Africa

Saifeldeen N. Mohammed El-Shaikh
Bachelor of Science
Accounting
Sudan

Safia Mohammed Aliy
Master of Science
Public Health
Tanzania

Francis Folorunsho Akinyamoju
Bachelor of Business Management
Business Management
Tunisia

Wilfrid Léo
Bachelor of Agricultural Science
Agriculture
Turks and Caicos Islands

Nader Gohary
Doctor of Science
Engineering Management
UAE

Aquilla Priscilla Omwangangye
Doctor of Arts
Education
Uganda

Raynier Omar Aldana Gibaja
Doctor of Science
Public Health
USA

Edgar Oswaldo Bedoya
Bachelor of Science
Civil Engineering
USA

Chanda Kaluba
Bachelor of Science
Physical Education
Zambia

Amos Marume
Doctor of Science
Public Health
Zimbabwe

Chilika Devin Wellings Simfukwe
Doctor of Business Administration
Human Resource Management
Zimbabwe

STUDENT'S SPACE

"I enrolled with a federal University in Nigeria for a part-time study, the activity of the lecturers and their mode of teaching discouraged me, and I withdrew from the University. I made several attempt to get myself registered online it failed. I finally got myself registered with the Atlantic International University, which granted me (partial) scholarship to study at my own pace. I was given the student manual which described the system of education I have never heard of before in my life, and this just fitted in with the kind of study I desired to have in my life time. …

The academic department and student services assured me of their support to achieve my desired dream. My special thanks go to my Tutor Anabela Fonte who was there to give me the best advice on how to go about the design proposal … (and) to my Advisor, Dr. Jackie Burton who makes sure that I follow the standard set for me by the school. She advices me never to copy someone's work without making mention of the author of that book or article. … God Bless you. I also want to thank the Academic department and student services for their support and encouragement. Thank you all."

Kanu Joseph Okechukwu
Bachelor of Science in Accounting
February 2, 2014

Interview with **Abdallah Mwase** from **Tanzania**

Graduated from Doctorate of Business Management

How has the learning process based in Andragogy impacted your life personally and Professionally?

First of all, let me say that I am very glad that I had studied this degree at AIU. I found it quite different from all the degrees I have studied, starting especially from the curriculum, because you have to make your own. It is beneficial to your working position.

Second thing that I found interesting is the way of assessment, especially the advisors and the tutors. They are very good. They give you quick response to every problem you have. For example, in assignments it took from one to two days to respond. At local universities I have studied in back home, an answer to an assignment could take months or even never happen.

Academically, how did you find the level of the programs in comparison to local universities?

The level is very good, compared to any other degrees that I have completed. It is high, over the standard. And if you learn freely, you can find problem solutions so easy.

What do you think is the greatest benefit that you have found at AIU, professionally and personally?

I have found the highest degree academically and in my working place. Now I am more fit in making my work as a supervisor on maintenance. I am in a higher level especially in decision making. I am well equiped –better equipped– than when I started.

Now, tell us, back in Tanzania, how can you give back to your community and to your family?

I could say that my family is quite happy that I am able to do more responsible jobs. Back in my country we have much equipment and now I am prepared to manage it with more responsibility. And I think I am going to earn more, and my economic situation will change since I got this degree.

What would you recommend to a person that is thinking in enrolling at AIU?

I would recommend my friends and my family to join right away because they will start to study comfortably.

"During my sophomore time at Atlantic International University, I experienced lots of opportunities for Marketing career. … I could channel new experiences and perceptions into my work. In addition, on a more personal level. …

I am visually impaired and chose Atlantic International University because of its superior services for people living in Europe. … I quickly learned that being a student at AIU I have to change some objectives like timing and better internal coordination.

As a result of my time with AIU, I gained an impressive resume and marketing portfolio. I feel that my new experience and new knowledge developed a great deal. I learned innovative techniques in both study and research and learned how to conduct self-directed research. … I became more independent in my daily work, orientation and mobility, daily living skills and ability to reach more objectives at my workplace. I gained a great deal of confidence in my abilities to adapt and succeed on my own. …

My time at Atlantic International University was an experience I will treasure always."

Leah Anita Reddig
Doctorate in Marketing
February 9, 2014

LEARNING

EDUCATION TRENDS

The secret power of
the generalist

By Meghan Casserly
www.forbes.com

Turns out generalists are good
for more than just Trivial Pursuit.

When discussing the animal kingdom, each creature resides on a species scale of generalists to specialists. Specialist creatures like the koala bear can only survive on an extremely limited set of conditions: diet (eucalyptus), climate (warm), environment (trees). Generalists, on the other hand (think mice) are able to survive just about anywhere. They can withstand heat and cold, eat your organic breakfast cereal or seeds and berries foraged in the wild.

As a result, specialist species thrive only when conditions are perfect. They serve a very specific purpose within their particular ecosystem and are extremely adept at navigating it. However, should those conditions change –as a result of nature or, more commonly, an outside force– specialist species often become extinct. In contrast, mice can move from spot to spot on the globe, adapt to different cultures, diets and weather systems. And most importantly, stay alive.

In a professional setting, employees operate on a similar spectrum. We are either specialists (not just a historian, but a historian of Civil War powder muskets) or generalists. In recent decades, particularly as the American workforce has moved towards technology firms, specialists have become a hot commodity. In Silicon Valley, for example, employers wage wars for much-coveted technical engineers and coders who build the search engines and social networks we value so highly.

This makes sense: once again referring to nature, environments with more competition breed more specialists. Rainforests, for example, are chock-o-block full of diversity and competition for survival, which results in hundreds of thousands of highly specialized species. Silicon Valley, New York City

and most of the other highly-productive, highly-competitive business landscapes, operate similarly. Instead of countless species of spider, the modern workforce has become a highly specialized mass of MicroNuclear Physicists, Fiber Optics Engineers and Java Developers who all function brilliantly when conditions are perfect.

But what happens when the ecosystem shifts?

Despite the corporate world's insistence on specialization, the workers most likely to come out on top are generalists –but not just because of their innate ability to adapt to new workplaces, job descriptions or cultural shifts. Instead, according to writer Carter Phipps, author of 2012's **Evolutionaries** generalists will thrive in a culture where it's becoming increasingly valuable to know "a little bit about a lot." Meaning that where you fall on the spectrum of specialist to generalist could be one of the most important aspects of your personality –and your survival in an ever-changing workplace.

"We've become a society that's data rich and meaning poor," he says. "A rise in specialists in all areas –science, math, history, psychology– has left us with tremendous content but how valuable is that knowledge without context?" Context, he says, which can only be provided by generalists whose breadth of knowledge can serve as the link between the hard-won scientific breakthroughs (think the recent Higgs-Boson discovery) and the rest of the world.

Only by understanding the work within fields to the right and the left of your own can you understand the bigger picture, he says, whether you're talking about a corporation (sales analysts understanding the supply chain as well as internal operations) or the world as a whole. "We've become so focused on specialization, but just as there are truths that

can only be found as a specialist," he says, "There are truths that can only be revealed by a generalist who can weave these ideas in the broader fabric of understanding." He references the historian David Christian whose 2011 TED talk presented a "Big History" of the entire universe from the big bang to present in 18 minutes, using principals of physics, chemistry, biology, information architecture and human psychology. Generalism at work.

In other arguments for the rise of the generalist, consider this research from the University of Pennsylvania's Professor Phillip Tetlock, as referenced in a recent Harvard Business Review blog post. Tetlock studied 248 professional forecasters over 20 years to determine whether experts or non-experts make more accurate predictions in their areas of expertise.

After collecting more than 80,000 forecasts he concluded that when seeking accurate predictions, the non-experts were the best bet. It's better, he said, to turn to those who "know many things, draw from an eclectic array of traditions and accept ambiguity and contradictions" than so-called experts. Relying on a single perspective, he found, was problematic, even detrimental to predicting an accurate outcome.

Why? Quite simply because a single-minded person can't predict variables they don't know anything about.

Readers: Do you buy it? Will generalists become more than just winners of Trivial Pursuit and excellent makers of dinner table conversation in the future? What has been more beneficial in your career –being a hyper-focused "expert" or a wide-ranging "generalist"?

For clues on whether I'm a specialist or generalist, follow my feeds on Facebook and Twitter.

www.facebook.com/meghan.casserly   @Meg_Casserly
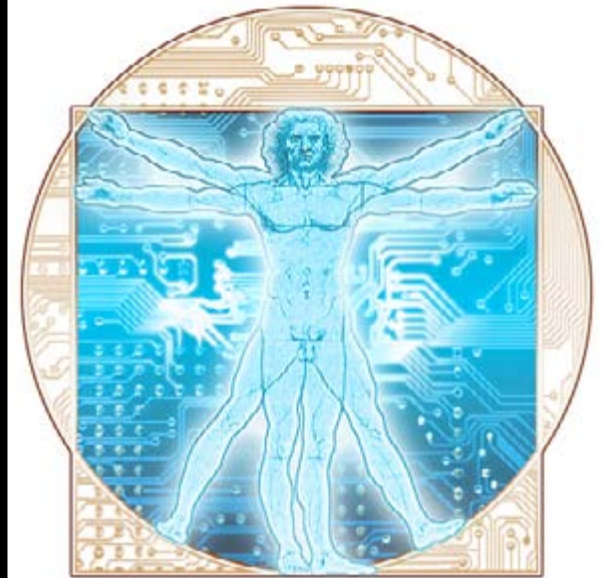
Humanist of the digital era

Although this is a techno-social trend for 2014, it is also important in the field of education. The "generalism" is the idea that in times of change as we live, broad professional profiles become more valuable than those limited to a single specialty. As we have seen, the intellectual resources abound, as well as the chances of learning in the new universal library (and nearly University) of the world wide web. Facing so much data, so much information in times of change, we need people who can "make sense" of all this to establish patterns, to sense trends and to seek answers that take into account the possible nuances.

The generalist is a new professional profile specially equipped to unravel the complexity (almost chaotic) that characterize the post-modernity, or the current crisis. While this new profile –the humanist of the digital era, reminiscent of the Renaissance–, the issue is much more powerful. Equipped with technologies as solvent as current for knowledge, the "digital renaissance person" will have a greater chance of success and can help change the world to a greater extent than ever before.   Image: www.behance.net

Massive Courses

The MOOC (Massive Open Online Courses) are open and free courses offered via the Internet. The characteristics of this form of distance education –the most prestigious international universities have incorporated into their supply in recent years– provide access to training thousands of people around the world, while raising questions and reticence.

Accustomed to understand education as linear, time-limited and closed in sacred temples, forms of learning "informally" –but no less real and powerful than "formally" which arise with the development of related Internet technologies– are criticized since its inception. First come the reluctance towards virtual learning (so-called e-learning) ,

although early experiences and platforms conform to reflect the closed environments of classrooms. Shortly after, and parallel to the quantitative and qualitative increase of Internet resources that begin to reproduce the Asimov-predicted universal library, begins to speak of the "Googleisation" learning, the superficiality of what people can learn freely, using Google, or any other search engine, and sharing interests through intellectual social networks (Facebook, Twitter, blogs, etc).

The Mooc reflect the evolution, the systematization of it. The addition of pedagogical methods and the support of traditional institutions (Universities, Business Schools), clarify the above susceptibilities.

Image: researchnetwork.pearson.com

Flipped Classrooms
turning the traditional classroom on its head

Speech bubbles: "He's such an innovator." / "I think the teacher is taking literally the flipping class option." / "Do you think so?"

Néstor Alonso
educ@conTIC

Many of us think that to change the world you need to start with education. Salman Khan agrees in the Ted conferences of 2011, in the USA. The founder of the Khan Academy has thousands of videos uploaded to YouTube to teach math and other subjects in audiovisual format and thus has proposed an entirely new learning methodology.

His academy, with hundreds of thousands of daily visits and over one million regular users is being valued to supplement or even improve formal education. In this respect the arguments are categorical: if we explain the theoretical concepts through video format, which on the other hand is more familiar to children, we can use the time chil-

dren spend in the institution in things as important in the present time as personalized attention, dialogue, participation in education or collaborative construction.

The video format has several advantages, among which is the possibility of adapting the learning to the student's pace or the chance to practice without the presence of teachers or classmates. Working with Youtube allows, in addition to wider broadcasting, to create engagement through dialogue, and build communities around its channels.

All this supports the current concept of "Flipped Classroom", a model of learning that "inverts" the time spent in the classroom and at home. Here, the protagonist of learning is the student. After the class, students manage the contents, pace and style of learning as well as how they demonstrate their knowledge. The teacher goes from being the star of the act of learning, to

become a simple guide regarding to personalizing of learning, to concrete instruction for each student, and to other needed support.

So, if the teacher used the space to give master class lectures to dispense information, in the "flipped classes" the student form themselves, after school and through videos, podcasts, e-books, books and any other information resource. They do this collaboratively, usually accompanied by their peers from online communities, social networks, etc, acquiring at he same time collaborative skills that are central to the citizens of the 21st century. Briefly the model recognizes that the contents are already available abundantly in the Internet. The model also recognizes that learning is a core competency for the students of the digital era, which they will have to learn continuously, throughout their lives. Thus, the guide is usually the project, the proactive learning, leaving more time for tutoring, learning personalizing, curriculum advice and guidance.

Image: redessocialesinterneteneducacion. blogspot.mx

More purple hair

Teachers for generations have been minimally interested in original ways a student might solve a problem and maximally devoted to assuring that it was just as the teacher instructed.

Let's hear it for purple hair! Odd way to begin a text perhaps, but purple hair needs all the support it can get. This exclamation arises from a recent exchange among the heads of some private schools in which dress codes were the topic. There seemed a consensus that cracking down on unnatural hair color was good policy. My take? Channeling John McEnroe –you can't be serious! There may be some "codes" necessary in a school environment. Offensive, revealing or commercial clothing certainly might be restricted. As should always be the case in setting rules or policy for children, a thoughtful adult could easily explain the rationale for those prohibitions.

But I'll invite any reader to offer a justification for "cracking down" on something as irrelevant as a young man or woman's choice of hair color. Enforcing this kind of silly rule can only have these consequences: the student will feel humiliated, the student will withdraw and rebel or the student will, with some justification, consider the adult foolish and rigid.

While hair color or its prohibition may seem an insignificant matter, it is symptomatic of an

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education culture that emphasizes control and conformity, often to the exclusion of nearly everything else. My blood pressure gradually dropped after the hair color spike, but soon raised again as I read Sunday's **New York Times** piece on **Emotional Intelligence and Social-Emotional Learning** (S.E.L). Therein, and in the accompanying comments, all manner of educators, parents, psychologists and researchers made the case for S.E.L. in schools, arguing that these attributes can be taught just like arithmetic and that America's impulsive, ill-mannered children must be tamed. In one particularly dreadful example, a kindergarten teacher invited students to bring family problems into the classroom. He then role-modeled the responses a boy might give to his mother, who supposedly screams at him at home. There is insufficient space to itemize how many things are wrong with that exercise.

IMAGE: IMGFAVE.COM

As with all things that have a kernel of truth, our profit-hungry culture will find a way to turn it into acres of corn. The article cited the first wave of packaged programs for S.E.L, **Second Step**, **Path** and **Ruler** among them. The **Ruler** program has a "mood meter" with color codes for emotions, leading children, for example, to self-describe as, "I'm in the yellow right now!"

Social and emotional learning are indeed important parts of child development. It is inarguably a good thing that so-called emotional intelligence is given a place among Howard Gardner's multiple intelligences, which helped release the stranglehold that IQ tests, reading, writing and arithmetic have had on our assessment of human worth. But give the educational establishment an inch of insight and they'll create a mile of new, profitable programs.

Both of these examples are representative of the privileged place conformity and control hold in our work with children. Even the **Common Core** drives conformity. While the standards are sensible or harmless, the practices and tests that flow from the standards are designed to reward only a certain kind of thinking and expression. "Show your work," is a haunting mantra from my childhood. Teachers for generations have been minimally interested in original ways a student might solve a problem and maximally devoted to assuring that it was just as the teacher instructed. The standards and assessment of humanities subjects are similarly controlling. The students'

responses must conform to the test writers' interpretations of, and judgments about, the passage provided. While the **Common Core** and its sidecars might be marginally better than **No Child Left Behind**, the intent to control students and reward conformity is undeniable.

In the admission process at my school I sometimes ask parents to cite the qualities they most value in others and hope to see nurtured in their children. The responses are always similar and include: a sense of humor, imagination, creativity, originality, individuality, compassion, passion... you might add your own. Why, I then ask, would you send your child to a school that fails to recognize and celebrate the things you admire and hope for? In today's schools, public and private, particularly the horrifying charter schools that draw highest praise from politicians, these qualities are not nurtured —they are scorned. Children must conform in dress and behavior, marching from class to class, obeying commands like, "Eyes on teacher," and suppressing every impulse to say or do anything that might vary from the script.

I'm not interested in helping to create a homogeneous generation of common children, raised on the **Common Core** and marched through a regime of controls and conformity. And I certainly don't care to see children's complex and powerful emotions subdued by a program that takes authentic feelings and corrals them into a contrived box of "mood meters" and catch phrases.

I cherish uncommon children who dye their hair purple, ask uncomfortable questions and solve problems in ways that I'd never considered. The world needs more artists, eccentrics, rebels and dreamers, not more cookie cutter adults who mindlessly follow all the rules.
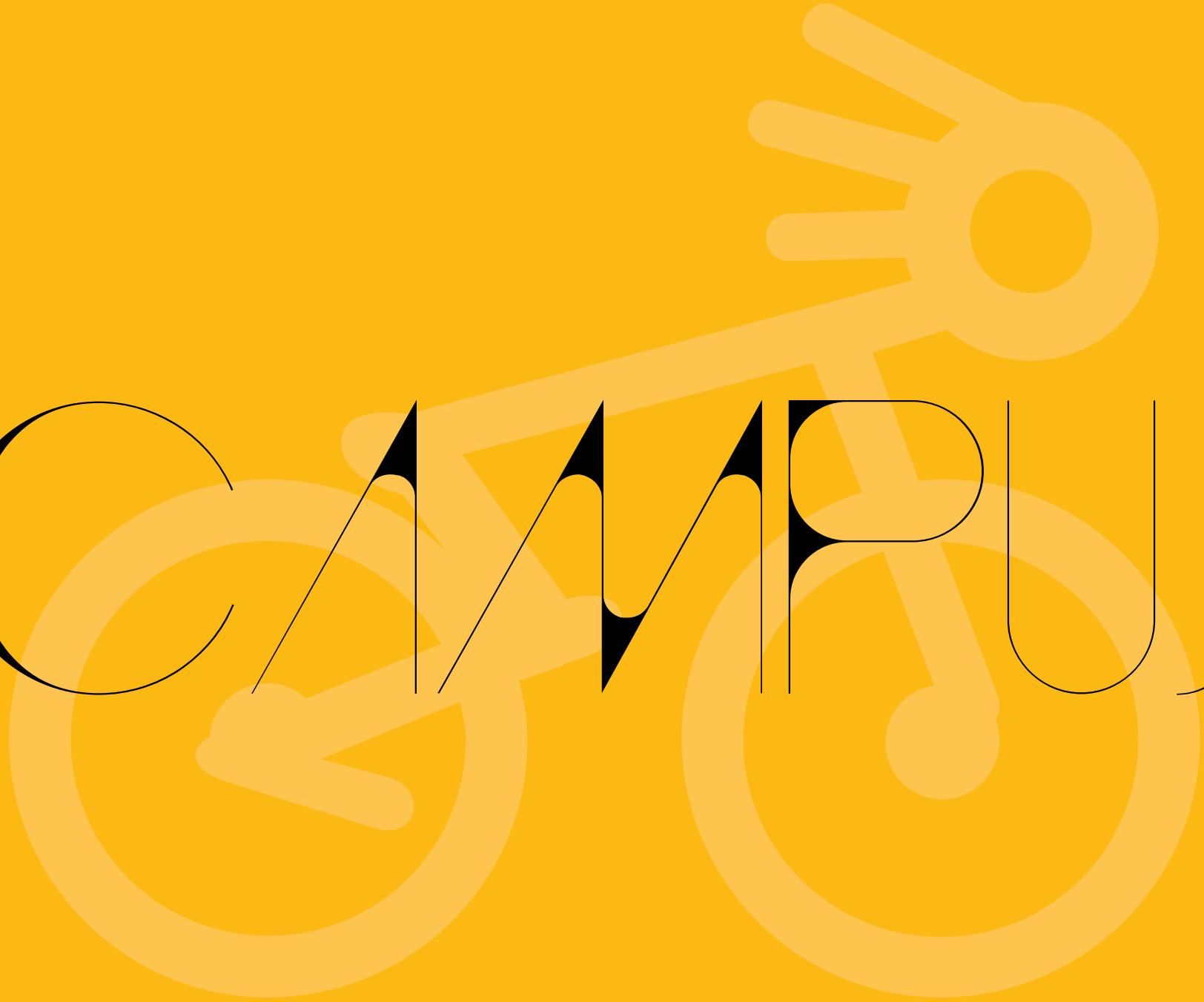
STUDENT PLATFORM

5 things you will love about the new platform

At AIU, we always strive to make improvements to enhance our students experience and ensure they reap the most benefits of their education. That is why on December 2013 we launched a new Student Section and the response has been wonderful.

These are just some of the features that the New Section incorporates. We strive to always improve your experience and academic growth. Remember whether you have the new or old student section, the education and assistance we provide is the same. Our goal is to help you reach the finish line and graduate!

1 A modernized and simplified appearance.

2 The ability to work on your assignments online and submit directly to your advisor.

3 The flexibility to still complete assignments offline with a simplified way to submit them.

4 Easier and faster way to view and download all PDF files.

5 Easy and centralized communication section so you can interact with your Tutor, Advisor and Student Services.

AIU Virtual Cumpus:Student Section   Home Lo

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Welcome To Doe John / UB29695SAE38261 >>

Upload Photo   Advisor: Felipe Gomez

<<Your current session info: < a minute
<<Your last session info: February 27, 2014 < a minute
<<Total time spent in this program: 12 hours
<<Days have passed since submitting the last assignment: 42 Days
<<Days left to complete the current Phase:

What do you need to do today?

Submit an assignment | Add Courses into Curriculum | Send a comment to advisor

Make an Online Payment | Edit your Personal Info | Edit Credit Card information

Access the Online Library | Optional Courses,Topics | Automatic Payments Status

AIU
Atlantic International University

Personal Information
Document Management
Academic Information
Communications/Assignments
Payment plan
Optional Courses, Topics
Student Resources

Initial Questionnaire

Academic Progress: Started January 16, 2014   Planned Graduation: January 16, 2016   Academic Status

0/136   On Schedule

My Recent Messages

Date	From	Subject
No records to display		

Course Interface and Program Outline

To get started on your studies, click on the Phases below to open the program outline and Course interface where you will have access to Instructions and Videoconferences. When ready, you may also submit your work to be graded by your advisor.

Phase 1
Orientation and Program Setup

Phase 2
Requires Readings and Core Courses

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Private Tutor

The money's good and the perks even better. But who are the teachers giving all these extra lessons? You might be surprised.

"Earn £800 a week tutoring in Kazakhstan," read one email I received earlier this year. Another began, "Do you fancy going to the Bahamas for three months?" Summers in St. Tropez, Hong Kong and Tuscany were also up for grabs.

Some may dismiss these emails as spam. In fact, they are a few of the "international opportunities" offered by **Bright Young Things**, a British agency specialising in "private bespoke tuition". In Kazakhstan the successful applicant would be provided with "accommodation 10 minutes from the family home"; on a Hong Kong placement, a tutor would have to settle for "the (spectacular) family home". Such assignments require at least four hours of work a day –teaching English, for example, or preparing children as young as five for entrance exams to a British private school.

Private tutoring is that rare thing: a booming British industry, in demand at home and abroad. Some agencies have even expanded overseas –**Holland Park Tuition** and **Education Consultants** opened a Dubai office in October last year.

The online education resource **EdPlace** estimates, not entirely convincingly, that British parents spend as much as £6bn a year on private lessons for their children. A recent Ipsos Mori poll for the Sutton Trust found that 24% of all young people in the UK have received private tuition at some point; in London, the figure rises to 40%.

Across the country, and especially in the capital, agencies have sprouted in the hope of benefiting from this boom. Some have prospered. But more significantly, tutoring has become a career –and for young people working in the arts, it is increasingly a second career, supplementing their creative endeavours.

As a young journalist who has just started working freelance, I recently joined these ranks. Last month I attended a training day alongside postgraduate students, former teachers and recent graduates at a loose end –as well as young writers, actors and journalists. Few had formal teaching qualifications. Almost all had degrees from Oxbridge* or other elite universities.

*Oxbridge is a *portmanteau* (morphological blend) of the University of Oxford and the University of Cambridge in the United Kingdom. The term is used to refer to them collectively in contrast to other British universities.

Source: "Home Tuition", by Daniel H Cohen. The Guardian, October 25, 2013.

Bright Young Things. Academic Tuition
London: 020 3432 3996 / Oxford: 018 6598 9309
www.brightyoungthings.co.uk

PROGRAMS AT AIU

Bachelor of
Human Resources Management

SCHOOL OF BUSINESS AND ECONOMICS

The Bachelor of Human Resource Management program is offered online via distance learning. After evaluating both academic record and life experience, AIU staff working in conjunction with Faculty and Academic Advisors will assist students in setting up a custom-made program, designed on an individual basis. This flexibility to meet student needs is seldom found in other distance learning programs. Our online program does not require all students to take the same subjects/courses, use the same books, or learning materials. Instead, the online Bachelor of Human Resource Management curriculum is designed individually by the student and academic advisor. It specifically addresses strengths and weaknesses with respect to market opportunities in the student's major and intended field of work. Understanding that industry and geographic factors should influence the content of the curriculum instead of a standardized one-fits-all

design is the hallmark of AIU's unique approach to adult education. This philosophy addresses the dynamic and constantly changing environment of working professionals by helping adult students in reaching their professional and personal goals within the scope of the degree program.

IMPORTANT: Below is an example of the topics or areas you may develop and work on during your studies. By no means is it a complete or required list as AIU programs do not follow a standardized curriculum. It is meant solely as a reference point and example. Want to learn more about the curriculum design at AIU? Go ahead and visit our website, especially the Course and Curriculum section: www.aiu.edu/CourseCurriculum.html

Core Courses and Topics

Employee Relations
Recruitment and Selection
Benefits and Compensation
Performance and Reward
Training and Development
Business Statistics
Human Resources Management:
   Industry Specific I
Human Resources Management:
   Industry Specific II
International Management
Introduction to Economics
Environmental Management
Decision Making
HRM Techniques
Principles of Managerial Accounting
International Business Law
Legal Context of Employment Relations
Project Management
Strategic Human Resource Management
Human Resource Information Systems
Strategic Management

Orientation Courses

Communication & Investigation
(Comprehensive Resume)
Organization Theory (Portfolio)
Experiential Learning (Autobiography)
Academic Evaluation (Questionnaire)
Fundament of Knowledge
(Integration Chart)
Fundamental Principles I
(Philosophy of Education)
Professional Evaluation
(Self Evaluation Matrix)
Development of Graduate Study
(Guarantee of an Academic Degree)

Research Project

Bachelor Thesis Project
MBM300 Thesis Proposal
MBM302 Bachelor Thesis (5,000 words)

Publication

Each Bachelor of Human Resource Management graduate is encouraged to publish their research papers either online in the public domain or through professional journals and periodicals worldwide.

Employment Opportunities

Account Representative
Affirmative Action Coordinator
Arbitrator
Compensation Manager
Conciliator
Dispute Resolution Specialist
EEO Representative
Employee Benefits Manager
Employment Counselor
Employee Relations Representative
Employee Welfare Manager
Federal/State Mediator
Human Resources Administrator
Industrial Relations Director
Job Analyst

Contact us to get started

Submit your Online Application, paste your resume and any additional comments/questions in the area provided.
www.aiu.edu/requestinfo.html?Request +Information=Request+Information

ABOUT US

General Information

Atlantic International University offers distance learning degree programs for adult learners at the bachelors, masters, and doctoral level. With self paced program taken online, AIU lifts the obstacles that keep professional adults from completing their educational goals. Programs are available throughout a wide range of majors and areas of study. All of this with a philosophically holistic approach towards education fitting within the balance of your life and acknowledging the key role each individual can play in their community, country, and the world.

Accreditation

While National Accreditation is common for traditional U.S. institutions of higher learning utilizing standard teaching methods, every country has its own standards and accrediting organizations. Accreditation is a voluntary process and does not guarantee a worthy education. Rather, it means an institution has submitted its courses, programs, budget, and educational objectives for review. AIU's Distance Learning Programs are unique, non-traditional and not accredited by the U.S. Department of Education. This may be a determining factor for those individuals interested in pursuing certain disciplines requiring State licensing, (such as law, teaching, or medicine). It is recommended that you consider the importance of National Accreditation for your specific field or profession.

Although Atlantic International University's individualized Distance Learning Degree Programs, are distinct from traditional educational institutions, we are convinced of their value and acceptance worldwide. Non-traditional programs are important because they recognize knowledge gained outside the classroom and incorporate a broader more comprehensive view of the learning experience. Many great institutions are unaccredited. We invite you to compare our programs and philosophy with traditional classroom-based programs to determine which is best suited to your needs and budget.

AIU has chosen private accreditation through the Accrediting Commission International (ACI), obtained in 1999. ACI is not regulated or approved by the US Department of Education. ATLANTIC INTERNATIONAL UNIVERSITY IS NOT ACCREDITED BY AN ACCREDITING AGENCY RECOGNIZED BY THE UNITED STATES SECRETARY OF EDUCATION. Note: In the U.S., 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.

AIU is incorporated in the state of Hawaii. As a University based in the U.S., AIU meets all state and federal laws of the United States. There is no distinction between the programs offered through AIU and those of traditional campus based programs with regards to the following: your degree, transcript and other graduation documents from AIU follow the same standard used by all U.S. colleges and universities. AIU graduation documents can include an apostille and authentication from the U.S. Department of State to facilitate their use internationally. Authentication from the U.S. Department of State is a process that will ultimately bind a letter signed by the U.S. Secretary of State (permanently with a metal ring) to your graduation documents.

The AIU Difference

It is acknowledged that the act of learning is endogenous, (from within), rather than exogenous. This fact is the underlying rationale for "Distance Learning", in all of the programs offered by AIU.

The combination of the underlying principles of student "self instruction", (with guidance), collaborative development of curriculum unique to each student, and flexibility of time and place of study, provides the ideal learning environment to satisfy individual needs. AIU is an institution of experiential learning and nontraditional education at a distance. There are no classrooms and attendance is not required.

Mission & Vision

MISSION: To be a higher learning institution concerned about generating cultural development alternatives likely to be sustained in order to lead to a more efficient administration of the world village and its environment; exerting human and community rights through diversity with the ultimate goal of the satisfaction and evolution of the world.

VISION: The empowerment of the individual towards the convergence of the world through a sustainable educational design based on andragogy and omniology.

Organizational Structure

Dr. Franklin Valcin PRESIDENT/ACADEMIC DEAN	**Dr. José Mercado** CHIEF EXECUTIVE OFFICER	**Dr. Ricardo González** PROVOST
Ricardo González CHIEF FINANCIAL OFFICER	**Nadia Gabaldon** STUDENT SERVICES COORDINATOR	**Linda Collazo** REGISTRATION COORDINATOR
Jaime Rotlewicz DEAN OF ADMISSIONS	**Kingsley Zelee** IT COORDINATOR	**Laura Guillaume** ACCOUNTING COORDINATOR
Clara Margalef SPECIAL PROJECTS DIRECTOR	**Juan Pablo Moreno** DIRECTOR OF OPERATIONS	**Mario Cruz** ADMINISTRATIVE COORDINATOR
Ofelia Hernández DIRECTOR OF AIU	**Giovanni Castillo** LOGISTICS COORDINATOR	**Veronica Amuz** ADMINISTRATIVE COORDINATOR
Miqueas Virgile IT DIRECTOR	**Amalia Aldrett** ADMISSIONS COORDINATOR	**Felipe Gomez** DESIGN COORDINATOR
Edward Lamber TUTOR COORDINATOR	**Alba Ochoa** ADMISSIONS COORDINATOR	**Carlos Aponte** TELECOM DIRECTOR
Ariadna Romero ACADEMIC COORDINATOR	**Sandra Garcia** ADMISSIONS COORDINATOR	**Nadeem Awan** PROGRAMMER DIRECTOR
Rosie Perez FINANCE COORDINATOR		

School of Business and Economics

The School of Business and Economics allows aspiring and practicing professionals, managers, and entrepreneurs in the private and public sectors to complete a self paced distance learning degree program of the highest academic standard.

The ultimate goal is to empower learners and help them take advantage of the enormous array of resources from the world environment in order to eliminate the current continuum of poverty and limitations.

Degree programs are designed for those students whose professional experience has been in business, marketing, administration, economics, finance and management.

Areas of study: Accounting, Advertising, Banking, Business Administration, Communications, Ecommerce, Finance, Foreign Affairs, Home Economics, Human Resources, International Business, International Finance, Investing, Globalization, Marketing, Management, Macroeconomics, Microeconomics, Public Administrations, Sustainable Development, Public Relations, Telecommunications, Tourism, Trade.

School of Social and Human Studies

The School of Social and Human Studies is focused on to the development of studies which instill a core commitment to building a society based on social and economic justice and enhancing opportunities for human well being.

The founding principles lie on the basic right of education as outlined in the Declaration of Human Rights. We instill in our students a sense of confidence and self reliance in their ability to access the vast opportunities available through information channels, the world wide web, private, public, nonprofit, and nongovernmental organizations in an ever expanding global community.

Degree programs are aimed towards those whose professional life has been related to social and human behavior, with the arts, or with cultural studies.

Areas of Study: Psychology, International Affairs, Sociology, Political Sciences, Architecture, Legal Studies, Public Administration, Literature and languages, Art History, Ministry, African Studies, Middle Eastern Studies, Asian Studies, European Studies, Islamic Studies, Religious Studies.

School of Science and Engineering

The School of Science and Engineering seeks to provide dynamic, integrated, and challenging degree programs designed for those whose experience is in industrial research, scientific production, engineering and the general sciences. Our system for research and education will keep us apace with the twenty-first century reach scientific advance in an environmentally and ecologically responsible manner to allow for the sustainability of the human population. We will foster among our students a demand for ethical behavior, an appreciation for diversity, an understanding of scientific investigation, knowledge of design innovation, a critical appreciation for the importance of technology and technological change for the advancement of humanity.

Areas of Study: Mechanical Engineering, Industrial Engineering, Chemical Engineering, Civil Engineering, Electrical Engineering, Computer Engineering, Physics, Chemistry, Biology, Mathematics, Communications, Petroleum Science, Information Technology, Telecommunications, Nutrition Science, Agricultural Science, Computer Science, Sports Science, Renewable Energy, Geology, Urban Planning.

Online Library Resources

With access to a global catalog created and maintained collectively by more than 9,000 participating institutions, AIU students have secured excellent research tools for their study programs.

The AIU online library contains over 2 billion records and over 300 million bibliographic records that are increasing day by day. The sources spanning thousands of years and virtually all forms of human expression. There are files of all kinds, from antique inscribed stones to e-books, form wax engravings to MP3s, DVDs and websites. In addition to the archives, the library AIU Online offers electronic access to more than 149,000 e-books, dozens of databases and more than 13 million full-text articles with pictures included. Being able to access 60 databases and 2393 periodicals with more than 18 million items, guarantees the information required to perform the assigned research project. Users will find that many files are enriched with artistic creations on the covers, indexes, reviews, summaries and other information. The records usually have information attached from important libraries. The user can quickly assess the relevance of the information and decide if it is the right source.

Education on 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 21ˢᵗ 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 some 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; instead, 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.

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.

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.

Read more at: aiu.edu

AIU Service

AIU offers educational opportunities in the USA to adults from around the world so that they can use their own potential to manage their personal, global cultural development. The foundational axis of our philosophy lies upon self-actualized knowledge and information, with no room for obsoleteness, which is embedded into a DISTANCE LEARNING SYSTEM based on ANDRAGOGY and OMNIOLOGY. The ultimate goal of this paradigm is to empower learners and help them take advantage of the enormous array of resources from the world environment in order to eliminate the current continuum of poverty and limitations.

This will become a crude reality with respect for, and practice of, human and community rights through experiences, investigations, practicum work, and/or examinations. Everything takes place in a setting that fosters diversity; with advisors and consultants with doctorate degrees and specializations in Human Development monitor learning processes, in addition to a worldwide web of colleagues and associations, so that they can reach the satisfaction and the progress of humanity with peace and harmony.

Contact us to get started

Now, it's possible to earn your degree in the comfort of your own home. For additional information or to see if you qualify for admissions please contact us.

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www.aiu.edu/apply3_phone.aspx