



“Quality Education and Degree Programs Since 1974”

ACU IS AN INTERNET UNIVERSITY

Web Site: <http://www.amercoastuniv.edu/>

General Catalog

2002 - 2003

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AMERICAN COASTLINE UNIVERSITY

“Quality Education and Degree Programs Since 1974”

“North American Division of IUFS”

American Coastline University

North American Processing Center

5000 W. Esplanade, #197, Metairie, Louisiana 70006

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American Coastline University Overview

“Quality Education and Degree Programs Since 1974”

WHAT MAKES ACU DIFFERENT?

The ACU mentor is a facilitator of learning and advisor. As a student, in this program YOU determine what you will learn, and how and where you will learn it. Your faculty advisor will help you design your program using relevant life learning (experiential learning) and current studies. You and your mentor assess together the progress you are making toward your degree goals.

HOW DOES THE PROGRAM WORK?

When you enroll at ACU you write a brief narrative about your current interests and what you have learned at other universities and through experiential learning. Your ACU Advisor helps you develop a degree plan defining your goals and assists you to identify resources, people, reading materials and programs necessary to complete current studies. ACU advisors help students identify the ways they learn best. Independent study, directed reading, internships, classroom instruction (at another university or specialized institute), community agencies, job sites, libraries, seminars, independently contracted mentors, or practitioners in the Student's area of interest are resources for acquiring skills and knowledge.

ACU students start by writing a brief narrative to describe lifelong and current learning. They must also complete a major study to fulfill degree objectives. The ACU advisor responds to all written materials. The faculty mentor does not grade, but uses your material for advisement and dialogue. The advisor guides students through all degree stages.

ACU Students determine their own pace, direction and learning environment. Learning becomes a joy! What is learned connects to other learning in a personally integrated way?

DOES EXPERIENCE COUNT?

Yes! You determine which relevant learning you want to include in your degree program -- from other universities and from relevant experiential learning. Your transcripts confirm previous university credits and document experiential learning that is equal to college courses. The assessment request, confirms life experiences along with advisement, which is always required.

CAN I STUDY AT HOME?

Yes! ACU is designed to serve Students worldwide. ACU supports many types of learning, offers directed study courses, on-line courses, and accepts community-based learning. Your community is your campus. There are no outside residency or specific seminar requirements. Students can complete their studies in their local community.

HOW DO I COMMUNICATE?

Each program is a one-on-one relationship between faculty and student. Many students complete degree requirements by using widely available communication choices (telephone, fax, postal service, computer/modem--e-mail) Students achieve their educational goals in harmony with their lives. The important point is that all study can be completed in the student's own community.

WHAT IS COURSE CREDIT ASSESSMENT?

American Coastline University is partially an ASSESSMENT University. When requesting assessment the ACU student states that appropriate learning has occurred, and describes the learning, the ACU mentor "confirms" what is presented by the student. Demonstration of learning is more important than writing style, method of presentation, or other arbitrary evaluation systems.

Tell us what you know, how you learned it, how you integrated it, and how you apply it in your life – that is what ASSESSMENT means. Theory, Practice, Synthesis!

After enrolling, your faculty advisor assists you in developing an appropriate method of preparing Assessment Requests for relevant life credit and completing required courses to meet your degree goals.

COURSE REQUIREMENTS

Specific assessments and course requirements are set by each department depending on standard academic expectations, standards in the discipline, and degree level. Many assignments call for an essay response. We recommend a three-part formula designed by Philosopher Rene Descartes that fits almost any type of research writing.

Part 1 Analysis

Analysis: tell us what it is, what we are talking about, and how we intend to proceed with this study.

Part 2--Comparison or Critical Comparison

In this comparison or critical evaluation tell us how it is used, compare new style to old, large to small, small to large, discuss its various shapes, forms, and characteristics.

Part 3 – Syntheses Internal Integration

Synthesis or Integration: Tell us what it means to you, to society, what are the implications for the future?

Later, we take a common item, and write a sample essay. It is not necessary to copy this format exactly; just use it as a guide.

The Bachelor's level thesis or graduate practicum shows knowledge of the topic, cites professional references, and demonstrates competence in understanding the topic.

The Graduate level thesis or practicum shows knowledge of the topic, cites professional references, and demonstrates a high level of mastery competence in understanding the topic, understanding of applications, theory, and implementation, and the ability to make recommendation fort application.

The dissertation or a graduate project is a contribution to the literature of the discipline. It demonstrates an extreme mastery of the topic; appropriate research methodology; it may be a review of previous research create a plan, or research new data. It demonstrated use of appropriate references, and understanding the theory, the implementation, and the ability to make recommendations for application.

DEGREE REQUIREMENTS

Each degree candidate negotiates a specific degree curriculum with the advisor, which is approved by the ACU North American Admissions Department staff; all degree candidates must complete one required course: The Process of Self-Directed Learning

The ASSOCIATE of Arts or Science is conferred on persons who have studied two or more years after completing high school. Study may be practical, technical, or general in nature. There is often no specialization or major study requirements. Degree is based on completion of 64 Semester Credits.

A BACHELORS Degree program requires a total of 120 Semester credits. Our courses are all 3, 4, or 5 credits each. You may earn credit by submitting transfer credits; by course completion; or by course challenge (with some limits of courses). In addition to degree objective courses, those without at least 40 previous college credits may be required to complete some GENERAL EDUCATION courses: for example, Technology and Man; Structure of Society; Psychology, etc. Courses and specific degree requirements are presented for your approval before the enrollment is final. Generally a minimum of 5-10 courses must be completed after enrollment at the university. A BACHELORS Degree program usually represents four or more years of introductory and intermediate level study with an emphasis in some concentration or specializations. In the business discipline, the holder of a Bachelor's degree should be able to implement instructions and policy, keep basic records, write accurate reports, and supervise tasks identified in a Policy or performance manual. We can say that the Bachelor is an operational level degree.

A MASTER'S degree requires 30 to 40 semester credits. We accept up to 15 transfer credits or 20 credits that may be earned by evaluation for "life learning experiences" directly related to degree courses. A minimum of 5 courses must be completed after enrollment at the university. The Master's candidate becomes proficient in research in the degree discipline, demonstrates competence in the theory of the discipline, and some specialty aspect of the discipline at an advanced level. In business the Master candidate can take policy devised by management and design the tools of implementation (operations manuals, standard operating procedures, etc.). The Master candidate is a research and implementation level degree.

A Doctor of Philosophy or a PROFESSIONAL DOCTORATE (D.Sc., DBA Ed.D.) degree requires 90 semester credits above the Bachelor's. Up to 20 credits may be earned by evaluation for life learning experiences directly related to degree courses. The degree program requires presentation of a significant, graduate level project. The candidate shall become proficient in research in the degree discipline, demonstrates competence in the advanced theory of the discipline, and some specialty aspect of the discipline at an advanced and policymaking level. In business the DBA candidate can devise policy and also design the tools of implementation (operations manuals, standard operating procedures, etc.). The DBA candidate is an advanced management, research and implementation level degree. The Ph.D. candidate can conduct research, develop new theory, devise policy. The Ph.D. is an advanced research and theory level degree.

For specific information about your own specific requirements send a full resume, fill out our online application, have each college or university you may have attended send Official Transcripts, and tell us your degree objectives.

FACILITIES: As an INTERNET UNIVERSITY, and a Correspondence university ACU's main campus is in St. Petersburg, Russia. Our North American mail forwarding address is: American Coastline University North American Processing Center, 5000 West Esplanade, # 197, Metairie, LA, 70006.

Admissions@AmerCoastUniv.edu Mail is distributed to the appropriate advisor who works in his or her own local state, country, or country. ACU institutes offer ON-LINE programs leading to a degree; others mentor by distance, by e-mail.

Accredited Bachelor/Master degree programs

For those with sufficient transfer credit we often recommend two state run degree programs, New York Regents (Excelsior University) and Edison University of New Jersey, both of which offer low cost "accredited" degree opportunities. Both accept may accept some or 100% transfer credit; accept a number of different types of examination programs; and offer in one way or another evaluation for experiential learning American Coastline University through its association with CALCampus offers low cost on-line preparation programs for CLEP, ACT, and similar examinations. Some ACU enrollees find it useful to enroll in our degree program and use the experiences of completing courses and our other tutoring programs to prepare for examinations or evaluation request through these accredited programs. Neither Excelsior University nor Thomas A. Edison endorses any affiliation with ACU---and the benefit to a prospective student is only to seek some assistance in developing an effective degree program.

Other Students find it useful to use the program in partial preparation for the Heriot-Watt or University of London examination only MBA program.

THE AMERICAN COASTLINE UNIVERSITY MISSION

As an International research university, American Coastline University functions to serve the needs of its students by providing an academic program designed to improve the degree candidates professional communications and personal growth and instill an appreciation for individual research and lifelong learning, while recognizing individual accomplishments and ability relating to academic and professional competence.

An independent study program has significant differences from many other educational systems. Consider these definitions:

Student: One who attends classes, being taught by a teacher. The student learns and demonstrates facts to or for the teacher.

Prior: This term refers to any relevant learning accomplished before enrolment--in a sense the term Prior is really meaningless, because much of that learning you still used daily--making it in fact "current." Here we use it only as a means of codifying learning that took place before you enrolled. We do not use the word prior in our transcript, nor is it important to us WHEN you acquired knowledge.

Current: This term simply identifies learning "acquired" after enrolling. Associate degree students are expected to bring 60 or more credits on application. There are ways to earn additional credits--but the typical AA/AS candidate has more than enough transfer or assessment credit. For Bachelor and higher degrees we have a two-semester enrollment minimum. During this period, the advisor and student decide what "current" learning is appropriate to a degree. This may mean new topics, or it may mean re-visiting a subject already learned.

The primary objective of our learning program is to produce a student who:

- Knows the major theories and principles of the discipline
- Can apply principal methods of inquiry in the discipline
- Understands the history and philosophy of the field
- Knows the major problems and strengths of the field
- Appreciates the relationship between society and the field
- Demonstrates skills in topical analysis. critical evaluation and comparison, along with individual synthesis and professional communication appropriate to the degree level

Within the scope of this concept, each degree candidate develops a series of courses to assist the student in developing the required competencies and in communicating these competencies in a manner appropriate to the professional.

All assignments may be completed by independent study and contact with the advisor is maintained via mail, telephone, Fax, or the personal computer and transmitted to the University by mailing a disk or through the Internet.

Philosophy

Learning may be demonstrated in many ways and our faculty believes that innovative methods may be appropriate when learning outcomes are equivalent to those obtained via more traditional instructional systems. The faculty of ACU welcomes the adult student, ready to demonstrate learning in an individualistic manner.

THE RELATIONSHIP BETWEEN FACULTY AND STUDENT

The ACU mentor, facilitator of learning and resident advisor is responsible for helping each student establish his or her own learning plan and community. The advisor, at the time of enrollment can negotiate with another advisor for a change in who is identified as the assigned faculty advisor, and the proposed learning/degree plan with the Student

The advisor is charged with assessing the student's submission in light of these statements. While written communication is important and the mentor realizes that specific components vary from discipline-to-discipline, from locale to locale, and that *communication* may outweigh some of the common rules of language--especially when English is not the student's first language.

The President or an appointed administrator assigns an advisor for students. The relationship between a student and faculty is clarified in our admissions letter

The advisor will honor self-initiated learning and the development of the degree plan. Faculty do not emphasize their own academic expertise and are open to a student's desire to create a curriculum based on appropriate research, academic standards, and their own previous life-learning and their own unique perception of what their goals are, what experiences they want to engage in to achieve their objectives, how they want to organize their experiences and how they are going to critically assess and share the achievement of their goals.

Based on the student's ideas and initial plans, advisors, as facilitators and counselors suggest ways that help the student design to be better understood, raise questions designed to help the student clarify their objectives and reach deeper into the meaning of their objectives, suggest resources that enrich the student's experiences and conclusions.

While the advisors encourage the student to pause, reflect and assess their own experiences, the advisor must make it clear that the advisor, as a facilitator of learning, is an important partner in that assessment process, and as the official representative of the university, approval of the final portfolio weighs equally on both faculty and student. In rare instances where there is a disagreement between the Student and the faculty, the President will be asked to be the mediator and to determine the final outcome. He can request more documentation, an expansion of the major study or that more time be spent to present a more thorough portfolio.

The faculty will communicate regularly with each student, building a relationship and an understanding of the Student's goals, experiences and assessment procedures so that the advisor feels comfortable about making a final assessment of the Student's portfolio based on regular interaction. The student and advisor take advantage of any media available to them to help gain the most from their interaction (phone, fax, e-mail, face-to-face meetings, letters, exchange of tapes, video, etc.)

Student's should not expect the advisor initiate meetings or to demand that the meetings be in person. It is equally the student's responsibility to make the interactions as meaningful as possible to gain the most that they can from the person representing the educational institution.

The student must be aware that changing resource persons or settings is entirely their own personal choice and that neither the faculty nor the university considers such moves to be inappropriate.

The student should be aware that the relationship with the faculty is at a different level, with less intimacy than may be experienced with personally chosen mentors, resource persons, training institute leaders, etc. Regular interaction with an advisor is considered satisfactory if meetings average an hour a month, whereas a tutor or resource person may be contracted for many hours a week in order to achieve the experiences and learning desired.

While the faculty and student need to have a clear understanding that the university does not contract with external resources and therefore supports the student over any outside persons, institutes or programs, both need to accept their responsibility for working amicably and productively together. The advisor represents the other half of the learning equation, and is the contracted person for the university.

ON ACCREDITATION

From 1974 to 2002 the university was incorporated as a non-profit educational institution in the state of Louisiana and other locations. ACU was exempt from Board of Regents licensure in the state of Louisiana and operated as a 501c(3) non-profit, religious corporation.

In 2002 American Coastline University was purchased and became a branch division of the International University of Fundamental Studies (www.iufs.edu). American Coastline University is now accredited, licensed, and registered with the Russian Federation Education Ministry, the National Board of Education through Liberia, and the Educational Quality Accrediting Commission (www.eqac.org).

Based on **the new ACU, now being a foreign degree**, you may wish to have your diploma evaluated by the National Academy of Higher Education at www.nahighered.org

“Transfer of credits from this institution to other institutions is at the discretion of the receiving institution.”

To clarify this statement, American Coastline University believes it is imperative that an applicant who takes courses or instruction from ANY institution should determine if that education fits the purpose, which is intended and **will meet your present and future needs**. Generally undergraduate theology or ministry types of units from most religious institutions are not readily transferable—accredited or not. While it may be possible that an accredited institution might accept into a graduate program a person with a degree from a foreign accredited institution, they may or may not. ALL graduates of American Coastline University sign a form that verifies that they understand that the institution is not a member of any USA regional or national accrediting body recognized by the US Department of Education. Our many graduates select this institution for many reasons, but they are always made aware the institution is legally authorized to confer degrees—but is accredited by a foreign education ministry. The typical degree candidate is a mature adult, average age about 42, with most being between the age of 40 and 55. That person is not seeking transfer of credit, admission to a different graduate school, or career change based on the degree. ACU is not the place for “wanabees” or a person seeking a major career change education. ACU degree candidates receive one-on-one assistance in developing a professional learning program.

American Coastline University is chartered in appropriate jurisdictions as a non-profit academic institution. American Coastline University does not discriminate on the basis of race, creed, color, national or ethnic origin, age, sex, sexual orientation, or physical difference, in admissions, employment, educational programs or activities, or its interest free loan program. ACU abides by the Family Educational Rights and Privacy Act.

ACU is not a member of any voluntary non-governmental regional or national accreditation agency or private membership group recognized by the US Department of Education for purposes of accrediting under regulations that apply to Federal student loan processing. American Coastline University provides its own financial payment program and does not participate in outside loan programs. The typical American Coastline University degree candidate is a mature self-directed adult, seeking additional learning in a profession or avocation with freedom to control their own learning program.

The new ACU is licensed and accredited by the Russian Federation, Education Ministry.

About Accreditation in the United States

Accreditation is a voluntary status—American Coastline University has traditionally chosen not to participate in any non-governmental sponsored program whose purpose is to promote secular teaching and functions primarily to fund student loans. This increases costs tremendously because of the many accounting and financial recording responsibilities that add significant cost to a degree program.

In the United States there are six Regional accrediting associations. Membership in one of these six constitutes “real” accreditation as the word is used in the United States. The technical meaning is supposed to mean that these six should recognize the degrees and credits of one another. We all know that this is in fact not true and a bachelor’s degree regionally accredited on one coast may well not be accepted as the qualification for acceptance into a graduate program on the other. Several types of accreditation that have official status with the US Department of Education are usually not recognized or be easily transferable to an institution to another type of institution. Some “accredited” institutions, for example, require a “four year degree,” earned in residence—and therefore do not recognize an external or by examination type of degree for acceptance into graduate schools—even when that degree is from an accredited institutions. Another example is that a person with an “accredited” degree from an institution accredited by the Distance Education and Training Council (DETC) is normally not accepted for acceptance into most graduate schools, or for a teaching credential in any state. Institutions accredited by the “Six regional,” associations regularly refuse to accept for admission the graduates of DETC institutions, while all of these are recognized as “accreditors” by the US Department of Education. Thus there are a number of reasons for ACU to avoid membership in ANY organization that uses the term “accrediting” or that claims to offer “accreditation”—when that organization is not a part of, associated with, or recognized by the so-called “big six,” and which does not require allegiance to God as part of its structure; and which is not associated with an official state or federal governmental body—or when membership might confuse or imply something that is not true.

First and foremost, founded in 1962 as a religions and spiritual based institution, ACU cannot in good conscious, associate itself with the many institutions who not only ignore the existence of GOD, but we have found that a number of institutions which claim to be “accredited,” reveal on closer examination that on the one hand, they are the founders-owners of that accrediting agency; or on the other that only a few other entities recognize that accrediting body. It is our policy to avoid membership in an association that might tend to cause confusion about accreditation. We are NOT accredited---our degree programs are based on the freedom to educate, found in the United States Constitution, and implemented by the laws of the states where we offer academic programs or spiritual ordination, which require a specific registration or approval.

The new American Coastline University University of Russia is properly licensed, refistereed, and accredited by the Russian Federation, Higher Education Ministry. All degrees issued from 2002 on shall hold authorization under this license.

TUITION SCHEDULE - in US DOLLARS

APPLICATION FEE	\$ 100.00
Certificate.....	\$500.00
Diploma.....	\$1,000.00
Associate	\$2,500.00
Bachelor's	\$3,500.00
Master's	\$4,500.00
Doctorate.....	\$5,000.00
Foreign Students (outside US) Fee	\$ 250.00
Other Possible fees	
Tuition Per Semester Hour	\$ 125.00
**Foreign Language Fee	\$ 500.00 (varies-optional)
Transcript Fee . (3 copies at one time).	\$ 15.00

*Students have the option of requesting tuition based on the per semester hour rate. Most students enroll in a degree program for a flat tuition fee. This assumes the student will complete a degree program in three Semesters or less.

** Students may submit papers and documents in a Foreign language-this requires extra evaluation costs.

Special study program fees may add costs of up to \$1,000.00 (US funds) to flat rate degree programs in foreign languages and when special evaluations of foreign credentials are required. **Generally, unless there are special circumstances, a person outside the USA can expect to a fee of about \$6,000 US funds for any degree level.

REFUND POLICY

Refund of tuition received less 10% of tuition fee during first 30 days of enrollment. Refund of tuition received less 25% of tuition fee during second 30 days of enrollment. Refund of tuition received less 50% of tuition fee during third 30 days of enrollment. Thereafter, NO REFUND Requests for refund must be in writing. Postmark, FAX, E-Mail date is accepted as the date of submission.

AMERICAN COASTLINE UNIVERSITY FACULTY AND STAFF:

Daniel W. Taylor, Ph.D., MD, President
 Shanti P. Jayesekara, Ph.D., Ed.D., DD, Chairman of the Board of Trustees/Chancellor (Russia)
 Julius Blakeny, Ph.D., President Emeritus-Human Services
 John Boylan, Ph.D., Academic Dean, Professor of Interdisciplinary Studies, RD, Southwest USA
 Moshe Binnenboi, Ed.D, Ph.D., Professor of Military Science
 Min Chien, D.Eng, Chair Science and Technology
 R.S. Compton, Ph.D., Chair, Psychology and Biofeedback Training
 L. Donatai, D.Sc., Mentor-Commerce, Italy
 V. Efogiggi, Ph.D, Mentor-Commerce, Nigeria
 Paul V. Kubiak, Ph.D., Chair, Human Services
 T. Hui, JD, Ph.D., Vice President-Hong Kong, Commerce and Immigration
 Tanweer Ikram LLB (W'ton), JD (SULA), Solicitor & Privy Council Agent, Professor of Law
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 M. Z. Manaf, D.Eng, Ph.D. Pro-Chancellor, Engineering, Malaysia
 Chien, D.Min. , D.Eng, Chair, Science and Technology
 Linda Keller,, Director of Admissions
 Peter Sieow, MA, Montessori Methodology, Malaysia
 Eddie Shell, DA, Mentor-Education
 Chitchmngong Suparp, Ph.D, President- SE Asia-Thailand, International Studies
 Champol Suparp, Ph.D., Vice President-SE Asia, Mass Communications
 David Tan, Ph.D., Professor, Interdisciplinary Studies, Malaysia-Singapore
 John P. Walsh, Ph.D., Chair, Management and Financial Services
 Christine Yang, MBA, Program Coordinator, RD Taiwan
 Peter J. Zwerver Ph.D., Chair, Education

Department of Computer Science

Chris Smith. M.Sc., Web Page Design
 YC Quah, Ph.D., Digital controls - Manufacturing

Faculty Senate

Peter J. Zwerver, Ph.D., Clayton University
 Simion Wade, Ph.D., Harvard University
 Bill Kraus, DPA, University of Southern California
 William Bodine, DSW, Ph.D., University of Southern California
 Don Thompson, Ed.D, Ph.D., University of California, Los Angeles

Special Staff

Robin Zimmer , Director of Admissions
 K. Brown, BA, Program Coordinator
 E. Eaton, Ed.D, Faculty Program Coordinator
 Charles Valone, MS, Registrar
 William Newell, Ph.D., Director, Disabled Student Programs

What Our Graduates Have to Say?

Tsyuneo Kaneko, BBA, 1987. Instructor, Insurance and Financial Planning--My degree lends stature to my position.

Yolanda D. Smith, BA, 1987. Insurance Agent and Financial Planner--My degree helps me to give better service to my clients.

Michael Dishman, Ph.D. 1989, Col. US Army Medical Service Corps - - I was pleased with the program and the recognition of my degree in professional circles.

J. Zak, Ph.D., 1988, Licensed Marriage and Family Counselor--- My American Coastline Degree gives me parity with others in my profession.

Ludwig, Otto, Ph.D. 1996, University Professor, Author--Thanks to ACU I can move on to other efforts to improve my teaching and professional life.

Transcript of Record

A Comprehensive Transcript Record is available, detailing the entire record with the University. The transcript is presented at graduation. The ACU transcript lists academic studies and semester hour credit—grades and course numbers are not normally included. Each graduate receives four copies. Additional copies are available for \$20.00 each. The transcript or other appropriate records are available to the graduate, or to be sent to an institution or person designated by the graduate when requested in writing. A twenty-dollar fee for up to three copies should accompany a request for a transcript of record to be sent out at any one time. As required by the Buckley Act of 1974, the contents of such records are confidential and are not divulged except upon written request of the graduate. The law requires that permanent academic records be maintained for all University Students. Which must be maintained for a minimum of five years following the end of the last enrollment period or withdrawal. To receive transcripts and other records the student must have paid any balance due.

Placement: The university offers no placement services.

ADMISSIONS

American Coastline University an equal opportunity institution in enrollment and for employees. We admit all applicants without regard to race, sex religion, age, and color, or national origin. Admission is open anyone who desires to participate.

INSTRUCTIONAL METHODS

Several instructional modes are used. Generally the faculty determines the mode of instruction or Institute providing the learning service--however in some courses the student has various options. Every effort is made to meet the needs of students, within the framework of available resources.

On-line computer instruction is being developed and shall be available soon. Courses, Certificate, Diploma, and entire degree programs will be delivered online using a new course platform being designed specifically for ACU students.

An online platform shall be used for all certificate, diploma, degree, and postgraduate studies.

EVALUATION METHODS

The faculty evaluation of required examinations, mail-in evaluation documents, Fax or computer delivered assignments are recorded by the Institute, and form a part of the student's permanent record. Correction and constructive criticism of submitted assignments by the teacher reflect the measure of progress for each student, and may point up areas needing special attention. Further assistance is provided to each student whenever necessary.

ACADEMIC CREDIT AND GRADING SYSTEM

One Semester credit is equal to fifteen hours of instruction or its equivalent. All courses are generally on a pass/fail basis. However grades may be assigned on request. When requested the University uses a number-letter system of grading, with number grades being assigned to assignments and letter grades to completed courses. The letter grade for each course is determined by obtaining mathematical averages of the course assignments.

Grades were actually created in American Schools, as we know them in the 18th Century. Letter grades originally had nothing to do with class standing, but indicated a hierarchy something like the following:

- A - has completely mastered all the required course material.
- B - has mastered substantially all the required course material.
- C - has learned sufficient of the required material to be able to progress to the next level.
- D - has learned the minimum required for a passing grade
- F - has not learned the minimum required for a passing grade.

Essay assignments, when grades are necessary, May be graded on this standard. Letter grades for courses may be converted to grade points for the purpose of computing the grade point averages. Grade points ranges from 4.0 for an "A" grade to 0 for an "F" grade or "I" (incomplete).

Tests: Each student must attain a score of 70% or better on the course and on the final exam. Students also must attain a 70% average grade on the overall course in order to pass.

% OF POINTS =	GRADE	GRADE POINT
100%-90%	A	4.0
89%-80%	B	3.0
79%-75%	C	2.0
74%-70%	D	1.0
69%- 0%	Failing this case, the course would have to be repeated and passed in order to receive credit.	

WITHDRAWAL AND TERMINATION

Any request to withdraw from the University must be made in writing. Upon withdrawal or termination, any refund due in accordance with the University Tuition Refund Policy printed on the enrollment Application will be made to the student. The University reserves the right to terminate a student from any program or to provide student records after graduation for the following reasons:

DISMISSAL

Failure to demonstrate reasonable and successful progress may lead to academic probation. Failure to submit assignments in accordance with specified University standards, proven plagiarism, or falsification of records, transcripts, or course work documents submitted for review or credit will result in dismissal without credit. False statements with regard to personal history. Educational record or dates of enrollment will result in dismissal without credit.

PROCTORED COMPREHENSIVE EXAMINATION

Some courses require a proctored examination by a party other than the assigned faculty. There may be a separate fee charged for this type of service. Proctored exams are conducted under University supervision. A sealed comprehensive examination, with appropriate instructions, will be mailed to the Proctor. The student will take the examination at a time and place agreed to by the proctor and the student.

THE DEGREE PROGRAM PROCESS

DEGREES ARE OFFERED IN SEVERAL DISCIPLINE AREAS

FACULTY OF SCIENCE AND TECHNOLOGY

A degree in: Technology," such as "Computer Science," "Engineering Systems" or "Engineering Management," is based on demonstrated expertise and continuing professional study, development and research in topics that relate to work in the laboratory and applied technology. Special emphasis may include Applied Science with emphasis in chemistry, physics, or mathematics; biological Science or bio-technology; computer science; environmental science or technology; engineering with emphasis in applied engineering (civil, mechanical, electrical, electronic, construction, technology).

COMMERCE AND ECONOMICS DIVISION

A degree in "Business" or "Business and Management" or in "Management" is based on demonstrated expertise and continuing professional study, development and research in topics that relate to work in the laboratory and or relate to work in the marketplace and in the factory, in the office, in financial planning and in banking, in economic theory, and applied economics or Entrepreneurship. Special emphasis may include administration, management, and economics, or special emphasis; such as in, retail management, marketing, finances, and total quality management, international marketing or economics.

COMMUNITY AND HUMAN SERVICES DIVISION

Degrees in "Community Services" relate to work in community service, public entities, governmental agencies, the legislative system, and the military community. Degree studies allow emphasis such as area studies, geography, political science, public health, health care administration; administration of justice; community planning and development; social work; sociology; criminal justice; public administration; international affairs; social sciences; or social welfare. This area includes "Personal or Human Services" or "Education" or "Philosophy" or "Interdisciplinary Studies" relate to individual services to the community and education in society, to the functions of individuals in the community, and to the arts. A degree in Human Services applies to emphasis in topics relating to society and the theoretical foundations of thought and the mind. Special emphasis includes community-oriented activities in health care and human services, counseling and guidance, education, languages, the media, the studio, philosophy, psychology and scholastic activity; architecture; arts; linguistics; communications; human service; philosophy; humanities; psychology; behavioral science; music; liberal Studies; education.

INSTITUTE FOR RESEARCH IN PHILOSOPHY AND RELIGION

Degrees in Religious Studies, Ministry, Church Administration, Theology, Ontology, Pastoral counseling, transpersonal psychology, Special programs available in Religious Science (practitioner); Christian Studies, Islamic Studies, Jewish Studies, Buddhist Studies, Ontology, Meditation, Hinduism Studies, and in independent religious thought.

HOW IT WORKS

Potential Degree Program of a Student: This Student is forty-one years old, and recently sold a small local delivery service, and plans on traveling the US for a year. After that there is a plan to seek employment in the career field of transportation manager. Past employment has included sales for a major trucking firm, an airline, and a package delivery service. The Student also worked as a cargo-handler and dispatcher for one of the major international package delivery firms before starting a local "Pony Express" company ten years ago. The company, which recently merged with a larger one, mainly delivered legal forms and bank documents within a ninety-mile radius.

Education-Training: Transcripts City Community College, Big City, IL, 1990, General Ed; Townsite Technical Institute, Big City, IL, 1982, ,Earned Commercial Drivers License; Military Service, United States Marine Corps, 1971-74, Rank Sgt. (which could be as many as 60 credits)

Experiential Learning: In 1996 started a side "seasonal" business of creating fireworks displays, licensed by the Illinois Department of Public Safety, as Fireworks Display Operator, Pyrotechnic Display Operator, and granted a certificate in Fireworks Safety, completed at the International Association of Underwater Instructors, Montclair, CA in 1990 the Openwater I. Scuba Diving course, two weeks full time. He tells his advisor in his initial autobiography.

The Student writes in the Autobiographical Assignment. . I used this training in Mexico to look for sunken treasure (but never found any). "I used tapes and local citizens in Mexico to learn Spanish lived two years in Mexico, driving a truck back and forth to the US, and scuba diving in my spare time. I can converse in Spanish. At the BigCity Baptist Church, I sing in the Choir, have sung Solo in the Messiah, and similar historical and contemporary cantata's, etc. I perform also in a local quartet in my spare time." Military: US Marine Corps, 1971-74 Honorable discharge.

The Program: the Student seeks a Bachelor of Science in Business Administration, which requires a minimum of 120 credits. This Student may request assessment credit for any learning described above that is NOT in a transcript. The Student also wants the transcript to reflect some current study in areas related to transportation. In discussion with the advisor, the student begins developing a learning inventory-plan. For part of the research looked at a nearby university catalog for business course descriptions, and also into a community college that offers a degree in transportation management.

The Process: the Student will turn in transcripts from City Community College, and Townsite Technical Institute, a copy of the DD 214 showing Marine Corps service and MOS (if necessary we can use our CE guide to evaluate the Military Occupational Specialty (MOS for credit); the Illinois Department of Public Safety, certificates as Fireworks Display Operator, Pyrotechnic Display Operator, and granted a certificate in Fireworks Safety with a single ASSESSMENT Request. The student will also prepare an assessment request for the Openwater I. Scuba Diving course; a course assessment request with a TAPE for Spanish Credit. The student also submits an assessment request with a tape demonstrating singing at the BigCity Baptist Church, and in the quartet.

To get started the student first compiled a COURSE LIST - LEARNING INVENTORY, which listed all of formal and informal learning experiences up to now. Next, the student goes to the library and researches local college catalogs to see what their requirements might be. Then, after consulting with the advisor A LEARNING PLAN is developed that incorporates all appropriate prior learning, and what the student feels will achieve the degree learning goals. Consulting with the advisor, they both agree that the Student will conduct limited research using a local library, current publications, and interviews with local experts Then the Student will prepare a series of short essays as course assessment requests agreed topics. Each assessment request or "course" receives 3 credits each

The selected topics are

Process of Self-Initiated Learning

Computer Applications

The Transportation Industry

Transfer and Shipping Documents

Manpower Problems in the Trucking Industry

The Manager and Society

Business Operation and Strategy

Local Delivery Systems

Intercultural Relations

Long Distance Transportation Systems

NEXT STEP The Student, after consulting with the advisor, prepares a working draft of the final transcript. The Student may request changes in topics as this progresses, and this "draft" may be revised many times before the Degree program is complete:

ON LEARNING

The American Coastline University learning philosophy is typified by the work of two people, primarily, Carl Rogers and Ralph Tyler. We believe in outcome based education, when the learning and outcome objectives are clearly stated, measurable, and demonstrated achievement of learning. Carl Rogers the founding father of humanistic psychology stated some years ago, that he was no longer interested in trying to *teach* other people. His conclusion was that *learning* rather than *teaching* must now be at the center of the process of education.

For adult educators Roger's message is his faith in his own perception, his willingness to "own" his feelings. The challenge for us is not merely to hear and understand his message but also to ask ourselves, What do we perceive and feel about adult learning that we should be brave enough to express and act on with comparable courage?

New for this year! American Coastline University is now offering online courses, diploma, certificate, bachelors degree, masters degree, doctorate degree, postgraduate certificate and post graduate diplomas in Homeland Security and Public Safety. Watch our web site for upcoming programs.

NOW I AM ONLY INTERESTED IN LEARNING

- Carl Rogers*

The following is taken from writings of Carl Rogers--I will try to digest some of the meanings which have come to me from my classroom experience and the experience I have had in individual therapy and group experience. They are in no way intended as conclusions for someone else, or a guide to what others should do or be. They are the very tentative meanings, as of April 1952, which my experience has had for me, and some of the bothersome questions, which their absurdity raises. I will put each idea or meaning in a separate lettered paragraph, not because they are in any particular logical order, but because each meaning is separately important to me.

- a. . . . ***My experience has been that I cannot teach another person how to teach.*** To attempt it is for me, in the long run, futile.
- b. ***It seems to me that anything that can be taught to another is relatively inconsequential and has little or no significant influence on behavior.*** That sounds so ridiculous I can't help but question it at the same time that I present it.
- c. ***I realize increasingly that I am only interested in leanings, which significantly influence behavior.*** Quite possibly this is simply a personal idiosyncrasy.
- d. ***I have come to feel that the only learning which significantly influences behavior is self-discovered, self-appropriated learning.***
- e. ***Such self-discovered learning, truth that has been personally appropriated and assimilated in experience, cannot be directly communicated to another.*** As soon as an individual tries to communicate such experience directly, often with a quite natural enthusiasm, it becomes teaching, and its results are inconsequential. It was some relief recently to discover that Soren Kierkegaard, the Danish philosopher, had found this too, in his own experience, and stated it very clearly a century ago. It made it seem less absurd.
- f. ***As a consequence of the above, I realize that I have lost interest in being a teacher.***
- g. When I try to teach, as I do sometimes, I am appalled by the results, which seem a little more than inconsequential, because sometimes the teaching appears to succeed. When this happens I find that the results are damaging. It seems to cause the individual to

- distrust his own experience, and to stifle significant learning. **Hence I have come to feel that the outcomes of teaching are either unimportant or hurtful.**
- h. When I look back at the results of my past teaching, the real results seem the same - either damage was done - or nothing significant occurred. This is frankly troubling.
 - i. As a consequence, **I realize that I am only interested in being a student, preferably learning things that matter, that have some significant influence on my own behavior.**
 - j. **I find it very rewarding to learn**, in groups, in relationships with one person as in therapy, or by myself.
 - k. **I find that one of the best, but most difficult, ways for me to learn is to drop my own defensiveness, at least temporarily, and to try to understand the way in which his experience seems and feels to the other person.**
 - l. **I find that another way of learning for me is to state my own uncertainties, to try to clarify my puzzlement's, and thus get closer to the meaning that my experience actually seems to have.**
 - m. This whole train of experiencing, and the meanings that I have thus far discovered in it, seem to have launched me on a process which is both fascinating and at times a little frightening. **It seems to mean letting my experiences carry me on, in a direction which appears to be forward, toward goals that I can but dimly define, as I try to understand at least the current meaning of that experience.**

The sensation is that of floating with a complex stream of experience, with the fascinating possibility of trying to comprehend its ever-changing complexity. I am almost afraid I may seem to have gotten away from any discussion of learning, as well as teaching. Let me again introduce a practical note by saying that by themselves these interpretations of my experience may sound queer and aberrant, but not particularly shocking. It is when I realize the *implications* that I shudder a bit at the distance I have come from the common sense world that everyone knows is right. I can best illustrate this by saying that if the experiences of others had been the same as mine, and if they had discovered similar meanings in it, many consequences would be implied:

- a. Such experience would imply that we would do away with teaching. People would get together if they wished to learn.
- b. We would do away with examinations. They measure only the inconsequential type of learning.
- c. We would do away with grades and credits for the same reason.
- d. We would do away with degrees as a measure of competence partly for the same reason. Another reason is that a degree marks an end or a conclusion of something, and a student is only interested in the continuing process of learning.
- e. We would do away with the exposition of conclusions, for we would realize that no one learns significantly from conclusions.

I think I had better stop there. I do not want to become too fantastic. I want to know primarily whether anything in my inward thinking, as I have tried to describe it, speaks to anything in your experience of the classroom as you have lived it, and if so, what the meanings are that exist for you in *your* experience.

---- This selection is an excerpt from the chapter "Personal Thoughts on Teaching and Learning" from the book *Freedom to Learn* by Carl Rogers.

LEARNING OBJECTIVES

A lot is said these days about "outcome based education." Much of it negative! The reason for the negative evaluation is that the educators involved have strayed from the thinking of Maslow, Tyler, and Rogers. Possibly this is because they misunderstood the "perceptiveness" they interpreted from Bloom and Bruner. Outcomes can be multiple, and there is definite merit in self-satisfaction for accomplishment--but this implies that learning HAS taken place, and that we can produce evidence of the learning. Thus a statement of learning objectives should relate to the who, what, when, where, and what is going to be the method of evaluation. Frank J. Soarzo in *Preparing Better Teacher-Made Tests: A Practical Guide*, 1990, Phi Delta Kappa (Fastback #311) covers extremely well the topic of evaluation. Our faculty asks degree candidates to follow the following outline in developing self-directed independent study programs. Ralph Tyler, in the 1970's came up with a concept:

1. What objective does the student have? The student states this in specific terms
2. What experiences does the student have to achieve the objective? Student initiated!
3. How are the experiences organized--may be a different sequence for each student.
4. What methods does the student use to achieve the learning? How does the student know that the objectives are achieved?

**Tell me, I forget; show me, I remember;
involve me, I understand.**

--Confucius

Our faculty and students translate these thoughts into course descriptions that call for the "student" to state one or more learning objectives. A degree candidate may also suggest self-designed studies, which follow this general format.

1. Topic or Title (describes the learning experience)
2. What are you going to learn? (Objective-outcomes)
3. How will you learn it (resources and strategies)?
4. Target date for completion
5. How does this learning activity relate to other academic or degree related programs? For example, if you are requesting three semester credits -- what college or university offers a similar course, and why do you believe your study will be the equivalent of an on-campus semester long course?
6. How will we know that you have learned it (products; paper, project, certificate of attendance, tape recording, etc.)
7. How will we evaluate your learning (test or examination; or write a paper. Assuming the paper is written to standards of the discipline, or to our standard; ask the advisor to accept proof of attendance at a seminar, lecture, etc.; or present third party verification of the learning activity). In other words, how do we Measure and evaluate the learning?
8. What are your own learning objectives in terms of your life and career goals?

ACADEMIC ASSIGNMENTS

The typical assignment at American Coastline University calls for the student to review the course description, and appropriate suggested readings and then, within the context of the learning objective, write an essay in the prescribed format, as described in this guide, discussing the assigned topic, its place in the discipline, and its relationship to your own professional development. Include a discussion of what you perceive as a normal scenario and potential for change, strategy for change, and methods of research, analysis, and inquiry appropriate to the Subject.

Instructions

The readings or textbooks for these courses are intended to provide a foundation for professional critical thinking. One learning objective of the learning program is to improve your skills in the technique of critical thinking for topical analysis. This skill, coupled with ability for conducting professional research, should prepare you to be a professional manager who keeps up with current trends and research, ready for change, adopting new methods when they appear a logical progression from your current method. For each of the courses assigned you are to submit an essay in the format described below. Unless stated otherwise, each essay is to be 1600-3000 words (8-15 pages) plus reference and table of contents page. All assignments should be typewritten, double spaced on standard typing paper.

Unless otherwise directed these courses are self-directed research studies. The course description contains appropriate learning objectives. Submissions are evaluated based on guidelines provided herein. The topic of each paper is the title of the course. You may select a narrow or specific topic within the scope of the course if you wish. Base your discussion on the principles discovered in your research. You are provided a basic reference library as part of the program, however no one text is recommended for any specific assignment. Your advisor can recommend additional resources if necessary. However, independent research is a basic skill in professional study. Note that in addition to books and journal articles, agency or corporate operations manuals and technical handbooks are acceptable references. Each paper must include a selected bibliography and at least five references.

Learning objectives are identified in the overall course description. All future academic work may be evaluated according to additional criteria described in syllabi provided with any course.

Credit is awarded upon completion of each assignment. Students should plan their time so that assignments are turned in as directed. There is no time limit, other than that imposed by tuition plans. But student's must complete all courses assigned in their program. All work is conducted independently by the student and returned to the Advisor for review by mail, fax or e-mail. Assignments are evaluated and notice is returned to the student. Student may ask for individual consultation with their Advisor at any time.

Community Learning Validation Division (CLVD)

The American Coastline University Community Learning Validation Division (CLVD) (Also referred to as Experiential Learning College Credit Program ELCP) has an ongoing association with a number of seminar presenters, workshops, independent institutes, training and community based education programs that offer courses and training programs in cooperation with the CLVD program. The completed Learning is entered on a CLVD Transcript, and can be applied to a ACU Degree. Offerings range from health and wellness, childcare, dog grooming, computer applications to applied business and management.

AMERICAN COASTLINE UNIVERSITY is seeking to expand its International Russian University through all countries. If you or a colleague meet the minimum requirements, you may be interested in leading an American Coastline University “Professional Development Institute” in your country.

We will only allow one ACU “Professional Development Institute” in each country. So contact us soon by sending an email to Admissions@AmerCoastUniv.edu

A MESSAGE TO INSTITUTES, SEMINAR LEADERS, PRIVATE TUTORS

ACU University's mission is to bring back the joy of life-long learning. ACU honors and validates teaching within the Student's own community and elevates it to the status it deserves. A school campus, a classroom, a required course, an assigned professor, have never been the only route to achieving knowledge and an understanding of how a person and the universe move together. If a person has studied air-conditioning repair using their own resources, has attended a workshop on the use of computers, or has had a series of religious discussions on the old testament at temple or at church, ACU accepts documentation of that learning for university credit. These credits are applied to Student designed degree programs.

Students deserve to be honored for finding persons and situations that bring education to life and make the learning process an integrative affair between theory and practice. Credits achieved (learned) through respected institutions, seminars, workshops, and tutors listed as providers are validated by ACU's Community Learning Validation Division. ACU itself does not offer its own courses or certificate programs. American Coastline University is committed to respecting relevant life learning and the value of a person freely choosing resources within the community.

CLVD. . . American Coastline University has designed an extensive Community learning Validation Division. Its values reflect the University's philosophy of education:

ACU encourages the use of the community as an important learning resource and invites institutes, students and all community resources to develop studies in the style and manner that best meets ACU requirements. ACU trusts and respects students' and community resources' autonomy and knows that the learning that takes place will fulfill the academic standards expected in higher education.

EARNED DEGREES THROUGH LIFE LEARNING

Consistent with its mission, ACU maintains a conviction that most adults have already earned the equivalent of a degree/degrees through their life learning (experiential learning). Traditionally, degrees have been issued only to those who chose to take a path directed by a university primarily based on classroom instruction. ACU allows students to design their own path using Community based learning.

As a “Fresh Start” incentive for life-long Students to continue pursuing academic validation, ACU helps individuals to gift themselves an Associate of Arts degree after documenting 24 units through its Community Learning Validation Division, for a total tuition cost of \$2,500, plus application and graduation fee.

Empowerment of the Student is central to ACU's philosophy. The Student is the central figure in determining what is to be done and how it is accomplished. Whether through CLVD or degree completion, the Student determines the selection of beneficial Student-contracted mentors and community resources.

“. . . and if education is always to be conceived along the same antiquated lines of a mere transmission of knowledge, there is little to be hoped from it in the bettering of a person's future. . . and so we discovered that education is not something which the teacher does, but that it is a natural process which develops spontaneously in the human being.”

- Maria Montessori (1870-1952).

One tenet of the philosophy of American Coastline University is that learning is a life-long process. The renaissance of recognizing learning as a life-long activity is growing throughout the world. According to research scientist K. Patricia Gross, it is becoming more and more apparent that adults are decreasing the separation between education, work and leisure activities. Adults employ different types of learning methods, illustrating that learning is an active process of inquiry, and not merely a passive accumulation of information.

AUTHORITY TO OPERATE AND GRANT DEGREES

American Coastline University International (ACU) is owned by and a branch of the International University of Fundamental Studies (www.iufs.edu) in St. Petersburg, Russia. University degrees issued are from our headquarters in Russia under the authority and license of the Education Ministry of the Russian Federation.

Because our international headquarters is in St. Petersburg Russia, we use a mail processing center in the USA in order to expedite student replies and facilitate customer service more efficiently. Because ACU is now a foreign University, issuing foreign degrees, qualifications, certificates and diplomas, you may wish to utilize the optional services of the National Academy of Higher Education (www.nahighered.org). NAHE provides educational attestation and evaluation reports. Their reports demonstrate that ACU courses, certificates, diplomas, and degrees are the equivalent to regionally and nationally accredited programs within the USA.