

ACADEMICA

## ACADEMICA INTERNATIONAL STUDIES

academica virtual education DUAL DIPLOMA PROGRAM

WHO
WE ARE
Academica International Studies in partnership
with Academica Virtual Education colbines Academica International Studies in partnershi
with Academica Virtual Education combines generations of effective teaching practices
with the technological possibilities of the with the technological possibilities of the
generations still to come. We embody the generations still to come. We embody the
delicate balance of providing students with the content knowledge enecessary to compete in an
increasingly competitive global economy with increasingly competitive global economy, wit
the motivation essential for inspiring them the motivation essential for inspiring them educational experience that promotes a sense ty, dedication, and empowerment.
Our experienced faculty members work closely program directors to ensure that each student model for learning is designed to best engage their intellects and invigorate their imaginations
Working together with students throughout the Working together with students throughout the
United States and around the globe, our students are not only given opportunities to become more self-directed learners but to learn the essential
skills of perspective-taking, collaboration and skills of perspective-taking, collaboration, and
teamwork. Through innovative instructional team work. Through innovative instructional
methods and a problem-posing orientation to learning, students are challenged to think criticall about complex concepts and apply solution to every-day, lived situations. From that vantage
point, we have ceased to be just a virtual schoo point, we have ceased to be just a virtual schoo
and instead have become a school of possibility

## OUR

 MISSIONThe mission of the Academica Dual Diploma Program is to provide high-achieving international students the opportunity to
earn a United States high school diploma earn a United States high school diploma
while simultaneously completing their home country's traditional secondary school
credential ey span's Bachillerato The Dual credential, e.g.,. Spain's Bachillerato. The Dual
Diploma Program is committed to fostering the Diploma Program is committed to fostering the
development of self-directed and responsible development of seli-directed and respons
2lst century life-long learners through the houghtful use of interactive, media-rich educational opportunities in flexible, stude
centered, virtual learning environments.

OUR

## ACCOMPLISHMENTS

In the Fall of 2010, the Dual Diploma Program opened its "digital doors" to seven students living in a small town in the north of Spain. These students from Soria, Spain were the first
to enroll in AVE's Dual Diploma program, a fully accredited high school virtual program that allows students throughout the world to earn a United
States high school diploma while simultaneously States high school diploma while simultan
earning their home country's credential.
By the time the inaugural class of students graduated in july of 2012, the Dual Diploma
program had spread throughout Spai program had spread throughout Spain
and even expanded into South America in countries such as Argentina.

In the Fall of 2013, the Dual Diploma program expanded to students in Italy and continues to grow and thrive there.
As of the Summer of 2016 , the Dual Diploma As of the Summer of 2016, the e ial Diploma
Program has expanded its horizons to more than 12 countries throughout
Europe, Latin America and beyond.

The success of the program has been du, in large part, to its unique balance of


OUR EDUCATIONAL PHILOSOPHY

CRITICAL MINDEDNESS
Cultivite aspirit of critical inquiry in the
students. Teachers sill act more as facilitators and use interactive live sessions, discussion based assessments, and discussion bards
to encourage active participation and hel to encourage active participation and h .
students connect w with the curriculum.

## PERSONALIZATION

Differentiate instructional strategies and tailo the curriculum to meet the needs, interests, and strenghs ofthe eearners
while leading them to make personal comnections with the subjeert mater.

## EMPOWERMENT

Create meaningful learning opportunities where students can erespond directumt tos
thachers collaborate withd othestutents teachers, collaborate with other students,
and constantly share their perspectives, and constanty share their pers
belies, and individual values.

## LIFE-LONG LEARNING

Cultivate self-directed and responsible
21 lts ${ }_{2}$ 2lst century life-long learners through
 media ricich educational opportuntities
in flexile, student-centered virtual learning environments.

## ACCOUNTABILITY

Encourage eersonal responsibility and
sense of locs and
 Teachers should help to prepare yo
people to be the kinds of efthical people
prinipled, and innovative e leaders that principlea, and idnovative teaders
will make the world b beterer place.

## MASTERY

Provide an English immersion
environment to students in which language is not simply a subject of study
but a tool to access greater knowledge.

THE DUAL DIPLOMA PROGRAM
SERVICES \& BENEFITS

## ACCESS:

Access to a diverse, fully-accredited
course catalog. Our courses are aligned

INNOVATION:
The possibility for student enrichment The possibility for student enrichment
in a rich and engaging virtual classroon provided by a student-friendly Learring Management System (LMS) and
an array of interactive progams, an array of interactive programs

RESPONSIVENESS:
Our teachers are professionally trained Dur teachers are professionally trained
h online education best practices in online education best practices
and will communicate with students adhering to our high standarct
for faculty responsiveness.

MENTORSHIP:
Students will be closely monitored y teachers achievement, including a cohesive communications plan that alerts students and parents about

PROGRAM
BENEFITS
What sets our Dual Diploma Program apart from other online options? See for yourself. When it comes to getting a top-notch
education, AVE does not compromise.

- Accredited United States High School Diploma - High-Level English Immersion Program
- SAT/ACT Preparation (United States University Admissions Exam)
- Access to Cutting-Edge Learning Platforms
- Live Interactions with Experienced Teachers
- Oral Communications Skills in Real-Time Setting
- College Admissions Counseling
- Letter of Reference \& Recommendation
- Online Clubs and Social Activities
- Global Social Networking with Students in the United States and Throughout the World
- Live Interactions with Experienced Teachers \& fellow Dual Diploma students

GRADUATION REQUIREMENTS
A minimum of 6 of the 24 graduation requirements must be taken through the Dual Diploma Program. The other
18 credits must be successfully completed at the student's home school and will be applied to meet the grad 18 credits must be successfully completed at the student's home school and will be applied to meet the graduation
requirements of the United States Diploma. All students will take the 4 Required Courses: 2 Credits of English, United requirements of the United States Diploma. All students will take the 4 Required Coursess 2 Credits of Eng
States History, and United States Government/Economics. Sudents will take 2 credits from the Electives.

| CORE DUAL DIPLOMA REQUIREMENTS | COURSE | CREDITS | PREREQUISITE |
| :---: | :---: | :---: | :---: |
|  | English Language (Level I or Higher) | 1.0 | Based on admissions exam placement |
|  | English Language (Level II or Higher) | 1.0 | Successful completion of previous level |
|  | United States History | 1.0 | None |
|  | United States Government | 0.5 | None |
|  | Economics | 0.5 | None |
| DUAL DIPLOMA ELECTIVES | COURSE | CREDITS | PREREQUISITE |
|  | Criminology | 1.0 | None |
|  | Concepts of Engineering \& Technology | 1.0 | None |
|  | Global Studies | 1.0 | None |
|  | Hospitality \& Tourism | 1.0 | None |
|  | Introduction to Social Media | 1.0 | None |
|  | Life Management Skills | 1.0 | None |
|  | Psychology | 1.0 | None |
|  | College Entrance Exam Prep | 1.0 | Successful completion of English II or equivalent. |

\(\left.\begin{array}{c|c}SUBJECT AREA \& COURSE REQUIREMENTS (24 CREDITS) <br>
Native Language \& Literature \& 4 credits, with major concentration in composition, reading for information, and <br>

literature\end{array}\right]\)| 4 credits (2 credits through dual diploma) |  |
| :---: | :---: |
| English | 4 credits, one of which must be Algebra I or equivalent and <br> one of which must be Geometry or its equivalent |
| Mathematics | 3 credits, 2 of which must have a laboratory component and <br> one of which must be Biology Io equivalent course or series <br> of courses |
| Science | 1 credit of World History <br> 1 credit of United States History (taken through dual diploma) <br> .5 credit United States Government (taken through dual <br> diploma) <br> .5 credit Economics (taken through dual diploma) |
| Social Studies | 1 credit of fine or performing arts, speech and debate, or |
| practical arts |  |$|$ STUDENTS:

YEAR PROGRAM
Year 1: English
Year : English \& Elective
Year 3 Unith
\& Elective States History
Year t: United States
Government/Economics

> 3 YEAR PROGRAM Year 1: Englis \& Elective Year 2: English \& United States History Year 3: United States covernment/ Economics \& Elective

2 Year procram Year 1: English, United States History \& Elective
Year 2: Engli
Year 2: English, United States
Government/Economics \& Elective
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