

CAMPUS *mundi*

Image by Jimmy Nelson.
Before they pass away Project.
The Nenets are reindeer herders,
migrating across the Yamal peninsula,
(Ural Mountains) thriving for more than
a millennium with temperatures from
minus 50C in winter to 35C in summer.
Their annual migration of over a 1000 km includes
a 48 km crossing of the frozen waters of the Ob River.
Reindeer are used to pull sledges that carry the people and
their camp. The giant single-file reindeer trains can stretch
out to 8km in length. Source: www.beforethey.com



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+ Technology + Art + Design + Body + Mind + Spirit + Environment +
Human/Animal Rights + Get a job! + English Literature + About AIU

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ACADEMIC DEAN

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CHIEF EXECUTIVE
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Ricardo González, PhD
PROVOST

Dr. Ricardo González
CHIEF FINANCIAL
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GENERAL TEXT SELECTION
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GRAPHIC DESIGN &
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FOR "LEARNING"
Janice Kelly

Campus Mundi
MY AIU MAGAZINE
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choose
the contents
of this magazine
with you
in mind
—to inspire you
and make you
think

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NOT TOUCH

Graduate working at ISA



SEPTEMBER 6, 2016. AIU wants to congratulate one of our graduates, Dr. Pascual

Psychology achieved at AIU. The University ISA is one of the few universities in the country with internal students,

where young people study from Haiti, Africa and all the provinces and municipalities of the Dominican Republic.



Antonio Ramos Núñez for his recent achievement.

Dr. Pascual Antonio Ramos Núñez has been hired full time at the ISA University of La Herradura, Santiago, in Dominican Republic, recognizing his Doctorate degree in

Graduated with Honors

SEPTEMBER, 2016. This graduate student completed the majority of the requirements to obtain honors which included a 4.0 GPA, published works, recommendation from their advisor, patent a product, etc. **Congratulations!**



John J. B. Silvia, III
 Doctor of Philosophy
 in Engineering Management
CUM LAUDE

Book published by graduate



titled: “**The Development of Economy Horizontal: The Frugal Innovation**”, through Amazon Kindle and Nook. You can find his book through the links below.

Cheikh has completed a Doctorate program in Business Administration at **Atlantic International University**.

AUGUST 23, 2016. Congratulations once again to our graduate **Cheikh Mo Bachir Mbodj**. **Cheikh** published a book



AMAZON KINDLE. www.amazon.com/Development-Economy-Horizontal-Frugal-Innovation-ebook/dp/B01KTCHYB6/ref=sr_1_1?s=digital-text&ie=UTF8&qid=1471984793&sr=1-1&keywords=The+Development+of+The+Economy+horizontal+%3A+The+Frugal+Innovation
NOOK. www.barnesandnoble.com/w/the-development-of-the-horizontal-economy-kilifa28-mbodj/1124274741?ean=2940153319155#productInfoTabs

Network Leader



AUGUST 30, 2016. SIX SECONDS, USA, the world’s biggest Emotional Intelligence network, has named our AIU

test of Emotional Intelligence in Ecuador, and if possible, in other countries.

Carlos Alberto Rossi completed a Doctorate of Philosophy program in Human Resources at **Atlantic International University**.

graduate, **Carlos Alberto Rossi**, “Network Leader” for Ecuador. To teach, or disseminate the latest



10TH INTERNATIONAL WORKSHOP ON Programmability and Architectures for Heterogeneous Multicores



Call For Papers

This Conference will be held in conjunction with the 12th International Conference on **High-Performance and Embedded Architectures and Compilers (HiPEAC)** in Stockholm, Sweden, **January 24, 2017**.

MULTIPROG is intended for quick publication of early results, work-in-progress, etc., and is not intended to prevent later publication of extended papers.

Papers are sought on topics including, but not limited to:

- Multi-core architectures
 - Heterogeneous computing
 - Programming models for multi-core architectures
 - Benchmarking of multi-/many-core architectures
- Submissions should not exceed

12 pages and should be formatted according to the LNCS format for CS Proceedings. This limit includes text, figures, tables and references.

Please use one of the templates below:

- Latex template: <ftp://ftp.springer.de/pub/tex/latex/llncs/latex2e/llncs2e.zip>
- Word template: <ftp://ftp.springer.de/pub/tex/latex/llncs/word/splnproc1110.zip>

Submission link: research.ac.upc.edu/multiprog/

- **Paper submission:** 21 October 2016
- **Author notification:** 27 November 2017

Visit the website: research.ac.upc.edu/multiprog/



AAH 2017 Annual Conference & Art Book Fair

Call For Papers

This Conference will be held **6-8 April 2017** in Loughborough University, UK. Panel Session on **Textile, Art & Design: Reciprocity and Development**. We welcome papers from academics, researchers, textile artists, textile and fashion historians, curators and archivists.

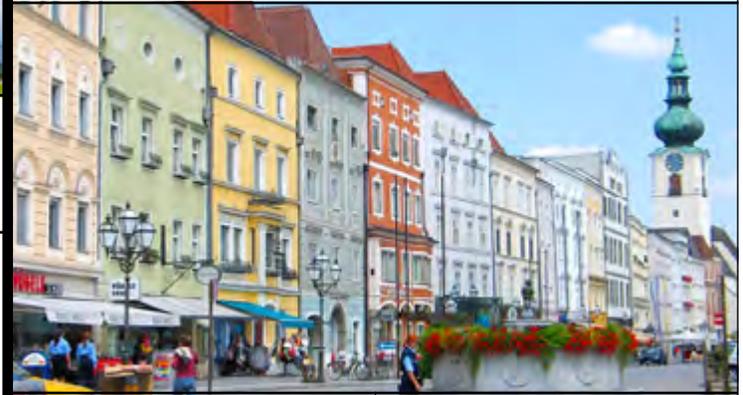
Proposals of papers or panel discussions include but are not limited to: The evolution and circulation of a particular motif in woven or printed textiles • Artists/designers and textiles: an exploration of their oeuvre through pattern making • The influence of textile designers in art/dress/fashion history • Historical and contemporary collaborations between artists and textile designers.

- **Submission deadline:** 7 November 2016

Visit:

www.aah.org.uk/annual-conference/sessions2017/session35

WSED 2017 World Sustainable Energy Days



Call For Papers

This Conference will be held **1-3 March 2017** in Wels, Austria, and is organised by the **OÖ Energiesparverband**, the energy agency of Upper Austria.

Take the opportunity and share your work, achievements, ideas and insights with the worldwide sustainable energy community. We look forward to receiving your contributions on the following topics: • Renewable energy sources • Energy efficiency • Energy-efficient and sustainable buildings • Energy services • Pellets • Sustainable energy research • Technologies • Markets and policies.

The following possibilities are available:

- **Call for Papers:** Papers on energy efficiency & renewable energy sources
- **Call “Young Researchers Conference”:** Papers by young researchers on (1) biomass or (2) energy efficiency in buildings.
- **Propose a Speaker:** Propose a speaker (it can be yourself or someone else)

Registration & information: conference-website www.wsed.at and OÖ Energiesparverband, Landstrasse 45, 4020 Linz, T: +43-732-7720-14386, office@esv.or.at, www.esv.or.at

- **Submission deadline:** 10 October 2016

Visit the website: www.wsed.at/call

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Graduates of the month

SEPTEMBER 2016

Abdul Ahad Bahram
 MASTER OF BUSINESS ADMINISTRATION
 BUSINESS ADMINISTRATION
 AFGHANISTAN

Francisco Tchiyungue Camufingo
 BACHELOR OF SCIENCE
 INFORMATION TECHNOLOGY
 ANGOLA

María Claudia Morelli
 MASTER OF STATISTICS
 APPLIED STATISTICS
 ARGENTINA

Phuthego Kolo
 BACHELOR OF SCIENCE
 OCCUPATIONAL HEALTH AND SAFETY
 BOTSWANA

Njak Wusena Nkuh
 MASTER OF SCIENCE
 ENVIRONMENTAL ENGINEERING
 CAMEROON

Ángela del Pilar Lancheros Mora
 DOCTOR OF LITERATURE
 LATIN-AMERICAN LITERATURE
 COLOMBIA

Yenny Maragrita Calderon Romero
 MASTER OF BUSINESS ADMINISTRATION
 ACCOUNTING
 COLOMBIA

Andres Ernesto Castañeda Romero
 BACHELOR OF BUSINESS ADMINISTRATION
 MARKETING
 COLOMBIA

Jhon Roberto Mora Mora
 BACHELOR OF SCIENCE
 ELECTRICAL ENGINEERING
 COLOMBIA

Romelia Del Carmen Negrete Doria
 DOCTOR OF EDUCATION
 CURRICULUM DEVELOPMENT
 COLOMBIA

Máncel Enrique Martínez Durán
 DOCTOR OF PHILOSOPHY
 PUBLIC HEALTH
 COLOMBIA

Viviana Ruiz Robles
 BACHELOR OF SCIENCE
 PSYCHOLOGY
 COLOMBIA

Claudia Milena Torres Londoño
 MASTER OF SCIENCE
 ELECTRICAL ENGINEERING
 COLOMBIA

Libardo Álvarez Lopera
 MASTER OF SCIENCE
 POLITICAL SCIENCE
 COLOMBIA

Ana Mercedes Mendoza Suarez
 BACHELOR OF SCIENCE
 SYSTEMS ENGINEERING
 COLOMBIA

Clara Yolanda Gaitan Hurtado
 POST-DOCTORATE OF SCIENCE
 CLINICAL PSYCHOLOGY
 COLOMBIA

Balagizi Nt. Chuma Janvier
 MASTER OF SCIENCE
 PUBLIC HEALTH
 CONGO

Said Guire Gadid
 MASTER OF SCIENCE
 INFORMATION SYSTEMS
 DJIBOUTI

Victor Luis Saldaña Almánzar
 DOCTOR OF PHILOSOPHY
 LATIN AMERICAN LITERATURE
 DOMINICAN REPUBLIC

José Fernando Gilces Demera
 MASTER OF PUBLIC HEALTH
 OCCUPATIONAL HEALTH AND SAFETY
 ECUADOR

Antonio Leonardo Pacheco Salazar
 BACHELOR OF BUSINESS ADMINISTRATION
 BUSINESS ADMINISTRATION
 ECUADOR

Jorge Alberto Norero González
 DOCTOR OF BUSINESS ADMINISTRATION
 MANAGEMENT
 ECUADOR

Ángel Fabian Morejón Rivadeneira
 BACHELOR OF SCIENCE
 ELECTRICAL ENGINEERING
 ECUADOR

Athanasius Mary-Dominic Ukazu Nwosu
 DOCTOR OF THEOLOGY
 SYSTEMATIC THEOLOGY
 FRENCH GUYANA

Maxine Haffner
 BACHELOR OF SCIENCE
 HEALTHCARE ADMINISTRATION
 GAMBIA

Oscar Humberto Chub Cao
 BACHELOR OF BUSINESS AND ADMINISTRATION
 BUSINESS ADMINISTRATION
 GUATEMALA

This month we have graduates from: Afghanistan · Angola · Argentina · Botswana · Cameroon · Colombia · Congo · Djibouti · Dominican Republic · Ecuador · French Guyana · Gambia · Guatemala · Equatorial Guinea ·

Lorenzo Manga Nsue Andeme
 BACHELOR OF BUSINESS ADMINISTRATION
HUMAN RESOURCES MANAGEMENT
 EQUATORIAL GUINEA

Hérode Charnel
 MASTER OF INTERNATIONAL RELATIONS
INTERNATIONAL RELATIONS
 HAITI

Béla Szabad
 BACHELOR OF SCIENCE
BIOTECHNOLOGY
 HUNGARY

Nkatha Jackim
 BACHELOR OF SCIENCE
ELECTRICAL ENGINEERING
 KENYA

Meima Sirleaf-Karneh
 DOCTOR OF BUSINESS ADMINISTRATION
PROJECT MANAGEMENT
 LIBERIA

José Alfredo Aguilar Soto
 BACHELOR OF SCIENCE
CIVIL ENGINEERING
 MÉXICO

Raquel Rodriguez Vega
 DOCTOR OF BUSINESS ADMINISTRATION
STRATEGIC PLANNING
 MÉXICO

Gustavo David Jiménez Cerda
 DOCTOR OF PHILOSOPHY
FINANCE
 MÉXICO

Chief Ajugwe Chukwu Alphonsus
 DOCTOR OF PHILOSOPHY
MANAGEMENT
 NIGERIA

Dorothy Wuyep
 BACHELOR OF SCIENCE
PUBLIC AND COMMUNITY HEALTH
 NIGERIA

Samuel Abimbola Folahan Osineye
 DOCTOR OF PHILOSOPHY
ECONOMICS
 NIGERIA

Desnelys Grajales Muñoz
 BACHELOR OF SOCIOLOGY
SOCIAL COMMUNICATION
 PANAMA

Hellem Ghianina Cortegana Abad
 BACHELOR OF SCIENCE
CIVIL ENGINEERING
 PERU

Ricardo Amador Yanqui Quispe
 BACHELOR OF SCIENCE
CIVIL ENGINEERING
 PERU

Juan Jesús Díaz Mendoza
 BACHELOR OF SCIENCE
INDUSTRIAL ENGINEERING
 PERU

Víctor Hugo Núñez Ponce
 DOCTOR OF BUSINESS ADMINISTRATION
SUPPLY CHAIN MANAGEMENT
 PERU

Dannap Gideon Nanman
 BACHELOR OF ARTS
MUSIC EDUCATION
 PHILIPPINES

Myrna García Carrillo
 DOCTOR OF HUMAN RESOURCES
HUMAN RESOURCES
 PUERTO RICO

Mohamed Ahmed Hashim
 MASTER OF SCIENCE
PROJECT MANAGEMENT
 QATAR

Isameldin Mohammed El-HassanAbbas
 MASTER OF SCIENCE
CONSTRUCTION PROJECT MANAGEMENT
 QATAR

Hedlane Metzger do E. S. Cassandra
 MASTER OF FINANCE
BANKING AND FINANCE
 SAINT THOMAS

Ayman Abdulkader Mohamed Saey
 MASTER OF BUSINESS ADMINISTRATION
INTERNATIONAL MARKETING
 SAUDI ARABIA

Mohamed Mark Barbah Sisay
 DOCTOR OF BUSINESS ADMINISTRATION
PROJECT MANAGEMENT
 SIERRA LEONE

Diego Molina Iniesta
 BACHELOR OF SCIENCE
INDUSTRIAL ENGINEERING
 SPAIN

Antoine Michael Joseph
 DOCTOR OF BUSINESS ADMINISTRATION
MANAGEMENT AND ECONOMICS
 SWITZERLAND

Peter Mawuena Kpelly
 MASTER OF SCIENCE
ANALYTICAL CHEMISTRY
 TANZANIA

Michael S. Huggins
 MASTER OF EDUCATION
EDUCATION
 THAILAND

Oryang Vincent
 BACHELOR OF SCIENCE
CIVIL ENGINEERING
 UGANDA

Vincent Oryang
 BACHELOR OF SCIENCE
CIVIL AND STRUCTURAL ENGINEERING
 UGANDA

Alagappa Rammohan
 DOCTOR OF SCIENCE
PHYSICS
 USA



Judith Maureen Brown
 BACHELOR OF SCIENCE
PSYCHOLOGY
 USA

Fabiana Rivas López
 BACHELOR OF SCIENCE
NUTRITION SCIENCE
 USA

Hamed Hashemi-nasl
 DOCTOR OF SCIENCE
BIOLOGY
 USA

Daniel Yaw Faakye
 DOCTOR OF PHILOSOPHY
BUSINESS ADMINISTRATION
 USA

Professor John Robinson
 DOCTOR OF BUSINESS ADMINISTRATION
INTERNATIONAL FINANCE AND MANAGEMENT
 USA

Olga Cerpita
 BACHELOR OF SCIENCE
NUTRITION
 USA

Renato Cifuentes
 BACHELOR OF SCIENCE
BUSINESS ADMINISTRATION
 USA

Atanasius Hamwaka
 DOCTOR OF BUSINESS ADMINISTRATION
MANAGEMENT
 ZAMBIA

Fred Kasongu
 BACHELOR OF SCIENCE
CIVIL ENGINEERING
 ZAMBIA

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TESTIMONIALS



Reamen David Denen
Doctor of Philosophy
in Communications
 August 22, 2016

“Prior to my engaging with Atlantic International University, I wondered how I would leave my job and family and go back to a regular school and acquire a Doctorate degree in Communication Art, where my interest lies.

Fortunately an opportunity came when I was browsing on the net and came across AIU. Eventually they agreed that I can achieve my dreams if I enrol with them.

My encounter with AIU has been quite challenging, resourceful and fulfilling. It has exposed me to intellectuals in and outside my field in the quest to achieve my heart

desire of obtaining a PhD in Communication Arts.

The e-library has helped me a lot because of the standard books therein and their quick response to my needs and request.

I cannot complete this experience without appreciating the tremendous assistance the staff members of AIU gave to me while pursuing the program. The likes of; Junko Shimizu, Rosa Hilda Lora, Kinmberly Diaz and Ofelia etc. who worked tirelessly to make sure I achieve my dreams. Indeed AIU is a University anyone who has passed through it should be proud of.



Daniel Faakye
Doctor of Philosophy
in Business Administration
 August 26, 2016

“My experience at Atlantic International University has been a pleasant, challenging and enlightening journey. I would sum up my experience in the following points: Academic Philosophy, Accreditation, Programs, Tuition and Relationship.

Philosophy: I like the way AIU combines both work experience and academics in affording prospective students the opportunity to follow their passion in education. AIU’s program design is of the same quality as other reputable schools (i.e., online and brick and mortar schools). I like the flexibility AIU afforded me to complete my program, in terms of the completion of assignments. In addition, AIU is upfront with their accreditation status, which is something I appreciated very much.

Tuition: AIU’s tuition is affordable and the payment plan is also flexible for me to pursue my academic goals. My relationship with the staff, faculty and academic advisor was very

great, all my enquiries and the help that I needed were addressed promptly.

Finally, my AIU experience has been very great and I would recommend this institution to anyone interested in pursuing his/her academic goals.



Luka Samardzija
Bachelor of Science
in Investment Management
 August 31, 2016

“The experience I had with Atlantic International University proved very valuable to me. I was able to choose subjects and develop thesis about issues that genuinely interest me. The open course concept also encouraged me to

discover which specific problems I would like to tackle.

As much as the new insights, I was provided with, turned to be beneficial, so was the learning process itself. The research I had to do for each subject and my final thesis helped me grasp the complexity of the matter at hand, as well as its place in the big picture. The research also drew my attention to different opinions about the topics I was covering, which made me examine the issue from different perspectives and ultimately form my own genuine opinion.

The things I learned during my studies are quite helpful when it comes to my professional occupation and interests. I better understand investment activities that take place, and can evaluate whether arguments, that are being used to justify these activities, are valid or not. Hence, I am convinced that the things I learned during my studies will provide an excellent theoretical basis for my professional endeavors.

MORE TESTIMONIALS FROM AIU STUDENTS

www.aiu.edu/Testimonials.aspx

When Architecture meets Isomorphism

Part 3/3

Elvira Mumy Arielle Celina | Master of Science in Architecture

Image: en.wikipedia.org



The principle of isomorphism in architecture

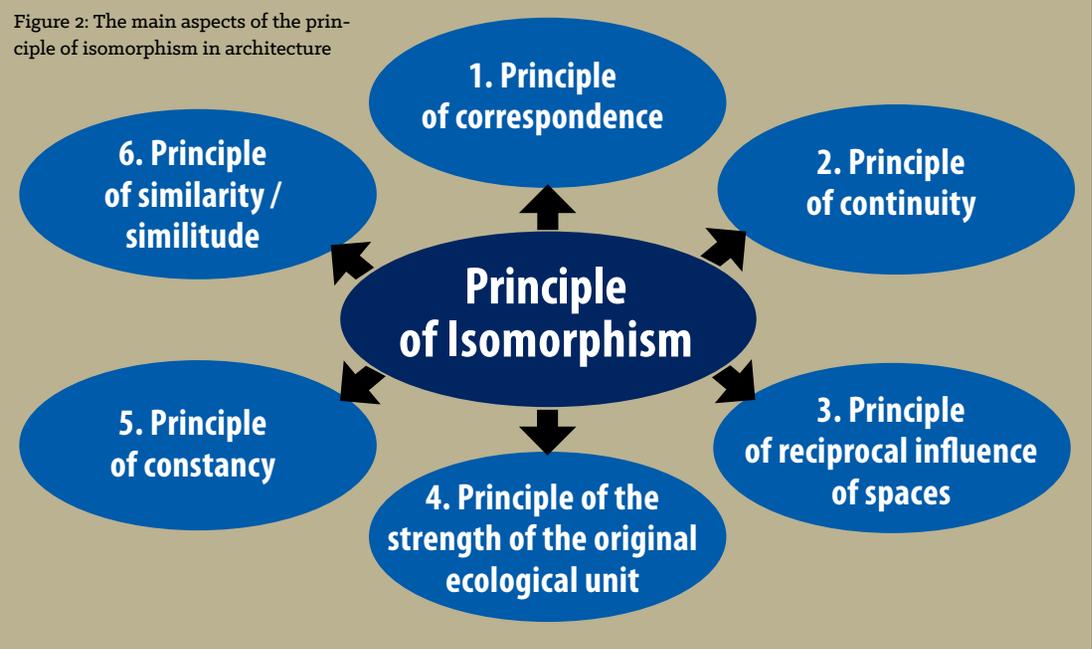
What is the definition of the principle of isomorphism in architecture?

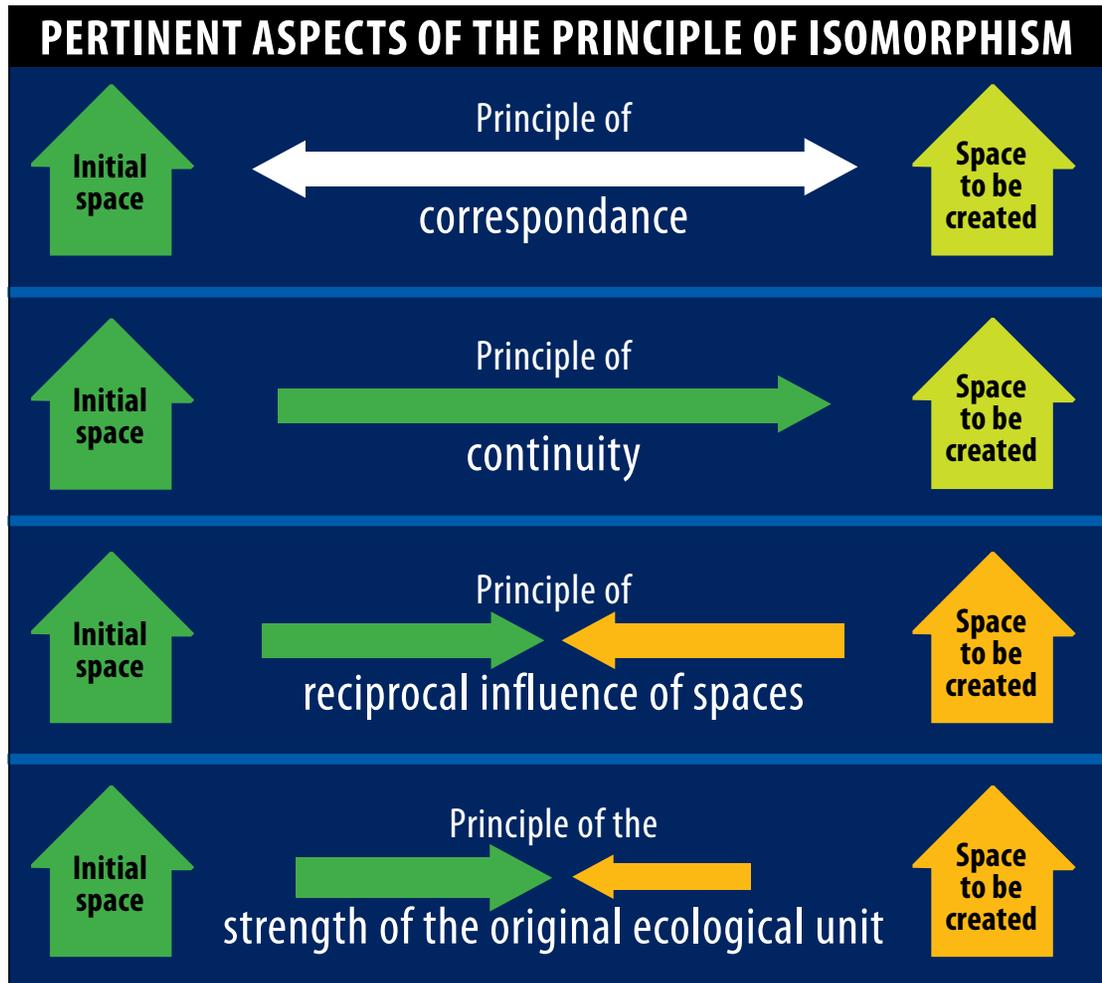
From an analysis of the definition of the notion of isomorphism, many principles could be identified as aspects of the principle of isomorphism. They are **the principle of similitude or similarity** (structure, relations, operations...); **the principle of constancy** (of structures); **the principle of correspondence** (of structure, relations, operations...); **the principle of extension or continuity** (of structure, relations, operations...); **the principle of reciprocal influence** and **the principle of the strength of the original ecological unit**.

The principle of isomorphism in Architecture refers to a great analogy, similarities, and correspondence, the extension of relations between two or many domains, structures, spaces, ecological units, environmental sets or systems. It could be divided into many sets of aspects: the unity of environment, the relations, and the priority of the original ecological unit in creating spaces or in solving architectural problems. The main aspects and elements of each of them are stated below:

- Unity of the environment which involves the notions

<p>of constancy, harmony of ecological units; boomerang effect of negative influences...</p> <ul style="list-style-type: none"> The relations between ecological units which involve the notions of correspondence, equivalence, extension of the relations sets... inside the space, the domain, or between spaces domains, or ecological units. The priority of original space: the strength of the original (initial) natural ecological unit <p>Figure 2 is a set of the main aspects of the principle of isomorphism in architecture.</p> <p>Many principles could be identified as aspects of the principle of isomorphism. The most important ones are the following:</p> <ul style="list-style-type: none"> The principle of correspondence (of structure, relations, operations...) The principle of extension/continuity The principle of reciprocal influence The principle of the strength of the original ecological unit The principle of constancy The principle of similarity/similitude. <p>Some of these principles would be appropriate when explaining and solving the problems related to the building of the project stated to this study. The next section is</p>	<p>centered on this subset of the principle of isomorphism in architecture.</p> <p>The understanding and the extension of the principle of isomorphism in architecture</p> <p>From which aspects of the principle of isomorphism in architecture, appropriate explanation and changes could be stated and realized in order to improve the situation of some created spaces?</p> <p>The main aspects of the principle of isomorphism to be considered when explaining or solving the problems related to created spaces such as a residential building of the project to be realized could be divided into categories. They are stated below.</p> <p>Category 1: the relationship between spaces</p> <p>(i) The principle of correspondence, which stipulates that when creating spaces or improving the quality of spaces already created (house, building, green space, town...), every pertinent element of the space to be created or to be transformed should have its correspondent in the original space to which the building or created space is related.</p> <p>(ii) The principle of environmental continuity, which stipulates that the space to be created is to some extent</p>	<p>the continuity of its surrounding space, environment or set of its surrounding spaces; every space is reflecting its surrounding environment.</p> <p>(iii) The principle of reciprocal influence of spaces, which stipulates that when two or many spaces are near, each of them influences another or the other –and this influence may have a negative or a positive effect on the other.</p> <p>Category 2: the priority of original space in solving and preventing architectural problems</p> <p>(iv) The principle of the strength of original ecological</p>	<p>or environmental units, which stipulates that when creating spaces or improving the quality of spaces already created, well understanding and taking into consideration the original space and relation would probably be more efficient.</p> <p>The Conceptual Map of the Principle of Isomorphism in Architecture (figure 3) represents the set of main aspects of the principle of isomorphism in architecture that are pertinent in the explanation and the solving process of the building related to this study.</p> <p>The set of principles related to the principle of isomorphism in architecture to be</p>	<p>considered is identified and defined. It is made up of</p> <p>(i) The principle of correspondence</p> <p>(ii) The principle of continuity</p> <p>(iii) The principle of reciprocal influence of spaces</p> <p>(iv) The principle of the strength of the original ecological unit.</p> <p>Conclusion</p> <p>From a context characterized by the increasing human need of reducing the gap between human activities and the environment and given the increasing human need of improving the way of resolving the housing problem in the world, the study aimed at stating the</p>
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in architecture to be considered in the explanation of the problems of the building from the principle of isomorphism is made up of the principle of correspondence; the principle of continuity; the principle of reciprocal influence of spaces and the principle of the strength of the original ecological unit.

THE END

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principle of isomorphism in architecture in the context of environmental design. Referring to a theoretical framework focused on the concept of isomorphism in some sciences (mathematics, biology, and chemistry) and ecological design, as well as on the theory of linear spaces in relation with architecture, we came out with

some pertinent results. The principle of isomorphism in Architecture was defined. it refers to a great analogy, similarities, and correspondence, the extension of relations between two or many domains, structures, spaces, ecological units, environmental sets or systems. The main aspects of this

principle are the principle of correspondence, the principle of extension/ continuity, the principle of reciprocal influence, the principle of the strength of the original ecological unit, the principle of constancy and the principle of similarity/ similitude. The set of principles related to the principle of isomorphism

Publications by Students: aiu.edu/StudentPublication.html

Democracy is in tears



Image: www.youtube.com - Modern-day slavery and human trafficking – the issue and solution.

By Dr. Rosa Hilda Lora M.
Advisor at AIU | rosa@aiu.edu



are divided according to the new interests.

One of those great organizations for peaceful coexistence was, and is still active, is the United Nations (UN) but the division that it makes for operation is the “Security Council” where members are divided between those who have voice and those who have a voice and veto.

Who have a voice and veto? Today Russia and China with their new interests and new allies moved away from their former partners: USA, England, Germany and the integrated Italy, and they veto almost all UN resolutions, so that economic, political and social problems have the scale that characterize the world in which we live.

Article 4 of the **Declaration of Human Rights** says: “No one shall be held in slavery or servitude; slavery and the slave trade are prohibited in all their forms.” *Loza Ramos (2006, p. 66).*

The Declaration of Human Rights says that and it is the same law that all countries have: no one would be seen today with shackle slavery... but we

have modern forms of slavery. What are these modern forms of slavery? Modern forms of slavery are education and production.

To enable people to have a job with a good financial remuneration, they need to have studies so that they are inserted in the new forms of production and on the other hand education is organized as a new way of subduing people; before this, people were dominated by force of arms, today it occur through education by designing programs with a science which corresponds to mid-twentieth century and we are in the 21st century, experiencing a rapid development of knowledge and technology, and educational programs do not offer these new knowledge and these new techniques to the industry today. Here

We wonder why the form of social organization that we call democracy seems to be in crisis. It seems that there is a society where everyone has more freedom than in past history, but we don't live as satisfied as it seems. Today all countries, with republican or monarchical system, claim to be a democracy.

All Western countries claim to have rights' system from the

perfect rule of law established by the Ancient Greek culture, which was advanced from the gradually coexistence generated by the different cities that formed the Classical Greece.

Eastern peoples claim to have democratic societies to be premised on equality offered by the god or gods that give protection and blessings they need.

Let's see what happens to

democracy. Why democracy is crying.

After the Second World War Organizations were created to ensure peace and avoid a third war, but the former shareholders, as were the Axis Berlin-Rome-Tokyo, also called Axis Powers, and the Allies: France, England, USA and Russia; at the end of the war they integrated China, now they are no longer the same partners, they

it is where the high rate of unemployment arises, and also the continuing training that ordinary human beings need to have a job.

How to explain the high rate of young people recently graduated from universities, who can't find a job. There are industrialized countries that have reached 24% in unemployment.

There are also non-industrialized countries where few of its inhabitants have a chance to enter university; they must be added to adult men and women who have medium studies and who do have needs like any human being. Therefore a small group is the one that has the privilege of quality education.

We know that the form of organization of the economy encourages that 10% of the world population is the owner of wealth, information provided by the World Bank (WB).

This means that 90% has to find a way to study beyond what governments offer in their educational models. Those who are part of the 10%, beneficiaries of wealth, have private colleges that offer them the knowledge of art and will go to work for firms of their families or those who form their peer group.

Morin says: "What exists is the urgency of a political

awareness of the need to act in favor of a cognitive democracy". *Morin (2007, p. 175)*. Everybody must have the knowledge that is emerging next generation, but given the way education systems are designed people do not know where to look for that knowledge, even being integrated into the education systems of their countries, just as when they leave them.

Since wealth generated by science and technology is applied to develop more science and more technology for more goods for commerce; social problems increase because resources for social and human sciences are fewer because trade matters more, no matter how people feel.

Due to the social and economic organization that we have every day there are more displaced people from their hometowns and what the industrialized countries are doing is lifting meshes and meshes to contain those humans who find no place where life is possible for them.

According to the UN today we have more displaced people than there were after World War II.

Democracy is the government of the people through representative bodies that it has. Democracy is based on solidarity developed by

members of a social group for the peaceful coexistence of its members. *Morin (2007)*.

For this coexistence we must speak of justice and to know and recognize the shape of distribution and procurement of goods for social development. Therefore in justice each individual accepts and respects the commitment we as society have, and know that the State implies the recognition and enforcement of that justice. Justice means no privilege, and no privileged more than others. *Rawls (2012)*.

Justice is balance to freedom; says **Deaton**: "The absence of freedom is poverty, deprivation and poor health, which has been for long the fate of much of humanity and is still an outrageously high proportion of people in the world today." *Deaton (2015, p. 18)*.

Democracy in its various manifestations is crying because the more freedom you have, the more science develops, more technology occurs, the poor of goods increase, poor of education, poor of health and poor from their homes who have to go to other countries to see if life can be for them.

What we see of democracy today is that people vote directly or indirectly, and then they are to protest in the

streets because those who they chose and what they decided to vote is not what governments do. Also because they didn't understand what was voted because the studies they have and what it means to know about the disparity that exists between what they learn in schools and the organization of the state, according to the new science and technology that exist in the new world.

We have to think that even the poorest countries must be

integrated within economic globalization.

We are voting today and tomorrow we go to the streets to protest.

We must seek knowledge and vote knowing what we voted for and not be swayed by the presentation in the media by those who want the power to benefit from it.

Democracy is in tears! First we vote and then we cry!

If you don't belong to the 10% that has it all, you have to study all your life!



The Tribe, and other Native Americans in Cannon Ball, are protesting the North Dakota pipeline because they would lose sources of water, and route would cross sacred burial grounds.

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The best way to start your program

Interview with Kimberly Diaz, AIU Academic Tutor



correct to make sure they get an excellent grade.

Is it easy for a new student to understand andragogic education?

Honestly, not everyone gets how it works at the beginning of their program, because we are all used to be in a classroom and our teachers telling us the class, but once they see how easy it is to study with us, and once they understand the concept of it, students love our andragogic system, due to the fact that they can create their own personalized academic curriculum focusing on their areas of interest. Also, we move at their own pace.

What is the first problem students face at the beginning of the program?

In my experience, they ask a lot where their courses are located. This is why we always recommend them to watch the initial video conference from the welcome package, for it lets them know all they need about their program, how to login, where assignments are located and much more.

What is the most important task during the program?

I will say staying active academically and financially.

Academically because we understand that we all have life and demanding jobs, and we may not have much time left of our days to study, but its very important that students make some room for their education, so they can send their assignments, for example **Phase I** must be completed in 15 days after the enrollment and when they are in **Phase II**, make sure that they send at least one assignment per month, this will allow them to finish with their program faster or on the time frame that the student set as a goal. We can reinforce this by making sure that as tutors we inform every student about the importance of turning in their assignments on this suggested time frames.

Financially, because sometimes –due to work or because we are busy adults– we cannot go to make a transaction for the monthly installments. For this reason I suggest that if they have a debit or credit card open for international payments, they can sign up for

our automatic payment program. This program allows the student to continue with their normal life while the university takes out the payment from the card every month.

Have new students been oriented correctly by Admissions Counselors?

Yes, but sometimes due to the fact that students get lots of information when they speak with the Admissions Counselors, they forget some of the vital information. It is very important that if they have doubts, they should contact the Tutor or the Admissions Counselor back, to be a 100% about our program.

What is the main cause of desertion at early phases of the program?

Sadly, it is financially.

What are the most important personal features of a student in order to complete the whole program?

- Be focused, always keep your eyes on the goal of graduation
- Be a very motivated person
- Be independent
- Be patient

What should new students know to start their program successfully?

Well, it is very important that they watch the initial video conference we provide in their welcome package. This video will teach the student step by step how to access the student section, and it will explain how to start the program the proper way.

What is their first reaction to the student platform?

Students tell me it is easy to use and they love the fact that they can see the pictures of the staff working directly with them. Also lots of students mention that they love the **Turnitin** feature, because it helps them to verify their assignments and see what to

LEARNING

Some Wonder Women

Historical women who could really kick butt

Throughout human history, a hot temper, unshakable willpower, and perseverance at all costs were traits largely attributed to men. However, there were also women who astonished their contemporaries with boldness and the courage of their deeds.



Juana Inés de la Cruz. (1651-1695). She was a Mexican lady whose talents became obvious even in childhood. She taught herself

to read at the age of 3, and at 6 she was able to write and sew, which was a complete education for women of that time. By the age of 8 she began writing her own verse. At 15, Juana was presented at court and became the first lady-in-waiting, and that was when the whole country got to know her and her skills. The girl further amazed everyone by deciding to join the monastery. She felt that only there a woman could devote herself to studies. Juana went down in history as a unique and defiant poet and scientist, and her works are still widely published.

Nancy Wake.

The Gestapo offered five million francs for her head, but even so the Nazis couldn't catch **Nancy**



“The White Mouse” **Wake**. She was an agent of the French Resistance, often found herself in dangerous situations, and participated both in field operations and agent recruitment. After the war, **Nancy** was honored with numerous medals and orders of various countries, but still continued her service in intelligence. She died in 2011 at the age of 98.

Joan of Arc. A legendary maiden, who became a national heroine of France. During the Hundred Years' War, she was the warchief who invigorated her soldiers and led them to victory battle after battle, her most notable achievement being at the siege of



Orleans. She was captured, however, and handed over to the British, but even then she showed amazing

courage, thwarting the allegations of heresy of the inquisitorial court and easily avoiding numerous traps. Despite her strong will, **Joan of Arc** was executed by burning at the stake.

Tomoe Gozen. Many women in Japanese history had to take up arms, but **Tomoe Gozen** was one of the most spectacular examples of women samurai in Japan. She was a senior



officer under command of **Minamoto no Yoshinaka** in the Genpei war (1180-1185),

“ready to confront a demon or a god, mounted or on foot. She handled unbroken horses with superb skill; she rode unscathed down perilous descents. Whenever a battle was imminent, **Yoshinaka** sent her out as his first captain, and she performed more deeds of valor than any of his other warriors.” **Tomoe** is an iconic person and a rare example of a female fighter. Her image is often used in anime and drama.

Hedy Lamarr. She left home at 16 to begin her movie acting career, and married an Austrian millionaire. After four years of boring wifehood, she fled to Hollywood, where she became a successful actress, and an



aspiring inventor. She was keen on science and technology, and she reproduced many of the details her first husband mentioned in his talks about weapons with his colleagues. She managed to patent noise-resistant radio transmission technology, and although it wasn't popular at the time, technologies like GSM, GPS and Bluetooth.

Read full article “Nine historical women who could really kick butt”: brightside.me/article/nine-historical-women-who-could-really-kick-butt-86105/
Images: Wikipedia



Image: Shutterstock

What your brain really is

We used to think it was a computer, but now we know it's a quantum field.

A team of researchers has determined that while our choices and beliefs don't often make sense or fit a pattern on a macro level, at a "quantum" level, they can be predicted with surprising accuracy. In quantum physics, examining a particle's state changes the state of the particle —so too, the "observation effect" influences how we think about the idea we are considering.

One borrowed concept in quantum cognition is that we cannot hold incompatible ideas in our minds at one time. In other words, decision-making and opinion-forming are a lot like Schrödinger's cat.

The quantum-cognition theory opens the fields of psychology and neuroscience to understanding the mind not as a linear computer, but rather an elegant

universe. But the notion that human thought and existence is richly paradoxical has been around for centuries. Moreover, the more scientists and scholars explore the irrational rationality of our minds, the closer science circles back to the confounding logic at the heart of every religion.

For centuries, religious texts have explored the idea that reality breaks down once we get past our surface perceptions of it; and yet, it is through these ambiguities that we understand more about ourselves and our world.

As **Stephen Hawking** counters, "Even God is bound by the uncertainty principle" because if all outcomes were deterministic then God would not be God. His being the universe's "inveterate gambler" is the unpredictable certainty that creates him.

Read full text by Daphne Muller: bigthink.com/ideafeed/does-the-mind-play-dice-with-reason

A whole lot of power

13-year-old creates energy harvesting device.

Max Loughan sits in his parent's old boiler room, which has been converted into a lab. He wants to make the world a better place, and to do that, **Max** believes you need one single thing: "If you got energy, you have power, you have everything." To solve this problem, a few months ago, **Max** took the matter into his own hands. He created an electro magnetic harvester out of a coffee can, some wire, two coils, and a spoon.

The harvester —which costed only 14 usd— conducts radio waves, thermal, and static energy, and turns it into electricity. "This wire takes energy from the air. We turn it from AC to DC." If a \$14 invention is able to do that, imagine this same harvester on a scale 20 times larger.

"As cheesy as this sounds, from day one I knew I was put on this planet to invent, to bring the future."

Max admires **Albert Einstein**, and inventor **Nikola Tesla**. "To make the world a better place it's to give the world what it doesn't have so it doesn't have to struggle in basic things like energy."

Max is not in it for the money, or the recognition. "My true goal is to help, to invent a future where people can be happy, where they can be safe and sound." That's one kid with a whole lot of power. *Read full note by Landon Miller:*

www.ktvn.com/story/31260413/13-year-old-creates-energy-harvesting-device Watch video: www.youtube.com/watch?v=dyRlbXUIscg&feature=youtu.be

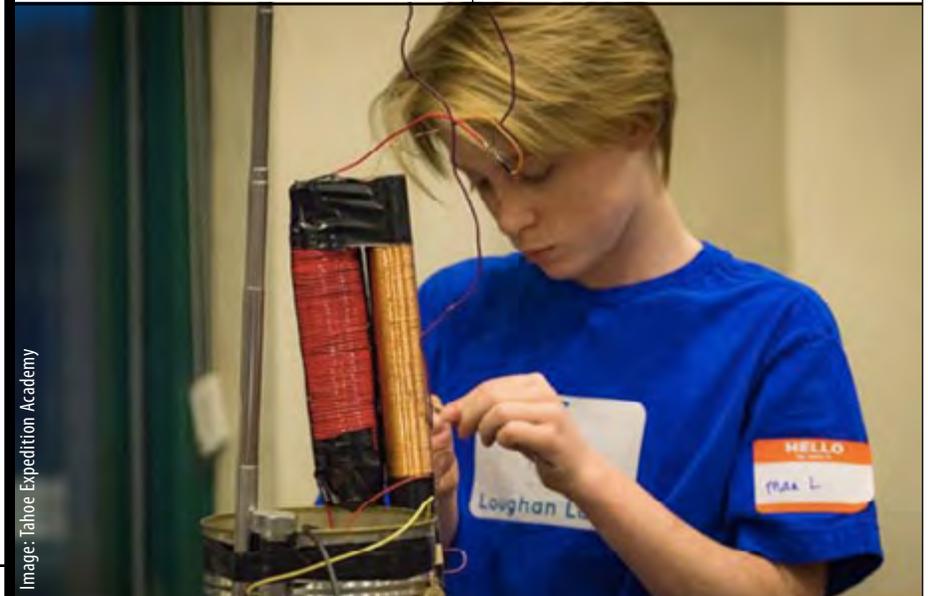


Image: Tahoe Expedition Academy

AIU makes a huge contribution to the world by giving new scientifics the space for original investigations and research. Visit MyAIU Evolution

Øresund Bridge

Turns into a tunnel that connects Denmark and Sweden.



The Øresund is an engineering marvel that connects the Danish capital of Copenhagen to the Swedish city of Malmö.

A cable-stayed bridge runs nearly 8 km (5 miles) to an artificial island where it transitions into a tunnel that runs another 4 km (2.5 miles). The award-winning double-track railway and motorway opened on July 1, 2000.

It was designed by the Danish engineering firm COWI, the main architect in the project was **George K. S. Rotne**. The bridge and tunnel run across the Øresund strait and is jointly operated by the neighbouring states from both countries.

The man-made island of Peberholm links the bridge and tunnel. The island was constructed from material dredged from the seabed and most of the 4 km tunnel was built by concrete elements cast on land and towed out and lowered into a dredged trench.

The flora and fauna on the island have been allowed to develop freely and undisturbed and has become a haven for biologists. The Lund's Botanical Association has identified more than 500 different species of plants and the island serves as a popular breeding ground for birds as well as habitat for the rare green toad.

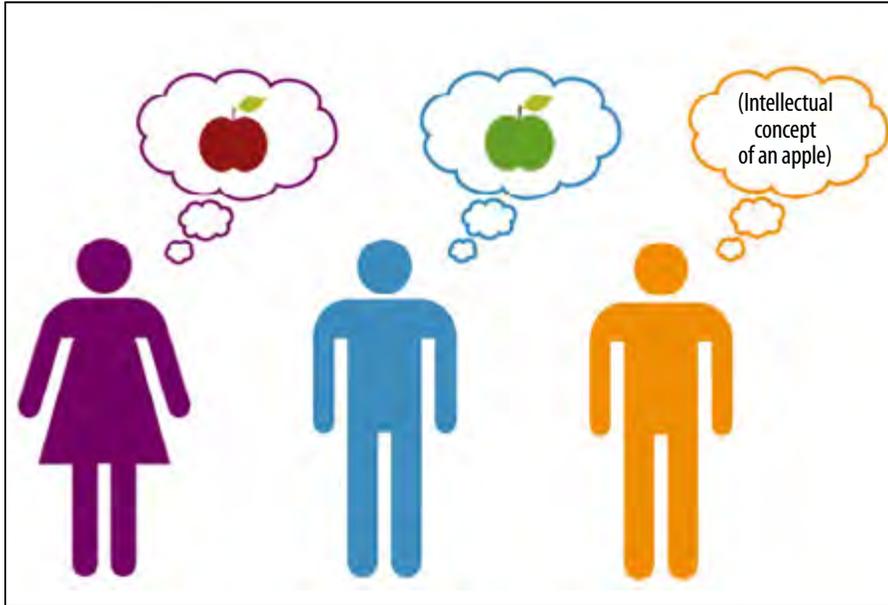
Approximately two-thirds of the people travelling across the Øresund go by train with the journey between Copenhagen and Malmö taking about 35 minutes.

Thanks to the fixed link the Øresund provides, a region of 3.7 million inhabitants has been created and allows people to live and work on either side.

Visit the official site: oresundbron.com

Find more pictures: twistedifter.com/2015/09/oresund-bridge-turns-into-tunnel-and-connects-denmark-and-sweden/ Images: Øresundsbro Konsortiet

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who investigated the claims of 21 people who were unable to summon images to their mind's eye.

Some of Zeman's case studies reported the occasional flash of involuntary imagery during wake and sleep, even though they claimed to not be able to produce images

Mind blindness

Imagine your internal world were pictureless.

Although Philip, a 42-year old photographer from Toronto, is happily married, he can't conjure up his wife's face because he has no images of any kind in his mind's eye. When he thinks about a face, it comes to him as an idea, as an intellectual concept, rather than a mental picture.

This newly described condition is called aphantasia and has prompted scientists to reexamine an experience that we so often take for

granted –our imagination. What's more, studying it is offering new insights into how we all might boost our visual imagery to improve our memory, increase our empathy and even gain new treatments for conditions like addiction and anxiety.

Aphantasia was first discovered in 1880, but has recently attracted much more attention thanks to a 2015 study by Adam Zeman at the University of Exeter and colleagues,

on demand. The majority also reported problems with remembering things that happened in their past, possibly compensating for their lack of imagery by having a tendency to be good at maths, logic and verbal tasks.

When Philip is asleep, his dreams are made up of the same visual images that we all experience, but during waking hours he finds it impossible to conjure up a mental picture of anything.

When Philip tries to picture a face, he knows intellectually what structures it involves, but he can't visualise it in any way.



Image: www.viralnovelty.net

How old souls love

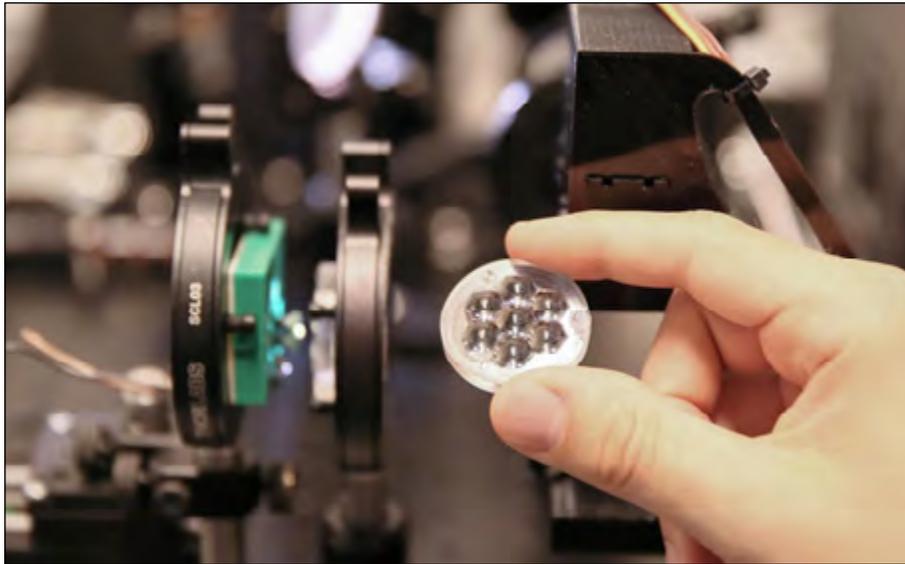
An old soul is someone who is mature beyond their years as it relates to what is considered "normal" by society. They find it difficult to relate to people because their understanding and level of awareness is further developed. Here are some traits of old souls related to how they live and love:

- 1 Homebody.** Their homes are usually very peaceful places and they enjoy spending time there, as it represents more than just a home, but a type of personal church and sanctuary to them.
- 2 Not materialistic.** If you are looking to get them a gift, put your heart and mind into the gift rather than your wallet, v.g. a meaningful letter.
- 3 Communication.** They like to keep communication strong to avoid unnecessary drama.

- 4 Emotions.** They prefer to connect spiritually rather than just physically and develop a relationship rooted in loyalty, love and friendship.
 - 5 Understanding.** They understand that fairness is a two way street and prefer peace over being right.
 - 6 Creative.** They share their creativity as a sign of great friendship and love.
 - 7 Intuition.** They are extremely intuitive and also observant persons.
 - 8 Realists.** They prefer to look at things as they are, rather than as most people wish they were.
 - 9 Independence.** They enjoy the company of their loved ones but they also value independence and time spent alone.
- Read full text: www.choiceandtruth.com/2016/07/how-old-soul-loves-differently.html*

Read full article by Helen Thomson: www.bbc.com/future/story/20160524-this-man-had-no-idea-his-mind-is-blind-until-last-week

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Solar panels twice as efficient

All the components in this solar panel were designed from the start to be easily mass produced.

With a 36% yield, the solar panels developed by startup **Insolight** could deliver up to twice as much energy as traditional panels. The company came up with a thin structure that directs the sun's rays to the small surface area of very high performance solar cells. The result is a highly efficient flat photovoltaic system.

Twice as much electricity for the same surface area: that sums up **Insolight's** solar panels. The company, which is based in **EPFL's Innovation Park**, has developed a prototype with a yield –the quantity of electricity produced from the light energy received– of 36.4%, while solutions currently available on the market offer

throughout of only around 18-20%. These results, which could represent a world record, have just been validated on a prototype by the **Fraunhofer Institute**, an independent lab based in Germany. How did they reach such a high yield? Find out through this link: phys.org/news/2016-09-startup-residential-solar-panels-efficient.html#jCp



High-flying solar balloons

Could produce clean electricity night and day.

A team of researchers at **NextPV**, a lab jointly operated by the **French National Center for Scientific Research** and the **University of Tokyo**, are working toward building a prototype of a unique solar energy solution that could overcome some of the limitations of standard ground-based PV arrays.

Solar has a lot of potential for being a major part of our renewable energy future, from large utility-scale power plants to residential rooftop solar arrays, but standard solar PV systems have a couple of weak points that keep them from being more widely adopted. Aside from the relatively high initial cost of a solar PV array (which has been rapidly dropping but is still out of reach for many people), two other related issues continue to challenge the industry as a whole, namely the need for energy storage for nighttime, and the effects of

cloudy or inclement weather on solar electricity production.

The solar balloon concept being developed at **NextPV** could be one potential solution for both of those issues, as the system combines direct solar electricity production during the day with the production of hydrogen, which serves as an energy storage medium for producing electricity in a fuel cell, long after the sun goes down. The researchers claim that solar yields from a system of solar panels deployed above the clouds (6 km/3.7 miles above the ground) could be "multiplied" (when compared with ground-based solar systems) by being free of the effects of cloud cover, and could eventually produce three times as much electricity, when compared on a square-foot basis.

Read full article: www.treehugger.com/solar-technology/solar-balloons-electricity-night-day.html



Eco Tip: End food waste. Only buy what you need, save or freeze leftovers, and repurpose scraps. **Change your life, get sustainable, visit MyAIU Knowledge**



Shower to the people

For the homeless can wash up and restore dignity.

Jake Austin has been helping homeless people in St. Louis, Missouri for years now, but just recently came up with a brilliant idea: **Austin** bought an old truck from Craigslist for 5,000 usd and transformed it into a mobile shower unit titled “**Shower to the People**”.

The mobile shower on wheels contains two shower stalls and a long row of sinks and mirrors, plus **Raise the Bar** employees give out free soap for people using the unit. Water is taken from fire hydrants and is warmed up with the help of an external generator. “Good hygiene promotes health, fosters hope, and restores dignity to those who may have lost it.” –**Austin** explains.

Source: www.boredpanda.com/truck-converted-mobile-shower-homeless-jake-austin/



Catty Wagon

Bringing cat adoptions to you.

In Los Angeles you’ll see the **Catty Wagon** from a distance. It’s bright yellow, about 30 feet long and with cat ears and a tail. Inside are about 20 to 30 kittens, ages 8 to 12 weeks waiting for a forever home.

“Our team is constantly trying to find new ways to educate the public on the importance of adoption and increase awareness of our causes, and while public events and appearances can be a great way to get additional exposure for the animals, the same old adoption stations just weren’t innovative enough,” explains **Aimee Gilbreath**, executive director for the **Michelson Found Animals**, the organization that created the project.

The truck went on its first ride on July

30, 2016, and since then 40 cats have already been paired with responsible humans. According to **Gilbreath**, the success has been largely a result of the truck looking very different from a shelter environment.

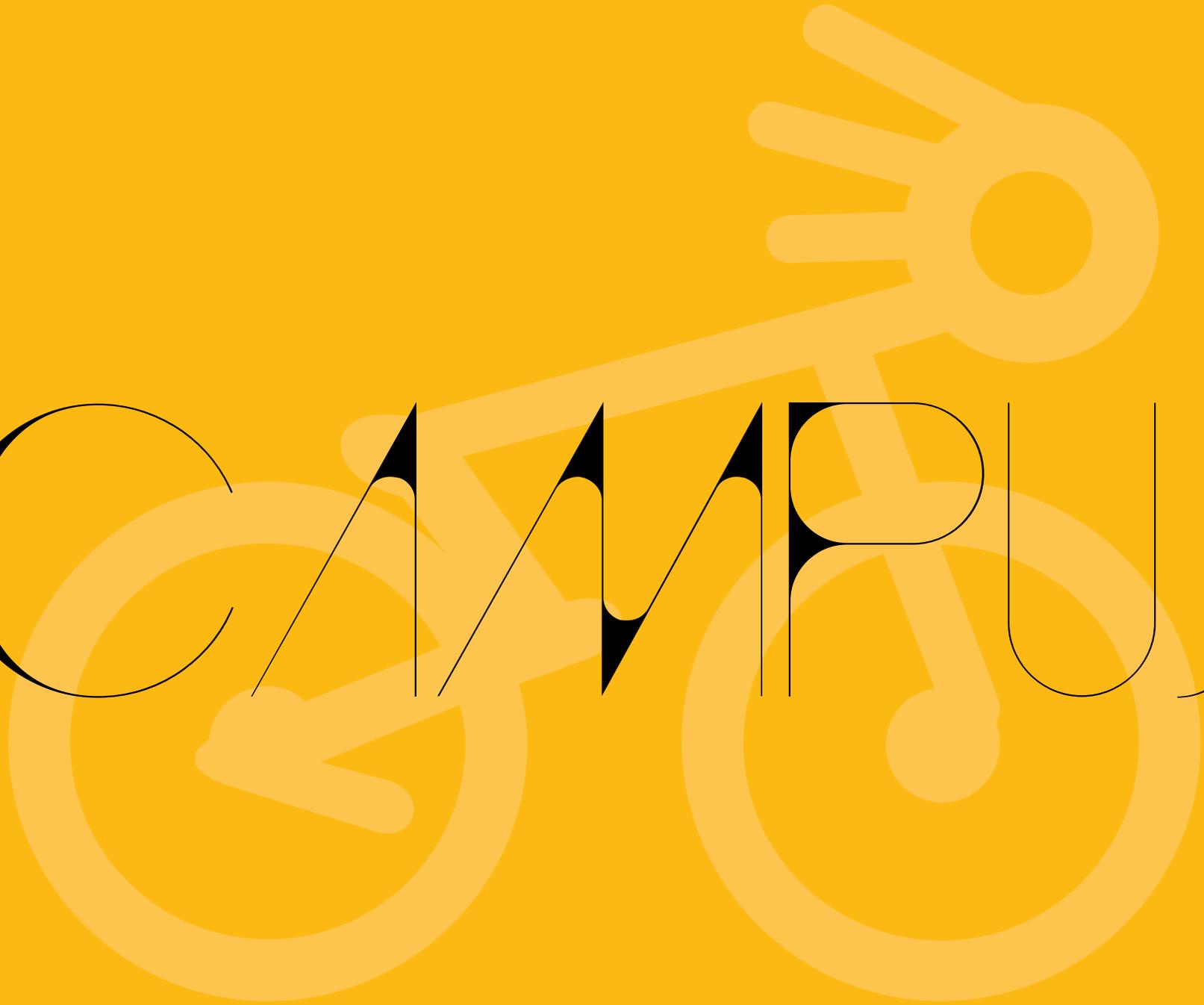
In addition to kittens, the inside of the truck features six cat condos with interior and exterior viewing, two rooms where people can interact with the critters and a product wall full of toys, food and other things. All the proceeds of the wagon go back into helping more kittens find homes. They’ve even received requests for a ‘dog wagon’.

Read full text: www.care2.com/causes/this-catty-wagon-brings-cat-adoptions-to-you.html Image: Michelson Found Animals Adopt & Shop Catty Wagon



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CAMPUS



GET A JOB!

Digital nomads

Thanks to tech innovation and some forward-thinking startups, you can now see the world while you take the professional realm by storm.

Digital nomads are free-spirited freelance and tech workers who need little more than an internet connection and a passport. They've taken the concept of remote work out of the home office and made the big, wide world their workplace.

A place to rest your head

Nomad House is one of the co-living spaces facilitating the digital nomad lifestyle. The housing network matches

digital nomads with co-living arrangements that are safe, comfortable and equipped with all the amenities a traveling worker needs. The company's 10-day retreats offer an option for potential digital nomads to get their feet wet before jumping right into the lifestyle.

Roam is another digitally minded collection of communal living spaces that make working from anywhere in the world possible. **Roam** ensures a private room, a bathroom, a "battle-tested"



Wi-Fi connection and a vibrant community of like-minded people with whom to engage.

WeWork provides access to working spaces around the world with your membership. You can rent out a "hot desk," a dedicated desk or a private office. This is perfect for remote workers and remote teams looking to stay connected during regular trips outside of the country or maintain daily operations while traveling to meet with international teams.

While a hotel room —or even an **Airbnb** setup— can cost upwards of \$100 per night, **Roam** offers co-living arrangements for around \$500 per week, and **Nomad House** offers 10-day retreats at around \$550. **Nomad House, Roam** and **WeWork** also offer long- and short-term rentals that let workers spend anywhere up to two months in their location of choice.

A way to stay connected

Many remote workers need to keep close connections and respond in real time to requests or crises. **YouRoam** is a mobile app that lets you make and receive calls no matter where you are. **YouRoam** lets you call and text anyone anywhere using Wi-Fi and 3G. The app is currently set up for call-forwarding in 36 countries, but users can still reach out to someone in countries without call-forwarding; it will just count against plan minutes.

If instant messaging is more your thing, **Telegram** is a messaging startup

that uses the cloud to help you communicate safely, securely and quickly. Messages are encrypted and can be set to self-destruct, which means your trade secrets will be protected.

A link to the life you left behind

Managing the daily details of life is hard when you're on a different continent, and no matter how electronic we go, plenty of things are still delivered via snail mail every day.

Earth Class Mail is a mail scanning service that will digitally deliver letters and other mail to you and follow your instructions about what to keep, what to recycle and what to destroy, whether you receive mail at your home or the office.

One of the trickiest things about travel is dealing with different time zones. **WTB** is a world clock converter and meeting scheduler that lets you schedule personal and professional events at a glance over multiple time zones. With a number of useful features, like Google Calendar integration, **WTB** is a great newer tool for working away from home.

As remote work continues to grow and more people refuse to compromise lifestyle for professional success, the digital nomad lifestyle is now even more attainable. If you've ever dreamed of leaving the cubicle behind and hitting the road, these startups provide the insider help you need to make it happen.

Read full article by Cosette Jarrett:

techcrunch.com/2016/09/16/how-the-startup-world-is-bringing-digital-nomadism-closer-to-reality/

Find support for your own projects at MyAIU Research. Learn how to have a better financial control. Visit MyAIU Money.



6 Questions for my children

1. Why is it that you can build towers with perfect precision yet are incapable of aiming into the toilet?
2. Why do you put up a fight every single night at bedtime? Is it really that bad to lay down on a comfortable bed and peacefully fall asleep?
3. Why do you lust after a toy belonging to a friend, but when the toy is purchased for you, suddenly you lose interest?
4. Why must you pick your nose and wipe the findings along the walls? If you can't find a tissue, use your sleeves. They're good enough for me.
5. Why are you suddenly dying of thirst the moment I have poured a drink for myself and had a seat?
6. Why do you insist on stating my name a dozen times before actually asking a question?



Hövding.

The airbag for cyclists that can sense the movement patterns and will react in case of an accident. By **Anna Haupt** and **Terese Alstin**. www.hovding.com

www.huffingtonpost.com
15 Questions for My Children



MUZO. Your personal zone creator with noise blocking tech. Escape from the world & Set your mood. By **Celestial Tribe**. www.kickstarter.com

“Liberating education consists in acts of cognition, not transferals of information.”
–Paulo Freire.
(1921-1997). Brazilian educator and philosopher who was a leading advocate of critical pedagogy. He is best known for his influential work, “Pedagogy of the Oppressed”.

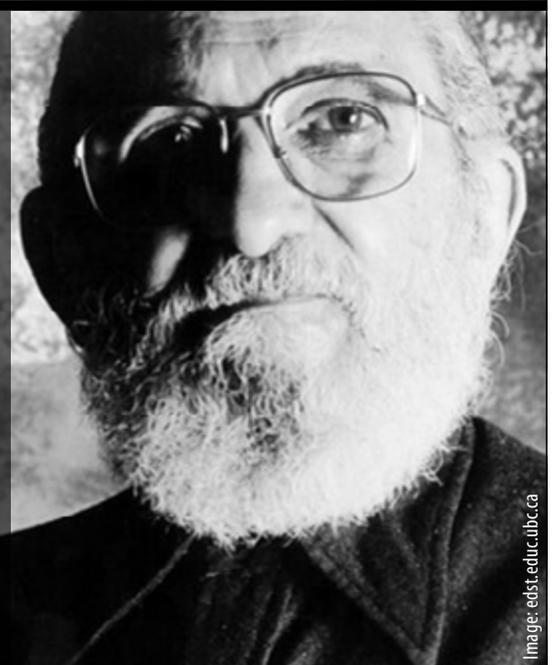


Image: edst.edu.ca

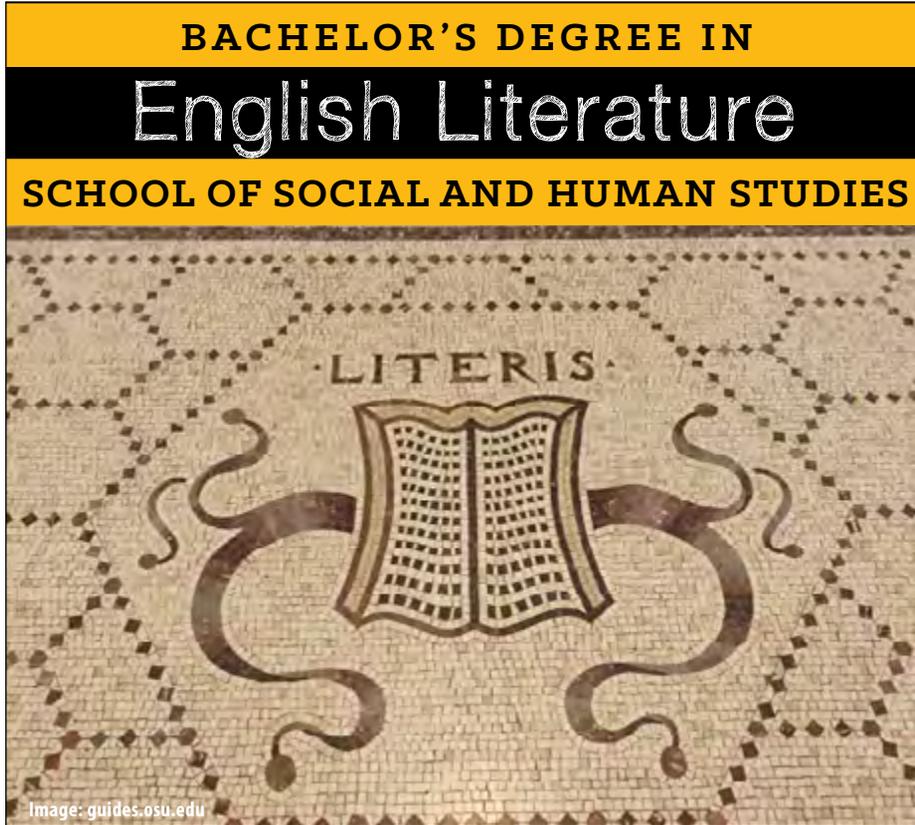


Image: guides.osu.edu

The Bachelor of English Literature (BA) program objective is to help students develop a strong foundation in literature, literary theory, and writing allowing for a gain in comprehensive understanding of English Literature. The Bachelor of English Literature (BA) 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 English Literature (BA) 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:
aiu.edu/CourseCurriculum.html

Core Courses and Topics

- American Literature
- English Literature
- Introduction to Shakespeare
- Introduction to Modern Critical Theory
- Studies in Rhetoric
- Postcolonial Literature
- Comparative Literature
- British Literature
- Periods in American Literature
- Feminist Perspectives in Literature
- Poetry
- Studies in the Novel
- Drama
- California Literature
- Individual Authors
- Fiction Writing

Orientation Courses

- Communication & Investigation (Comprehensive Resume)
- Organization Theory (Portfolio)
- Experiential Learning (Autobiography)
- Seminar Administrative Development (Book Summary)
- Seminar Cultural Development (Practical Experience)
- Seminar International Development (Publications)

Research Project

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

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

Employment opportunities

- Advertising Account Exec • Copy Writer • Researcher/Writer/Author • Journalist • Education Director

Contact us to get started

Submit your **Online Application**, paste your resume and any additional comments/questions in the area provided.
aiu.edu/apply-online.html
Pioneer Plaza/900 Fort Street Mall 410
Honolulu, HI 96813
800-993-0066 (Toll Free in US)
808-924-9567 (Internationally)

ABOUT US

Atlantic International University offers distance learning degree programs for adult learners at 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



Atlantic International University is accredited by the Accreditation Service for International Schools, Colleges and Universities (ASAC). ASAC Accreditation is an internationally renowned quality standard for colleges and universities. Visit ASAC's Directory of Accredited Colleges and Universities. ASAC is a member of CHEA International Quality Group (CIQG) in the USA, an approved accreditation body by the Ministerial Department of the Home Office in the UK, and is listed in the International Directory of the Council for Higher Education Accreditation (CHEA). AIU meets all state and federal laws as a degree-granting institution in the United States and the State of Hawaii. The University was legally established by corporate charter in 1998 and is in good standing.

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.

If a student outside the U.S. wishes to carry out a particular procedure within a country's Department of Education regarding their degree earned at AIU, such procedures are to be carried out independently by the student. AIU respects the unique rules and regulations of each country and does not intervene or influence the respective authorities. We recommend prospective students who intend to carry out such procedures outside the U.S. to verify in detail the steps and requirements needed in order to be fully informed.



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 OPERATION OFFICER	Kingsley Zelee IT COORDINATOR	Nadia Gabaldon STUDENT SERVICES SUPERVISOR
Ofelia Hernandez DIRECTOR OF AIU	Felipe Gomez DESIGN DIRECTOR	Monica Serrano REGISTRAR OFFICE
Jaime Rotlewicz DEAN OF ADMISSIONS	Giovanni Castillo OPERATIONS ASSISTANT	Daritza Ysla ACCOUNTING COORDINATOR
Clara Margalef DIRECTOR OF SPECIAL PROJECTS OF AIU	Maria Serrano LOGISTICS COORDINATOR	Mario Cruz ADMINISTRATIVE COORDINATOR
Juan Pablo Moreno DIRECTOR OF OPERATIONS	Amalia Aldrett ADMISSIONS COORDINATOR	Yolanda Llorente ADMINISTRATIVE ASSISTANT
Miqueas Virgile IT DIRECTOR	Alba Ochoa ADMISSIONS COORDINATOR	Kimberly Diaz ACADEMIC TUTOR
Nadeem Awan CHIEF PROGRAMING	Sandra Garcia ADMISSIONS COORDINATOR	Liliana Penaranda ACADEMIC TUTOR
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Rosie Perez FINANCE COORDINATOR	Roberto Aldrett COMMUNICATIONS COORDINATOR	Arturo Vejar ACADEMIC TUTOR
Linda Collazo STUDENT SERVICES COORDINATOR	Chris Benjamin HOSTING SERVER	Arhely Espinoza ACADEMIC TUTOR
		Paulina Garcia ACADEMIC ASSISTANT

FACULTY AND STAFF PAGE: www.aiu.edu/FacultyStaff.html

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.

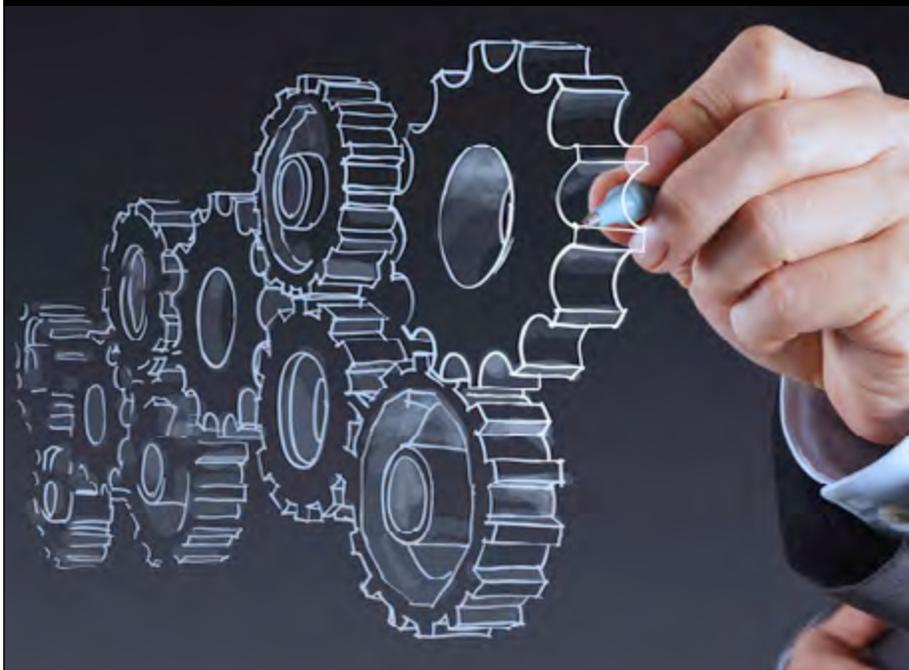
The founding principles lie on the basic right of education as outlined in the Declaration of Human Rights. We instill in our students a sense of confidence and self reliance in their ability to access the vast opportunities available through information channels, the world wide web, private, public,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



Online Library Resources



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.

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, from 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 Service

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 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 obsolescence, 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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