

CAMPUS

mundi

#76

Osaka Castle in Chuo-ku, Osaka, is one of Japan's most famous landmarks and it played a major role in the unification of Japan during the sixteenth century of the Azuchi-Momoyama period.



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+ Technology + Art + Design + Body + Mind + Spirit + Environment +
Human rights + Animal Rights + Artificial Intelligence + About AIU**

Image: 663highland / en.wikipedia.org

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PRESIDENT /
ACADEMIC DEAN

Dr. José Mercado
CHIEF EXECUTIVE
OFFICER / CHAIRMAN OF
THE BOARD OF TRUSTEES

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PROVOST

Dr. Ricardo González
CHIEF OPERATION
OFFICER AND
MKT DIRECTOR

COORDINATION &
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Roberto Aldrett

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Campus Mundi
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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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INTOUCH

Thesis published



JANUARY 20, 2020. One of our graduates, **Liane Regnard**, has published her Thesis.

You can find the publication, *“A Global Perspective: Gifted Learners enlisted in mainstream schools, without the necessary provisions, will be negatively affected beyond their schooling days”* in *Academia.edu*.

Abstract: The purpose of this paper is to understand the long-term effects of placing gifted children into mainstream schools without the necessary provisions, as well as to raise awareness of

gifted children and to identify possible solutions to ensure a gifted child is not discriminated against and is able to develop wholly to the best of their ability.

This paper covers research from twelve countries, to try and ensure a global perspective is obtained, and allowing one to take into consideration gifted persons in a multi-cultural and multi-ethnicity environment under different political inferences.

Ideally, this paper will spark an urgency for a more in-depth study over a longer period of time with an excess of a thousand participants spanning at least 100 countries, or alternatively, it should

encourage each country to do their own study, and to take remedial action based on it as a matter of urgency.

Find her published Thesis: https://www.academia.edu/attachments/61712388/download_file?st=MTU3OTI5NjEwMw3Ni44Ny44My4xLDYwNzg5NDEw&s=wp-toolbar

Liane Regnard has completed a Bachelor’s program in Education at AIU.



Autobiography



JANUARY 28, 2020. One of our Academic Advisors, Dr. **Mohammad Shahidul**

Islam, has published his autobiographical book titled, *“Experience in abroad, obvious reality, understanding people on the basis of race, ethnicity and religious identity –a real autobiography”* in *Amazon.com*. He is hoping that this can inspire all AIU present and future students.

Abstract: The author failed to pursue his Ph.D in Chemical Engineering at the University of Sydney, Australia in 2004. He was discriminated on the basis of gender, race, ethnicity

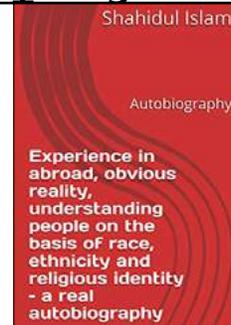
and religious identity.

... After a series of unfavorable incidences, he could complete his Ph.D at AIU in 2013.

Every incidence described in this book was spontaneous and, in every moment, there was a chance to turn it around. This will help the readers to keep their concentration throughout the book. Last but not least, the author would like to convey this message that person should not be discriminated on the basis of gender, race, ethnicity and religious identity to retain global balance of worldwide.

Find his book: https://www.amazon.com/Experience-understanding-ethnicity-religious-identity-ebook/dp/B083JM5PRS/ref=sr_1_10?keywords=experience+in+abroad&qid=1578688178&s=books&sr=1-10

Dr. **Mohammad Shahidul Islam** has completed a Doctorate program in Chemical Engineering at AIU.



Valley Patriot of the month



FEBRUARY 5, 2020. One of our graduates, the US Marine Corp-Retired **Gerard**

Boucher, was named the Valley Patriot of the Month for

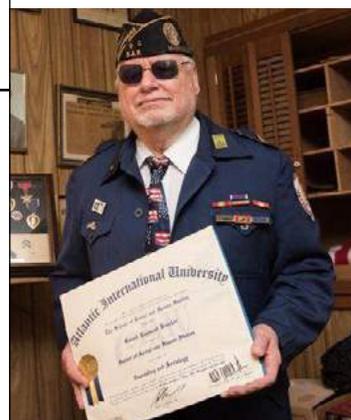
the month of November 2019 in *The Valley Patriot* online Journal.

Although **Gerard** was wounded three times defending the USA, he focuses on how he can do more for his fellow Veterans and currently serves as the Secretary/Treasurer of the Massachusetts Regional Group of the Blinded Veterans Association. He had an article written about his

achievements and experiences as a Veteran and how he continues to help the Veterans’ Community to this day.

Read more about this here: <http://valleypatriot.com/valley-patriot-of-the-month-gerard-boucher-us-marine-corp-retired-still-serving-brother-sister-veterans/>

Gerard completed his PhD program with a major In Sociology at AIU.



FIND MORE NEWS FROM AIU FAMILY

Latest News: www.aiu.edu/news.aspx
News Archive: aiu.edu/aiu2016/DownloadCenter.html



Image: qz.com

Graduates of the month

FEBRUARY 2020

<p>Oscar Antonio Bejarano BACHELOR OF SPORTS SCIENCE <i>SPORTS SCIENCE</i> ARGENTINA</p>	<p>Claudia Alejandra Calderon Tapia BACHELOR OF BUSINESS ADMINISTRATION <i>DIGITAL MARKETING</i> BOLIVIA</p>	<p>Mario Brasil do Nascimento DOCTOR OF SCIENCE <i>INTERNATIONAL RELATIONS</i> BRAZIL</p>	<p>Denys Carbo Cedeño BACHELOR OF MUSIC EDUCATION <i>COMPOSITION</i> CAYMAN ISLANDS</p>	<p>Elmer Jesus Valverde Alfaro DOCTOR OF SCIENCE <i>PUBLIC HEALTH</i> COSTA RICA</p>
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This month we have graduates from: Argentina · Bolivia · Brazil · Cayman Island · Costa Rica · Cyprus · Dominican Republic · Equatorial Guinea · Ghana · Guatemala · India · Malawi · Malaysia ·

Christodoulou Christodoulos
 BACHELOR OF AGRICULTURE
AGROFORESTRY MANAGEMENT
 CYPRUS

Claritza Lebrón Galván
 MASTER OF EDUCATION
EDUCATIONAL TECHNOLOGIES
 DOMINICAN REPUBLIC

Ismael Efua Mban Makina
 MASTER OF BUSINESS ADMINISTRATION
ACCOUNTING AND FINANCE
 EQUATORIAL GUINEA

Patrick Justice Abotsi
 MASTER OF SCIENCE
INFORMATION TECHNOLOGY
 GHANA

Ebenezer Mensah
 DOCTOR OF PHILOSOPHY
BUSINESS MANAGEMENT AND ADMINISTRATION
 GHANA

Julio Andrés Lutín Morales
 BACHELOR OF BUSINESS ADMINISTRATION
INTERNATIONAL BUSINESS
 GUATEMALA

Debabrata Sanyal
 MASTER OF SCIENCE
ELECTRICAL ENGINEERING
 INDIA

Lawford Taluza Lewis Palani
 DOCTOR OF SCIENCE
REGIONAL DEVELOPMENT
 MALAWI

Roslan Gapor Bin Sebli
 DOCTOR OF OCCUPATIONAL HEALTH AND SAFETY
RISK EVALUATION AND CONTROL
 MALAYSIA

María de Jesús Araiza Vázquez
 DOCTOR OF PHILOSOPHY
BUSINESS ADMINISTRATION
 MEXICO

Jose Manuel Elija Guamba
 POST-DOCTORATE OF ECONOMICS
ENVIRONMENTAL ECONOMICS
 MOZAMBIQUE

Alcides Sousa Joaquim
 BACHELOR OF SOCIAL AND HUMAN STUDIES
ENVIRONMENTAL HEALTH AND SAFETY
 MOZAMBIQUE

Michel David
 DOCTOR OF BUSINESS ADMINISTRATION
INTERNATIONAL SUPPLY CHAIN MANAGEMENT
 MOZAMBIQUE

Nway Nandar Khaing
 MASTER OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION
 MYANMAR

Sandi Cho Thein Win
 MASTER OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION
 MYANMAR

Frank Obiora Ibezim
 MASTER OF SCIENCE
OPERATIONS MANAGEMENT
 NIGERIA

Carmen Irene Alcántara Gonzales
 MASTER OF EDUCATION
EDUCATION
 PERU

Jaime Martín Tan Nozawa
 DOCTOR OF SCIENCE
INFORMATION TECHNOLOGY
 PERU

Salvador Behar Azus
 BACHELOR OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION
 PERU

Anibal Jesús Cardona Marrero
 DOCTOR OF EDUCATION
ELEMENTARY EDUCATION
 PUERTO RICO

Sammy Chalefac Njukang
 BACHELOR OF SCIENCE
ELECTRICAL ENGINEERING
 QATAR

Juvénal Nsengiyumva
 MASTER OF SCIENCE
COMPUTER SCIENCE
 RWANDA

Morrison Saidu
 DOCTOR OF BUSINESS ADMINISTRATION
MANAGEMENT
 SIERRA LEONE

Coney Marie E. Catalan
 MASTER OF ARTS
EDUCATIONAL MANAGEMENT
 TAIWAN, ROC

Shaban Zacharia
 MASTER OF SCIENCE
ENGINEERING MANAGEMENT
 TANZANIA

Jose Manuel Nguende Massinga
 BACHELOR OF BUSINESS MANAGEMENT
POLITICAL OF MARKETING
 USA

Andrea María Luján Quirós
 MASTER OF BUSINESS ADMINISTRATION
STRATEGIC MANAGEMENT
 USA

Christine Wilkerson
 ASSOCIATE OF SCIENCE
BUSINESS ADMINISTRATION
 USA

Colin Roy Brown
 DOCTOR OF PHILOSOPHY
EDUCATIONAL LEADERSHIP
 USA

Beauty Matoya Shaabalengu
 BACHELOR OF SCIENCE
ENVIRONMENTAL HEALTH
 ZAMBIA

Augrey Hicigaali Malambo
 DOCTOR OF PHILOSOPHY
GEOGRAPHY
 ZAMBIA

Gideon Kajoba
 MASTER OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION
 ZAMBIA



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Gallery: aiu.edu/Graduation/grids/currentgallery.html

Interviews: www.aiu.edu/Graduation/grids/interviews.html

FIND MORE TESTIMONIALS FROM AIU STUDENTS HERE: www.aiu.edu/Testimonials.aspx



Washington Menwo Dehfer Sr
 Bachelor of Information Systems
 January 20, 2020

“Studying at Atlantic International University has been one of the most excellent decisions I have made in my life. Being a student at AIU isn’t just about obtaining a degree but a whole new life experience that nurtured and made me develop some sense of discipline and improved knowledge, attitude, responsibilities and standard skills in information system. Also, I gained the spirit of patience, concern, thoughts and belief in whatever I do as a graduate.

The swift response and interaction from my Tutor was outstanding. I felt an overwhelmingly educational and friendly environment. The administrative staff and student services department gave support and assistance over time that led to the conclusion of this program. Even though it has not been easy for me to pay my fees on time and also with the workloads but I’m very gratefully for the support from the University who made frequent telephone calls and several attempts to encourage me and brought me back to complete the program. ...

Read full text: <https://www.aiu.edu/Testimonialdetail.html?ItemID=1610&rcid=73&pcid=63&cid=73>



Caleb Kwabena Ayitey Kuphe
 Bachelor of Information Technology
 January 17, 2020

“In reference to the above mentioned heading, I am greatly honored to be part of a bunch of scholars graduating after some long years at Atlantic International University ever since September 2018. My major reason why I joined this university was to pursue a career in BSc IT. This was further boosted by the way I was received and catered for by my advisors during my first lessons at the beginning of the course and hence gave me the motivation to move on up to this moment when will be graduating soon with honors.

During the past years, I have worked hard together with my academic advisors to gain more experience in making writing assignments, and making research in different IT fields. I take this opportunity to thank AIU for the time and efforts they have put in to make me realize and get to the bottom of my dream because without them I couldn’t have come this far. I do promise to use these skills acquired to improve the business sector in my region and country ...

Read full text: <https://www.aiu.edu/Testimonialdetail.html?ItemID=1611&rcid=73&pcid=63&cid=73>



Christodoulos Christodoulou
 Bachelor of Agribusiness Management
 January 28, 2020

“Now that I’m finding myself to the end of my two-year course / journey I wanted to express my profound and sincere appreciation to you all for your valuable and never-ending assistance during this two – year distance learning journey. You have shown to me that distance does not present an obstacle when it comes to knowledge. You welcomed me to a world that wasn’t known to me and made me feel like an on-campus student.

In different sections of the faculty the personnel are making a great work because the individuals that are placed in each section have good knowledge, expertise and skills in order to perform their duties in the best possible way. The tutors and academic advisors on the other hand have guided me through the programme and showed me the correct learning method. In addition, with great patience and certainty transmitted me their knowledge and enabled me to achieve the best results I could ever have during this two - year distance learning course. What is more, they help me achieve my goals overcome the challenges that I faced, and gave me access to the necessary

tools in order to develop and improve my skills, abilities and knowledge.

Through the online access of course material (videos, explanations and examples) as well as the huge reservoir of books made me gained knowledge ...

Read full text: <https://www.aiu.edu/Testimonialdetail.html?ItemID=1613&rcid=73&pcid=63&cid=73>



Christine Wilkerson
 Associate of Business Administration
 February 5, 2020

“I was enrolled at AIU in an Associates program with a Major in Business Administration. I really enjoyed the program’s flexibility as it allowed me to tailor my course composition to focus on what I needed to learn in order to complete my degree.

Achieving a college degree was a lifetime goal of mine and AIU help me fulfill that goal. It allowed me to take the courses I needed and allowed me to study, learn, and complete the courses on my own schedule. This was one major reason I choose AIU and a significant reason that allowed me to complete my degree. Without the flexibility that AIU provided, I would not have been able to accomplish this goal.

Read full text: <https://www.aiu.edu/Testimonialdetail.html?ItemID=1615&rcid=73&pcid=63&cid=73>

A GLOBAL PERSPECTIVE

Gifted learners

enlisted in mainstream schools, without the necessary provisions, will be negatively affected beyond their schooling days

Liane Regnard | Bachelors in Education | Abstract | Part 1 / 2

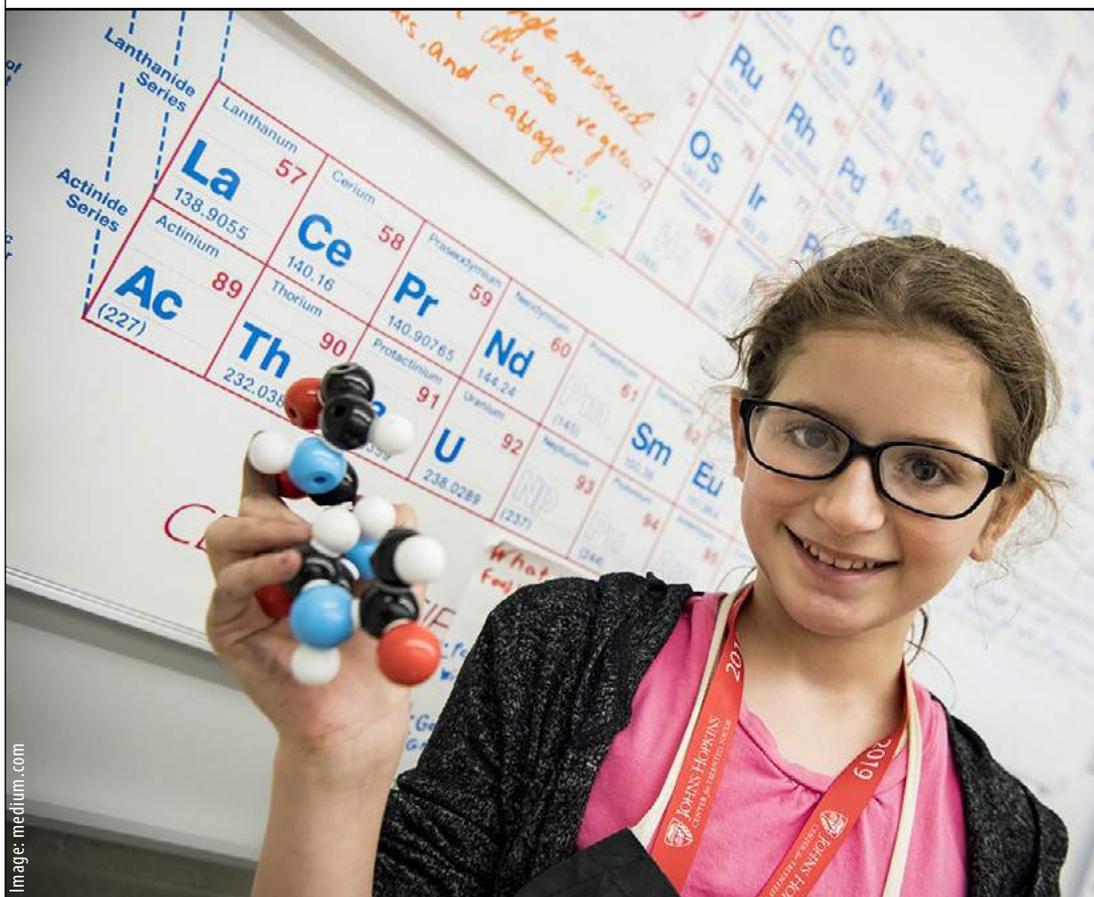


Image: medium.com

1. Description

In many countries, attention and support is provided to children that have learning difficulties, but very few countries make provisions for the gifted child, often leaving them psychologically scarred as an adult. There is an assumption amongst society that academically gifted children will be successful no matter what educational environment they are placed in, and because their families are believed to be more highly educated and hold above-average access to human capital wealth. This is despite psychological science indicating the need for all students to be challenged in their schoolwork and that effort and appropriate educational programming, training and support are required to develop a student's talents and abilities.

Gifted students who are served in general education classrooms frequently finish their work sooner than other students. This can happen in one subject area, such as mathematics, or in all subject areas. Due to their rapidity of thought, they typically finish assignments before other children. Gifted and talented learners sit in classrooms bored and frustrated, they are left out and are not really benefiting from an

equal educational opportunity as their peers, and their full potential is not considered. What is really going on is a mismatch between the academic needs of the student and the pace and depth of the curricula and instructional program. The facts are definitive and conclusive that gifted students need a diversified instructional curriculum that actively engages them in the mainstream classroom. Gifted students need challenge both in academic curriculum and teacher instruction.

In the second section of this paper, background information will be supplied on defining what is considered to be a gifted individual. Identification of the difference between high-performing children versus gifted children as well as the different forms of giftedness including but not limited to 2E children. It will further provide some background on gifted adults.

In the third section, we summarize current opinions of education of the gifted child, and the essential needs to develop in becoming productive and fulfilled adults.

In the fourth section we not only present methodological challenges to conducting research on gifted populations, and schooling systems available to them, but also

detail the methodologies used in gaining data. We outline a research agenda for the field. This agenda, presented in the form of research questions, focuses on two central variables associated with the gifted learners in mainstream schools, namely the discrimination that they are faced with as well as what the specific needs are for a gifted individual.

The fifth section presents and analyses the data obtained, with questions and alternatives to current situations that are presented raised.

Finally, in the sixth section we summarize implications for the field in undertaking our proposed perspectives. These include a shift toward identification of giftedness, the creation of identification processes based on the developmental trajectories, the provision of opportunities along with monitoring for response and commitment on the part of all stakeholders, provision of coaching in psychosocial skills, and organization of programs around the tools needed to reach the highest possible levels of creative performance or productivity.

2. Background Information

Before defining a gifted individual, it is important to understand the differences

between a high-performing child and a gifted child. Taibbi (2012) provides four very distinct differences.

- **A bright child knows the answer; the gifted learner asks the questions.**

The bright, above-average student is likely to get As. They memorize well, comprehend at a high level, absorb information, and complete their work. A gifted learner, on the other hand, comprehends the nuances of the subject's material in a more complex, in-depth manner. Where the bright child accepts and readily retains information about the topic, the gifted learner manipulates that information in order to draw unique inferences.

- **A bright child works hard to achieve; the gifted learner knows without working hard.**

For the bright child, the average classroom teacher offers precisely what this student craves: clear expectations, a path to an A, and an environment where this sort of success is rewarded. However, where they may very well earn those As, the gifted learner is far less likely to be motivated at all by grades; where they need 6-8 repetitions for mastery, the gifted learner only needs only 1-2. The bright child copies the teacher's model response to a question

or task accurately, while the gifted child is original and continually developing.

- **A bright child enjoys school; the gifted learner enjoys self-directed learning.**

The bright child is interested and attentive at school; they listen to the material and is receptive. The gifted learner, conversely, is more than merely interested in the way that seasons change: they are highly curious about it. Whilst the bright child shows their attentiveness by staying in their seat and keeping their eyes on the teacher, the gifted child is

genuinely mentally, and sometimes physically, involved in the topic. When the lesson in over, the bright child finds their friends; whilst the gifted child prefers the teacher or some other adult in the room, or being alone. The bright child may enjoy the curriculum and its pace; whereas the gifted child only tolerates it.

- **A bright child has a fine imagination; the gifted learner uses that imagination to experiment with ideas and hunches.**

Where a bright child can see an alternate route to a

solution; the gifted child can easily "track" two or more approaches to a similar solution simultaneously. The bright child may find relationships between loosely connected ideas; but the gifted child values the very non-conformity of concepts, and looks for ways to draw even further distinctions between them.

According to the National Association for Gifted Children, "Gifted individuals are those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to



Image: medium.com



reason and learn) or competence (documented performance or achievement in top 10% or rarer) in one or more domains. Domains include any structured area of activity with its own symbol system (e.g., mathematics, music, language) and/or set of sensorimotor skills (e.g., painting, dance, sports)". (*"REDEFINING GIFTEDNESS FOR A NEW CENTURY: SHIFTING THE PARADIGM"*, 2019). In most countries, an intelligence quotient of 130+ defines a child as gifted, increasingly, however, schools use multiple measures of giftedness and assess a wide

variety of talents, including verbal, mathematical, spatial-visual, musical, and interpersonal abilities.

MENSA uses the definition provided by the US Government in defining gifted children: "Students, children or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not normally provided by the school in order to develop those capabilities." (*"THE OFFICIAL WEBSITE OF BRITISH MENSA - THE HIGH IQ*

SOCIETY", 2019)

Despite some governments acknowledging gifted children have specific needs, many countries make no provision for such learners, and often gifted children are either misdiagnosed or difficult to identify to their varying behavioral traits.

According to Dr. **Christie McWilliams**, a Gifted Educational Consultant at the Michigan State University, aside from showing increased potential or demonstrating advanced accomplishment in one or more specific content areas as many definitions

of giftedness suggest, other more specific characteristics tend to appear regularly in the literature surrounding gifted individuals. When discussing characteristics of gifted children, one must understand that any one of these characteristics may be present or not present.

Furthermore, these common cognitive and affective characteristics do not comprise a comprehensive list. Cognitive attributes that appear often among gifted individuals include:

- Above-average general intellectual ability
- Ability to find and solve difficult and unusual problems
- Ability to process and learn information quickly
- Ability to see connections, relationships, and multiple perspectives
- Ability to understand abstract and complex concepts
- Extensive and detailed memory
- Intense love of reading
- Advanced vocabulary and communication skills
- Curiosity in many areas
- Desire to ask a lot of questions
- Intense, sustained passion in one area, which may change over time
- Ability to concentrate for

Publications by Students: aiu.edu/StudentPublication.html

long periods of time on projects of interest

Gifted children also tend to show the following traits:

- Perceptiveness and awareness of being different
- Nonconformist behaviors
- Desire to become all they are capable of becoming
- Need for mental stimulation and preoccupation with understanding
- Perfectionism
- Introversion
- Anxiety
- Heightened sensitivities, particularly emotional intensity

MENSA identifies that gifted children also:

- Have trouble coping with their intellect
- Learner quicker than other children
- The gap in intellect between gifted children and average children is the same as between average children and those deemed to need special education
- Get bored easily
- May have trouble socializing with their peers
- Gifted girls are often more difficult to identify
- May have Specific Learning Difficulties

TO BE CONTINUED

Humankind and its mandatory relations

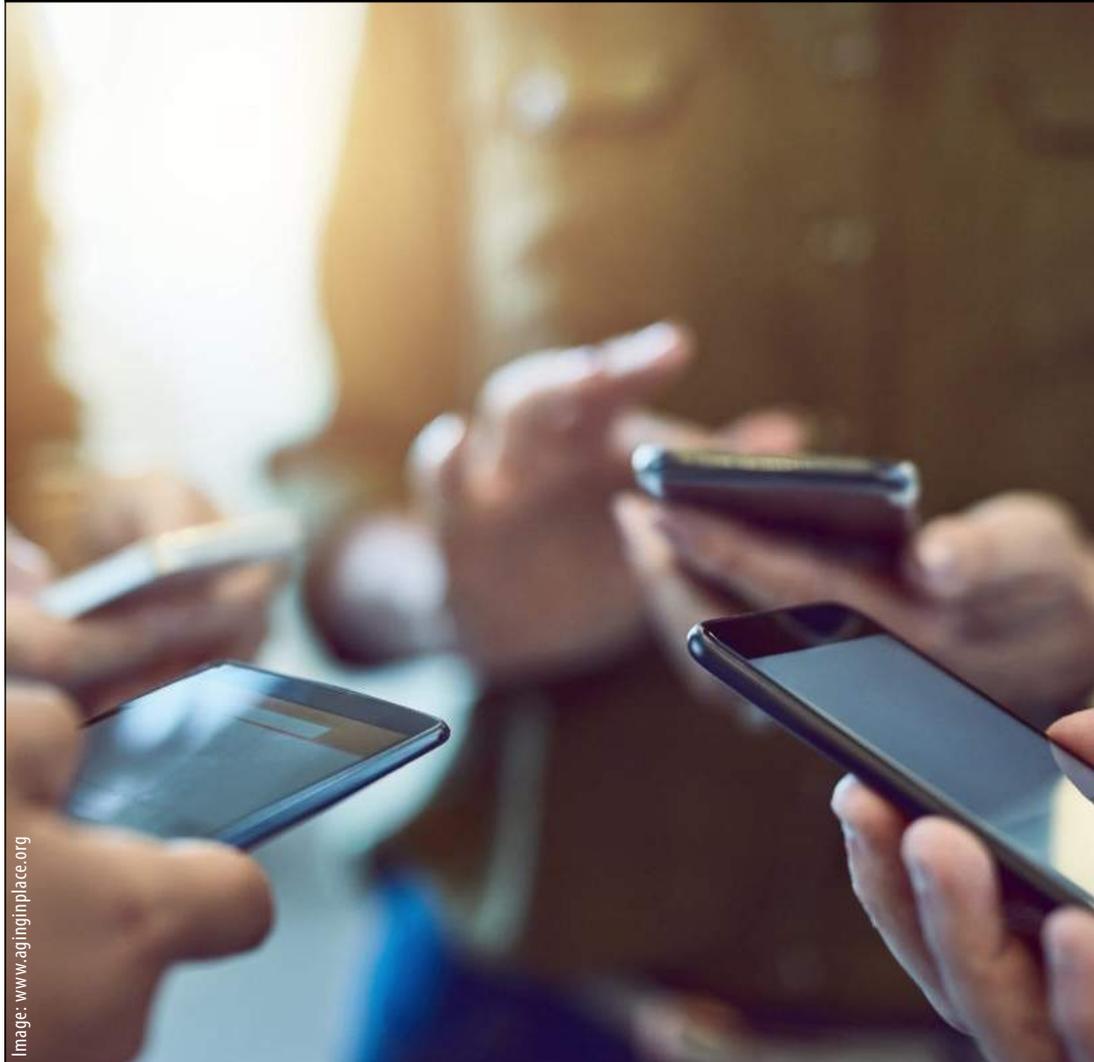


Image: www.aginginplace.org

Human beings inhabit a planet they think will last forever.

First of all they live anchored in what we call Modernity, and what is Modernity?

The modern comes from the Latin *modernus* which means “the recent” but was referred to the recent in terms of writings: contemporary and ancient writers.

Modern times refers to the period that begins with the fall of the Byzantine Empire in 1453.

The modern era is characterized by three myths: by the domination of the universe by human beings according to **Descartes, Buffon and Marx**; for the myth of the progress exposed by **Condorcet** and for the concept of happiness that would be achieved by all.

About what we are and the eternity of our planet homo sapiens exists from 2.5 million years and the universe was fine without us.

Speaking about our planet we must remember **Carl Sagan** and the pale blue point

referring to what the human being is in the universe.

Our planet is a grain of sand in the universe; a wandering star that revolves around a star in an imposing galaxy such as the Milky Way composed of at least one hundred billion stars. That Milky Way is one of billions of other galaxies.

That is what our home in our universe is and what we are within the universe.

The questions are:

1. Why do we live as if we were the maximum?
2. Why do we behave as if our planet were to exist forever?

Following modern thinking, science would give us all the possible discoveries to build



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

that extraordinary world that existed in our minds.

Classical science, until the 20th century, was based on two principles: about reduction and disjunction. Today we are clear that knowledge is integration.

Science and technology have given us a lot but we also know that they are used to do evil.

What we have developed is an instrumental reason according to **Marcuse** thought exposed in "*The unidimensional man*" work written in 1967.

According to **Marcuse** "The fact that the vast majority of the population accepts, and is forced to accept, this society, doesn't make it less irrational and less reprehensible". (*MARCUSE, 2005, P. 24*)

We live with the falsehood that reason and science give us all power. Nowadays we are clear that science without an orientation of good leads to catastrophes: the example is the two Great Wars.

We are also living in the crisis of social organization: The States. Nowadays, states can't solve the problems of national or international coexistence.

Science without moral control has led us to the life that our planet shows: we have a problem with the elements that make the planet's life and our own life possible.

About we are as rational human beings we already have very clear that there is no pure reason; that reason without affectivity can't be.

We already know that reason, as the maximum, should lead us to a better world.

We talk about progress but the progress we have created has been at the cost of the life of the planet.

As **Morin** says: "We can say that the ecological tragedy that has already begun is the first planetary catastrophe caused by the fundamental lack of our mode of knowledge ...". (*MORIN, 2010, PP. 38-39*)

There are already universities that are becoming aware of the existing way of learning: only to train human beings that serve the prevailing system. Universities with a new vision of knowledge seek to show students the potential they have and contribute to creating a better community, a better country and a better world.

We have that policy and that mission at **Atlantic International University (AIU)** when we tell students: your explanation of the topic is perfect according to the science we have today but we ask you to present a solution, a contribution to a problem of your community, your country or the world society.

We have to build and end what **Marcuse** says about industrial civilization: "... its ability to increase and spread comfort, to convert the superfluous into need and destruction in construction ...". (*MARCUSE, 2005, P. 39*)

We live in the crazy race that we are the best and that our planet, our home, will forever be.

The time has come, before the facts: fires around here, hurricanes over there, telluric movements there: we have examples about these events in Australia, California - United States, Philippines and Puerto Rico.

Progress will depend on human conscience from now on. (*MORIN 2010*)

We have to reform life, education and ethics. (*MORIN, 2010*)

We have to live with our **Gaia**, with our Earth-country, with our Earth system.

In this world that seems like we know everything or we can discover it, we have a lot to learn from the science we have: educate ourselves that our home, our space and means of living have to be treated differently.

The space we have to live, our home, the grain of sand that allows us life must be beautiful in itself and for itself.

We have to build and change our values: that they

will be for life, for an inclusive society, for a planet that provides us with life.

Studying must be to have knowledge to live and be better human beings.

Studying must be to make our pale blue dot the wonderful space for life, for everyone's life: for us and our planet.

Let's study, learn more every day to be and live better.

As humanity we have relationships needed: our life, others' life and the life of our planet, and the change we need to make will come from a vision, from a different knowledge to what we have done.



Image: gailorion.com

BIBLIOGRAPHY. Grondin, J. (2005). Del sentido de la vida. Un ensayo filosófico. España: Herder. | **Marcuse, H.** (2005). El hombre unidimensional. España: Ariel. | **Morin, E.** (2010). ¿Hacia el abismo? Globalización en el siglo XXI. España: Paidós.

Bibliography Using MS Word

Edward Lambert | AIU Academic Coordinator

STUDY TIPS

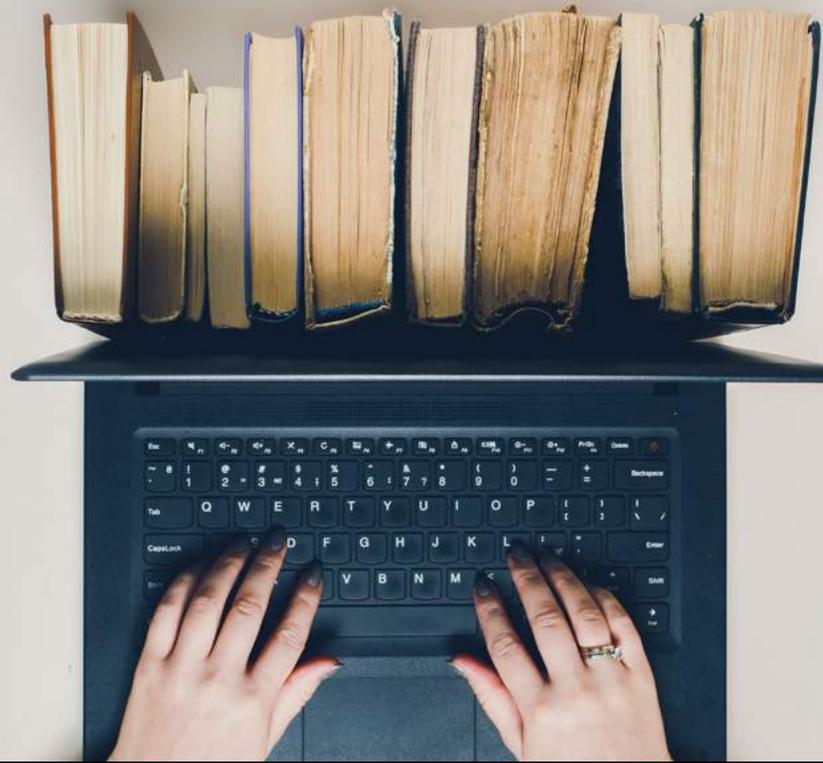


Image: grademiners.com

students have with bibliography are:

1. They do not use the proper format.
2. They do not know that there are many types of sources for a bibliography, like interviews and films.

There is a simple solution. There is a section in MS Word to do bibliography. In the menu tabs, you will see a heading for **References**. Under this heading, you will see a section for **Citations & Bibliography**.

You will be able to input your bibliography by the type of source. Just choose the option for **Insert Citation > Add a New Source**. Choose the type of source that you have, then fill in the boxes with the information that you have.

Then when it comes time to put your bibliography at the end of your essay, you simply push the **Bibliography > Insert Bibliography** option. Then your bibliography will appear automatically with the correct format

and in alphabetical order.

You can even switch between different styles of formats by simply choosing the **Style** option. The two most common styles are MLA and APA. This is useful in case you send your work for publication at a professional journal and they request that you change the style of your bibliography. With the push of one button, you can quickly change it.

There are many videos on *youtube.com* that show you how to use the **References** section in MS Word. Just go to *youtube.com* and do a search for “bibliography with word”. Watch the videos that appear, and you will quickly be an expert on correct and professional bibliography.

Also, I did a Webinar on **Using Word to do a Bibliography**. Here is the link that you can access through your student section:

<https://students.aiu.edu/student/AIU-Webinar.aspx?p=1&id=356>

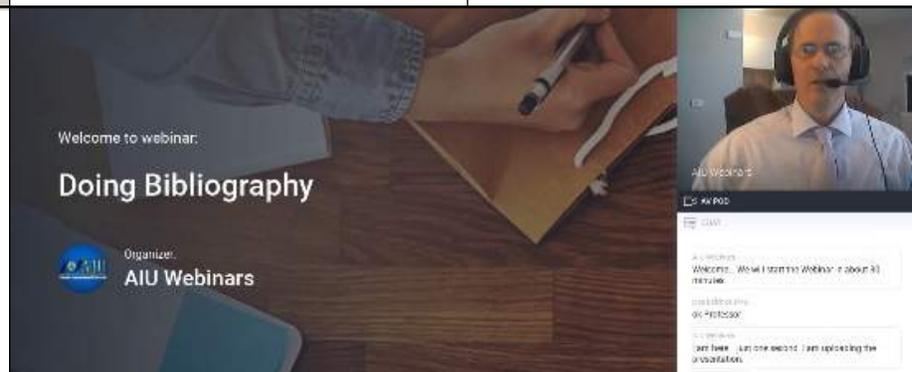
Each assignment at AIU should have a bibliography at the end. The bibliography shows the sources where you researched your information. It is very important to include your sources in your bibliography.

There are many types of sources that you can use: books, magazines, journal articles, television programs, interviews, web pages, internet videos, conference proceedings, reports,

works of art, sound recordings, film documentaries and even films.

It is professional and respected to include many sources. Many people who will read your essays, thesis or other academic work will pay close attention to your bibliography to see where and how you developed your ideas. Your bibliography will show the depth of your research.

The two main problems that





LEARNING



Delaying kindergarten

We're sending many children to school way too early.

Parents wondering whether to wait a year to send their kids to kindergarten, take note: A new study from Stanford University shows that Danish kids who postponed kindergarten for up to one year showed dramatically higher levels of self-control.

"We found that delaying kindergarten for one year reduced inattention and hyperactivity by 73% for an average child at age 11," **Thomas Dee**, one of the co-authors. ...

Dee did his research with **Hans Henrik Sievertsen** of the Danish National Centre for Social Research, who told **Quartz** that the impact was strong and lasted a long time: "We were a bit surprised at how persistent the effect was." The effect of delaying school on

hyperactivity and inattention didn't diminish over time, as they expected, but increased: in fact, waiting one year virtually eliminated the chance that an average kid at age 11 would have higher-than-normal scores on those measures.

Inattention and hyperactivity—the traits of Attention Deficit Hyperactivity Disorder (ADHD)—weaken a child's self-control, and prior research shows that self-control levels in childhood are linked to achievement. In the Stanford study, kids with lower inattention and hyperactivity ratings had higher school assessment scores. Countries like Finland and Germany already ...

Read full text: <https://observatory.tec.mx/edu-news/teachers-also-suffer-from-bullying>

Hildur Guðnadóttir

The first woman in 23 years to win an Oscar for Best Original Score.

Most people with a keen interest in movies can name a few film composers off the top of their heads — **John Williams**, **Hanz Zimmer**, **Howard Shore**, etc. But very few can name even one female film scorer, or even recognize one by name. ...

A report from the Center for the Study of Women in Television and Film shows that of the top 250 domestic box office films of 2018, 94 percent were scored by men. In addition, a 2018 University of Southern California study found that of the top 1,100 fictional films from 2007 to 2017, male composers were included in credits 1,200 times—and female composers just 16.

Such drastic underrepresentation

can't possibly be due to a lack of interest in the field, since there are plenty of women in other musical careers. There's nothing inherently gendered about music, so it's not about talent or ability, either. As **Captain Marvel** composer **Pinar Toprak** said in an interview, "Music, and art in general, it's genderless because emotions are genderless." ...

As **Guðnadóttir** said in her speech, "To the girls, to the women, to the mothers, to the daughters, who hear the music bubbling within, please speak up. We need to hear your voices." ... *Read full text: <https://www.upworthy.com/the-first-woman-in-23-years-took-home-an-oscar-for-best-original-score-heres-why-it-matters>*



Image: variety.com

Find Open Courses and a world of learning granted by AIU at courses.aiu.edu Help others study and change their lives. Visit **MyAIU Pledge**.

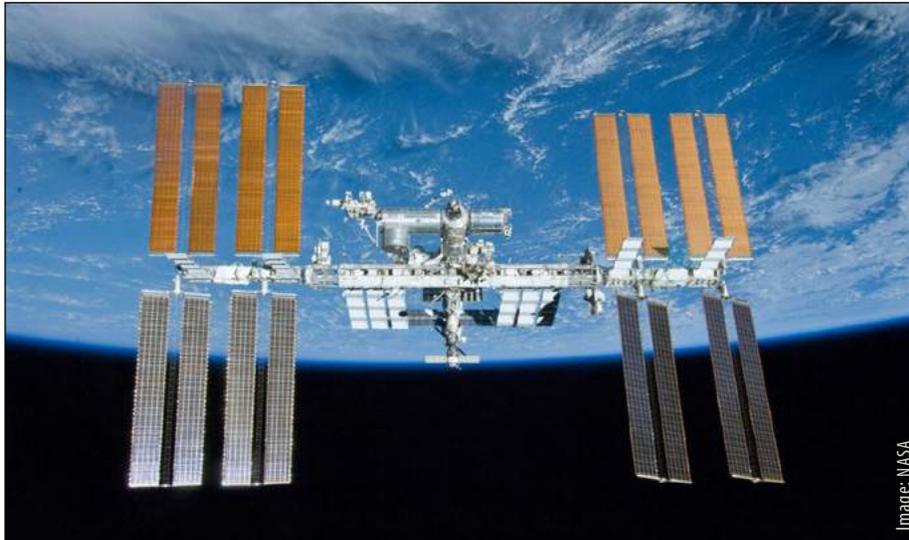


Image: NASA

Blood clot in space

Astronaut's blood clot in space gets treated by doctor on Earth.

A NASA astronaut developed a blood clot (deep vein thrombosis, or DVT) in the jugular vein partway through a long-term mission on the International Space Station. The space agency called in University of North Carolina doctor **Stephan Moll**, a blood-clot expert, to help develop a treatment plan for the tricky situation.

NASA hasn't revealed the crew member's name or when the incident happened, though the astronaut discovered the clot two months into a six-month mission while getting a neck ultrasound for a research study. When working with challenging cases, doctors often look to the medical record to see how previous occurrences have been handled. But there was no precedent for treating a blood clot in space.

"Knowing there are no emergency rooms in space, we had to weigh our options very carefully," **Moll** said in a UNC statement.

Moll and a NASA medical team chose to treat the clot with blood thinners. The limited on-board supply of medicine required carefully meting out the dose until a fresh cargo shipment arrived from Earth.

The astronaut went through about 40 days of injections before switching to an oral pill. The NASA crew member discontinued the pills shortly before returning to Earth and required no follow-up treatment for the clot. **Moll** co-authored a case study on ...

Read full text: <https://www.cnet.com/news/nasa-astronaut-blood-clot-in-space-treated-by-doctor-on-earth/>

Hope spacecraft

Launches for the red planet this summer.

In December, a spacecraft named Hope was motionless in the middle of a large clean room on the campus of the University of Colorado, mounted securely on a stand.

But engineers were tricking Hope—a foil-wrapped box about the size and weight of a Mini Cooper— into thinking it was speeding at more than 10,000 miles per hour as it pulled into orbit at Mars. It was a simulation to make sure that the guidance, navigation and control systems would respond correctly to a variety of less-than-perfect circumstances when it arrives at Mars for real next year.

While this spacecraft was assembled on American soil, it will not be exploring the red planet for NASA. Hope is

instead an effort by the United Arab Emirates, an oil-rich country smaller than the state of Maine and one that has never sent anything out into the solar system.

Emirati engineers worked here, close to the ski slopes of the Rocky Mountains and far from the sands of the Middle East, learning from their American counterparts. It was part of the Emirates' planning for the future when petroleum no longer flows as bountifully, to invest its current wealth in new "knowledge-based" industries.

"How do you develop highly skilled people that are able to take on higher risks?" said **Sarah al-Amiri**, the ... *Read*

full text: <https://www.nytimes.com/2020/02/15/science/mars-united-arab-emirates.html>



Image: Mohammed bin Rashid Space Center

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



Rotary cellphone

Justine Haupt, a developer of astronomy instrumentation at Brookhaven National Laboratory, spent the last three years developing a device that strips away all of the non-phone functions of modern smartphones. The Portable Wireless Electronic Digital Rotary Telephone (aka Rotary Cellphone) does not have a touchscreen, menus, or other superfluous features. It fits in Haupt's pocket, and it makes calls.

The first version of Haupt's anti-smartphone was made using a cellphone radio development board. As the project progressed, she worked out a way to make it compact, to view missed calls on a small display, and to ensure that the device could be taken apart and fixed if necessary. ...

Read full text: <https://www.thisiscolossal.com/2020/02/justine-haupt-rotary-cellphone/>

Senja

All-terrain waterproof Merino wool shoe.

Fit for the trail, the beach, the climb, and the city, Senja is a waterproof shoe that keeps you cool, dry, and comfortable no matter the season or the terrain. You'll feel amazing in Senja, and not only for its FlexForm slip-on comfort. Senja is made from eco-friendly materials so you can wander far, free, and sustainably into the future.

Senja were designed for all types of terrain and every climate. Their unique features protect your feet in any environment, from snow-covered peaks to sandy beaches to mossy rainforests. Whatever your adventure, Senja will take you there.

Senja's global-friendliness comes from years of engineering and design,

but we have to give a shout-out to our most important contributors: Merino sheep. These sheep provide the wool that gives Senja their strength, comfort, and so much more.

Senja is 100% waterproof, highly breathable, and moisture-wicking to protect against rashes and odors. How did we do it? We invented our own brand new FlexForm fabric only found in Senja.

We took all the elements we loved from our favorite shoes —hiking boots, running shoes, water shoes, work boots, and even slippers— and put them into a shoe you can wear every day. ...

Read full text and support the project: <https://www.kickstarter.com/projects/senjashoes/senja-all-terrain-everyday-100-waterproof-shoe>

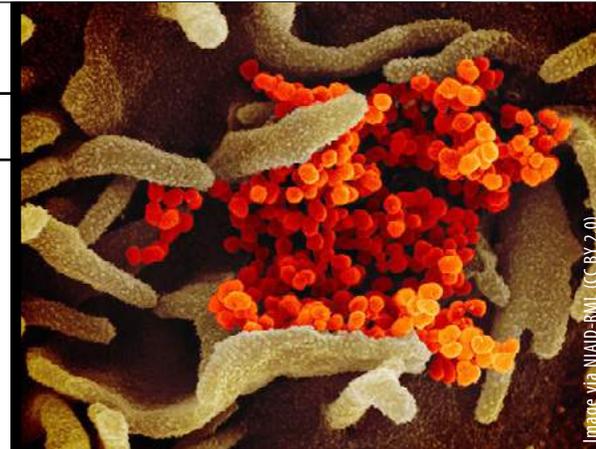


Image via NIAD-RML (CC BY 2.0)

Coronavirus close up

Scientists and medical professionals are trying to understand the mysterious coronavirus, officially termed as COVID-19, in order to find a cure and ways to prevent its attacks.

Researchers from the Rocky Mountain Laboratories at the National Institute of Allergy and Infectious Diseases have since published a number of images of the novel coronavirus up close.

The pictures were captured through transmission electron microscopes and scanning equipment, and depict the crown-like virus particles isolated from a patient in the US. The particles were observed with cells cultured in the lab.

The coronavirus is named after the Latin and Spanish words for "crown," referring to the virus' distinct crown-like spikes apparent under microscopic vision. ... *Read full text:* <https://designtaxi.com/news/408648/Coronavirus-Photos-Captured-By-Microscopes-Show-The-Deadly-Virus-Up-Close/>

Read full text: <https://designtaxi.com/news/408648/Coronavirus-Photos-Captured-By-Microscopes-Show-The-Deadly-Virus-Up-Close/>

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Adult ballet classes

This activity can bring the joy of dance at any age.

Learning ballet as an adult is a chance to return to our bodies, to be true beginners again. It's an escape from work stress, a departure from overscheduled lives and a way to build confidence that you, too, can learn a new skill.

Anyone who wants to dance can, and anyone who practices can get better. That ethos isn't just an empty reassurance for beginners. It's what lies at the heart of beginning ballet classes for adults. It also happens to be true.

"Interestingly enough, I have had many women start ballet classes at the beginning level and are now dancing *en pointe*," says **Elizabeth Chayer**, who opened ADI (American Dance Institute) 30 years ago. "Not that that is the goal for most folks starting adult ballet

classes, but the point is, it is never too late to start, and they can progress as far as they want to progress." ...

And for adults, a growing mastery of ballet technique has benefits outside of the dance studio —it makes everyday movements like bending over to tie your shoes or carry a heavy box easier, says **Kiyon Ross**— no small thing, given that these both become more difficult with age.

"As you take ballet, I think what you find is that you get to know your body in a different way than you've ever known it," says **Ross**. "And I think that those things, they're not only good for ballet, but they also translate into regular life." ... *Read full text: <https://www.seattletimes.com/life/wellness/late-bloomers-adult-ballet-classes-bring-the-joy-of-dance-at-any-age/>*

... Read full text: <https://www.seattletimes.com/life/wellness/late-bloomers-adult-ballet-classes-bring-the-joy-of-dance-at-any-age/>

Children of narcissistic parents

8 traits they may keep when they are adults.

- 1 Indecision and guilt.** Fear that they will hurt someone else by choosing to do what's right for them.
- 2 Internalised gaslighting.** Gaslighting is a form of psychological manipulation in which a person or a group covertly sows seeds of doubt in a targeted individual, making them question their own memory, perception, or judgement.
- 3 Love and loyalty.** Even after growing up amid lies, manipulation, and abuse, it can be really difficult for adult children of narcissists to step away from caring for and loving their narcissistic parent.
- 4 Strength and resilience.** Children of a narcissistic parent often show compassion and love for others.
- 5 Chronic self-blame.** In order to try to maintain the family unit, the child (even if they are now an adult) takes all the blame on themselves.
- 6 Echoism.** Narcissistic parents can explode without warning, which forces their children to take up as little space as possible in order to avoid triggering these emotional outbursts.
- 7 Insecure attachment.** Likely to never experience that safe base that they need in order to feel comfortable exploring their environment.
- 8 Parentified child.** Will grow up organising their life around the happiness of others —many of them working in the helping professions. ...

Read full text: <https://theawarenesscentre.com/narcissistic-parent/>



Image: psychcentral.com

Live a better life learning how to keep your body, mind and soul balanced. Visit regularly **MyAIU Body / MyAIU Mind / MyAIU Spirit and MyAIU Energy.**



Image: phys.org

The big consequences of Antarctica's record heat.

Antarctica has a reputation as a wasteland where no trees grow and where few large animals roam, save for penguins and seals. But step into the Martian-like dry valleys and you'll be treading on a bustling community of tiny organisms, like nematode worms and ultra-hardy water bears and mites.

"Really, that's the charismatic megafauna of continental Antarctica," says evolutionary ecologist **Byron Adams** of Brigham Young University, who is currently surveying life on the continent. "The lions and tigers of the dry valleys are these microscopic animals at the very top of the food chain." They're species that are found nowhere else on Earth, feeding on bacteria, and, at times, on one another. If it gets too cold, they can slip into a sort of suspended

animation—the water bear in particular is famous for its ability to dry out and reanimate years later.

But they may be ill-prepared for what's coming, and indeed, what's already here. Antarctica has two possible futures, as **Adams** and other scientists see it. One is business as usual but more extreme: Antarctica remains Mars-like in its barrenness and dryness, only these qualities get turned up to 11. The other possibility is that it becomes hotter, yet also wetter. It would be much like South America's Patagonia region is now: a place with not a tremendous amount of vegetation but more biocrusts like lichen and mosses, the "living skin" of the planet.

... Read full text: <https://www.wired.com/story/antarctica-record-heat/>

Air pollution

Why is it so harmful? DNA may hold the answer.

Ninety-two percent of the world's people live in places where fine particulate matter—the very small particles most dangerous to human tissues—exceeds the World Health Organisation's guideline for healthy air. ...

Airborne toxins damage us in a staggering number of ways. Along with well-established links to lung cancer and heart disease, researchers are now finding new connections to disorders such as diabetes and Alzheimer's disease. Scientists are still figuring out how air pollution causes these ailments. They are also puzzling over the apparent resilience that some people have to this modern onslaught. Some researchers now argue that the answers to these questions lie in our

distant evolutionary past, millions of years before the first cigarette was lit and the first car hit the road.

Our ancestors were bedevilled by airborne toxins even as bipedal apes walking the African savanna, argued Dr **Benjamin Trumble**, a biologist at Arizona State University, and Dr **Caleb Finch** of the University of Southern California ... Our forebears evolved defences against these pollutants, the scientists propose. ... But our evolutionary legacy may also be a burden, Dr **Trumble** and Dr **Finch** speculated. Some genetic adaptations may have increased our vulnerability to diseases linked to air pollution. ... Read

full text: <https://www.todayonline.com/world/why-air-pollution-so-harmful-dna-may-hold-answer>



Image: Reuters

Eco Tip: Buy less packaged food and consider growing more of your own. Change your life, get sustainable. Visit MyAIU Knowledge



Bullying

Teaching is one of the professions that suffers it the most.

Not only do students suffer from bullying or school harassment, but teachers are also a target of bullying at some point in their careers. According to a *Blackboard Talk*'s article, The most common type of bullying (67– 75%) is the "top-down" type, i.e., the job harassment that senior administrators inflict upon lower-ranking workers.

The culture of gossip and the formation of groups and cliques are often found in the classrooms and hallways of the schools. In this kind of environment, the attitudes formed result in harm to the teachers, even causing their dismissals or resignations due to the gossip and other forms of intimidation.

Bullying, school harassment, or *mobbing* is a pattern of abuse that occurs over a period of time and is characterized by a desire to hurt, degrade, humiliate, or isolate another person. To accomplish intimidation, the harasser may use various techniques such as exclusion, insults, physical aggression, verbal abuse, humiliation or destruction of the person's reputation, all with the objective to cause psychological or physical harm to the one being accosted.

According to the article, there are four types of bullying: Psychological harassment, Verbal harassment, Physical intimidation, and Cyberbullying. ...

Read full text: <https://observatory.tec.mx/edu-news/teachers-also-suffer-from-bullying>

Hermit crab rescuer

Because every animal deserves good care.

I unexpectedly found myself driving to New Jersey to pick up hermit crabs from a stranger. I took home a small tank, which I was told contained "five to seven crabs." But when I started my research on what owning hermit crabs actually entailed, I was shocked to learn how much these little guys need to be healthy. Most pet stores don't keep hermit crabs in the right setup and don't give out correct information on care.

Hermit crabs have a type of gill and need a very damp environment to breathe properly. (Most are from the Caribbean, and all are taken from the wild). They require about 80% humidity in the air ... also a deep mix of sand

and coconut fiber so they can burrow and molt, something they must do to grow and be comfortable. They are also incredibly social creatures. My hermit crabs often sit on top of one another in a pile, even though they have a huge tank to hang out in. They also constantly need to be moving into a larger shell, so it's important they have tons of different seashells to choose from.

Pretty soon I found other ads with a similar story. I never saw myself becoming 'NYC's Hermit Crab Rescuer', but the calling found me. **Visit Two Claws Up** in www.youtube.com and Instagram. ... *Read full text: <https://www.upworthy.com/i-never-imagined-becoming-a-hermit-crab-rescuer-but-every-animal-deserves-good-care>*



Get a better knowledge about our rights and the way we can use them on a daily basis to prevent any abuse or limitations of them. Visit **MyAIU Human Rights**.

CAMPUS

BE WISE & HAVE FUN



Face ID-compatible. N95 respiratory masks with human faces printed on them to “work with facial recognition software.” By Danielle Baskin. faceidmasks.com



Tunnel shaped cuddle pillow. Cuddle up with a pillow that makes getting close more comfortable. The curved design has built-in support that creates a tunnel for an arm to rest in, so it won't get squashed (or fall asleep) when you're getting close or sleeping on your side. By Coodle®. www.thegrommet.com

IF YOU REALLY WANT TO BE A GOOD TEACHER

Empathize with your students

“Get to know your kids, and let them get to know you. You are a big part of their lives just as they are of yours. Feel their challenges, their sacrifices, their joys and their hurts, and you get memories that will last a lifetime.”

—Erin Havlin,
High School Chemistry teacher

Source: www.neamb.com



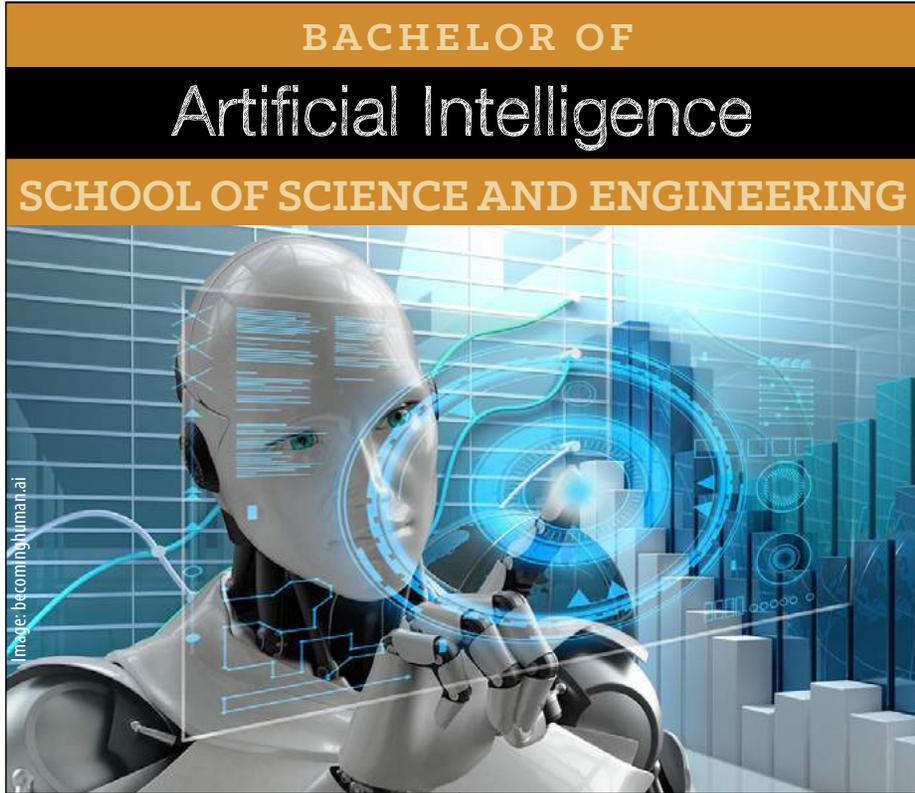
Origami laptop stand. A laptop/tablet stand made of cardboard. For self-assembly (without glue or tape). It's just simple and fun. Designed by Jarek Szaran. bza.co

“Care for us and accept us, we are all human beings. We are normal. We have hands. We have feet. We can walk, we can talk, we have needs just like everyone else. Don't be afraid of us –we are all the same.”

—Nkosi Johnson.
1989–2001. South African child with HIV and AIDS who greatly influenced public perceptions of the pandemic and its effects before his death at the age of 12.



Image: argentina.as.com



The Bachelor of Artificial Intelligence (BSC, BAI) program objective is to provide students with the engineering principles of Artificial Intelligence and the business context in which AI decisions are made, so that they can implement better AI solutions that reflect the demands of today's evolving business environment. The Bachelor of Artificial Intelligence (BSC, BAI) 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 Artificial Intelligence (BSC, BAI) curriculum is designed individually by the student and academic advisor. It specifically addresses strengths and weaknesses with respect to market opportunities in the student's major and intended field of work. Understanding that industry and geographic factors should influence the content of the curriculum

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

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

Orientation Courses:

- Communication & Investigation
- Organization Theory
- Experiential Learning
- Academic Evaluation
- Fundament of Knowledge
- Fundamental Principles I
- Professional Evaluation
- Development of Graduate Study

Core Courses and Topics

- An introduction to AI
- Machine learning in business
- Natural language processing in business
- Robotics in business
- Artificial Intelligence
- AI in business and society
- Assess the impact of AI on the future

- of work and society
- The future of AI
- Challenges and approaches to determining an AI strategy
- Future ai implications
- Consolidating Your AI Strategy Canvas
- Prepare for the future of AI by looking at the predicted growth and how to equip for this growth.
- Machine learning
- Image and video computing
- Introduction to natural language processing
- Resource requirements for adopting an AI strategy
- Data mechanics
- Computational tools for data science
- Advanced database applications
- Algorithmic data mining

Research Project

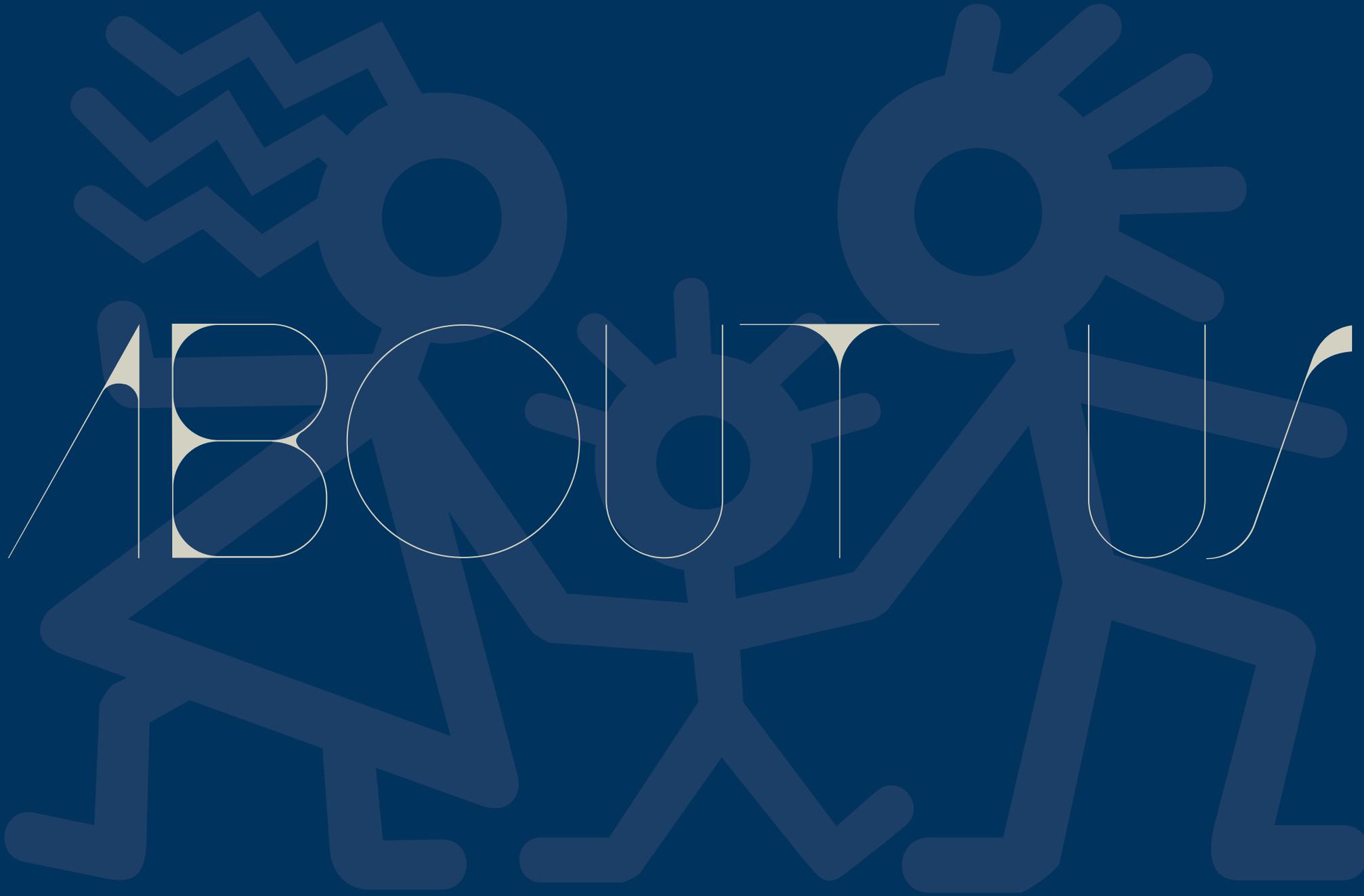
- Bachelor Thesis Project
- MBM300 Thesis Proposal
- MBM302 Bachelor Thesis (5000 words)

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

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 905
 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 (ASIC). ASIC Accreditation is an internationally renowned quality standard for colleges and universities. Visit ASIC's Directory of Accredited Colleges and Universities. ASIC is a member of CHEA International Quality Group (CIQG) in the USA, an approved accreditation body by the Ministerial Department of the Home Office in the UK, and is listed in the International Directory of the Council for Higher Education Accreditation (CHEA). The University is based in the United States and was established by corporate charter in 1998.

Our founding principles are based on the United Nations Universal Declaration of Human Rights; per article 26, AIU believes that Higher Education is a Human Right. The University has implemented a paradigm shifting educational model for its academic programs that have allowed it to move closer to this goal through the self-empowerment of its students, decentralization of the learning process, personalized open curriculum design, a sustainable learning model, developing 11 core elements of the Human Condition within MYAIU, and utilizing the quasi-infinite knowledge through the use of information technology combined with our own capacity to find solutions to all types of global issues, dynamic problems, and those of individuals and multi-disciplinary teams. Due to these differentiations and the university's mission, only a reputable accrediting agency with the vision and plasticity to integrate and adapt its processes around AIU's proven and successful innovative programs could be selected. Unfortunately, the vast majority of accrediting agencies adhere to and follow obsolete processes and requirements that have outlived their usefulness and are in direct conflict with the university's mission of offering a unique, dynamic, affordable, quality higher education to the non-traditional student (one who must work, study what he really needs for professional advancement, attend family issues, etc.).

We believe that adopting outdated requirements and processes would impose increased financial burdens on students while severely limiting their opportunities to earn their degree and advance in all aspects. Thus, in selecting the ASIC as its accrediting agency, AIU ensured that its unique programs would not be transformed into a copy or clone of those offered by the

10,000+ colleges and universities around the world. Since ASIC is an international accrediting agency based outside the United States, we are required by statute HRS446E to place the following disclaimer: ATLANTIC INTERNATIONAL UNIVERSITY IS NOT ACCREDITED BY AN ACCREDITING AGENCY RECOGNIZED BY THE UNITED STATES SECRETARY OF EDUCATION. Note: In the United States and abroad, many licensing authorities require accredited degrees as the basis for eligibility for licensing. In some cases, accredited colleges may not accept for transfer courses and degrees completed at unaccredited colleges, and some employers may require an accredited degree as a basis for eligibility for employment. Potential students should consider how the above may affect their interests, AIU respects the unique rules and regulations of each country and does not seek to influence the respective authorities. In the event that a prospective student wishes to carry out any government review or process in regards to his university degree, we recommend that the requirements of such are explored in detail with the relevant authorities by the prospective student as the university does not intervene in such processes.

AIU students can be found in over 180 countries, they actively participate and volunteer in their communities as part of their academic program and have allocated thousands of service hours to diverse causes and initiatives. AIU programs follow the standards commonly used by colleges and universities in the United States with regards to the following: academic program structure, degree issued, transcript, and other graduation documents.



AIU graduation documents can include an apostille and authentication from the US Department of State to facilitate their use internationally.

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

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School of Business and Economics

School of Social and Human Studies



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.

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.

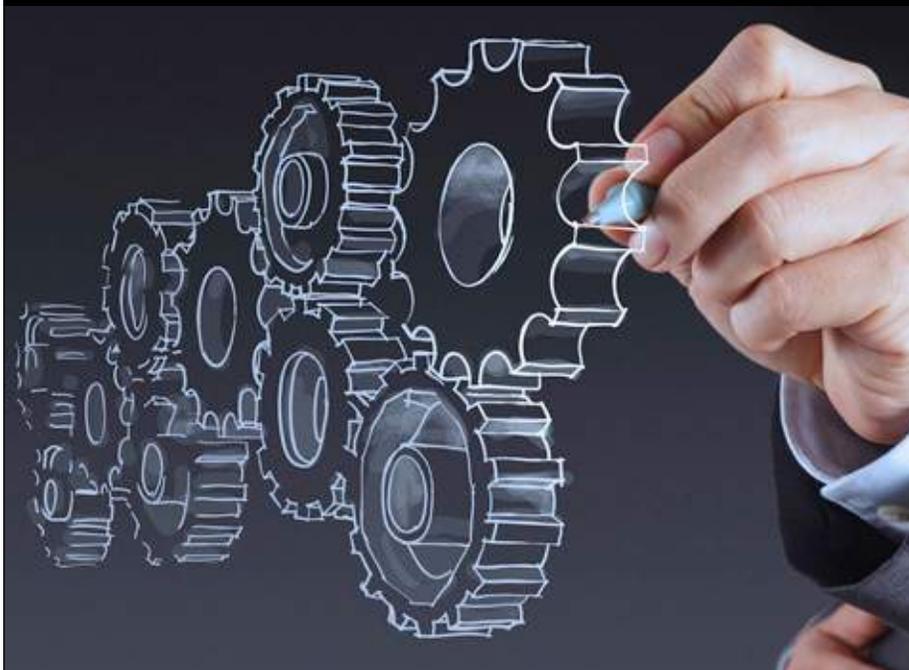
The founding principles lie on the basic right of education as outlined in the Declaration of Human Rights. We instill in our students a sense of confidence and self reliance in their ability to access the vast opportunities available through information channels, the world wide web, private, public,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

organizations in an ever expanding global community.

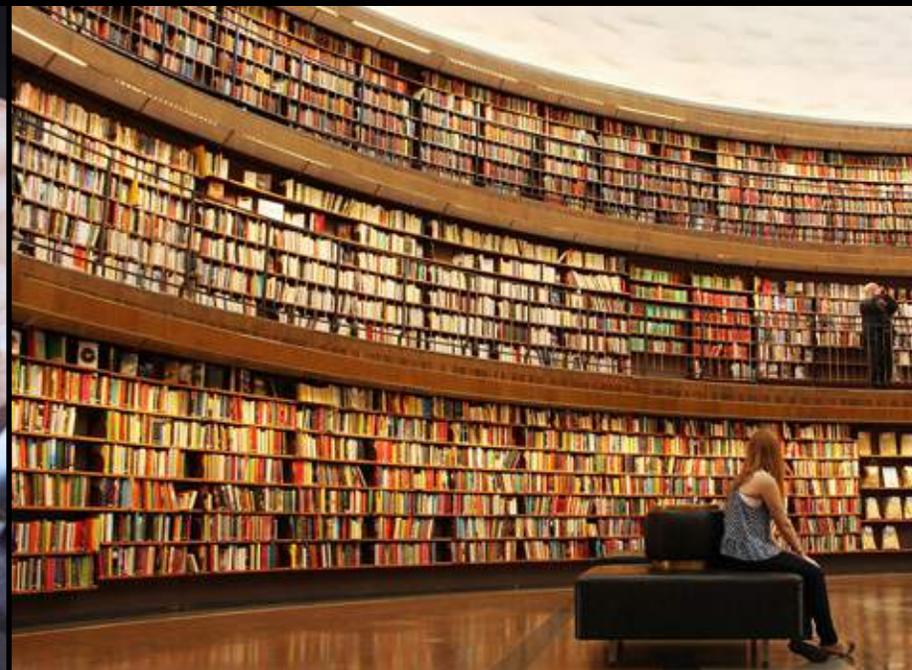
Degree programs are aimed towards those whose professional life has been related to social and human behavior, with the arts, or with cultural studies.

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.

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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.

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