Image by Jimmy Nelson. Before they pass away Project. One of the indigenous groups inhabiting the Baliem Valley region, in the midst of the Jayawijaya mountain range of Papua Indonesia, is the Yali ‘Lords of the Earth’. They live in the virgin forests of the highlands. The Yali are officially recognised as pygmies, with men standing at just 150 cm tall. Source: www.beforethey.com
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Book published

**July 26, 2016.** Congratulations to **Serge Caleb Mbula Musasa**, who completed a Master of Science program in Petroleum Science at **AIU**, for his recent success. **Serge** made a first publication of his book “Conventional and unconventional oil: geological science in oil issues,” whose contents are part of his doctoral thesis at **AIU**.


**Nomination**

AUGUST 1, 2016. Professor **Itamar Rogovsky**, PhD SCL Academic Advisor and an Atlantic International University graduate, has been nominated: “MEMBER EMERITUS” in the International Society for the Psychoanalytic Study of Organizations, ISPSO.

**Graduated with Honors**

AUGUST 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!**

**Second book**

**JULY 26, 2016.** **Serge Caleb Mbula Musasa** has just published his second book, “University Pedagogy in Distance Universities: The Case of Atlantic International University, AIU” in French, through edilivre.com, which enable all authors edit their manuscripts easily and free. **Serge** completed a Master of Science program in Petroleum Science at **AIU**.


**Speaker for Scientific Comitee**

**AUGUST 2016.** Dr. **Ricardo Rodriguez**, who completed a Master program in Anthropology at **AIU**, was invited to be part of the Scientific Committee as a speaker to the III Latin American Meeting of Sustainable Universities that will take place November 23-25 2016, in Tucumán, Argentina. Aside from this, Dr. **Rodriguez** has received promotions in his teaching career and invitations to international and regional congress.

**April 26, 2016.** Dr. **Itamar Rogovsky**, PhD SCL Academic Advisor, has been nominated: “MEMBER EMERITUS” in the International Society for the Psychoanalytic Study of Organizations, ISPSO.

**August 9, 2016.** Dr. **Ricardo Rodriguez**, who completed a Master program in Anthropology at **AIU**, was invited to be part of the Scientific Committee as a speaker to the III Latin American Meeting of Sustainable Universities that will take place November 23-25 2016, in Tucumán, Argentina. Aside from this, Dr. **Rodriguez** has received promotions in his teaching career and invitations to international and regional congress.

**August 1, 2016.** Professor **Itamar Rogovsky**, PhD SCL Academic Advisor and an Atlantic International University graduate, has been nominated: “MEMBER EMERITUS” in the International Society for the Psychoanalytic Study of Organizations, ISPSO.
Call for papers
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Our objective is to inform authors of the decision on their manuscript(s) within four weeks of submission. Following acceptance, a paper will normally be published in the next issue. Instruction for authors and other details are available on our website.

Call for Papers
This Conference will be held 19-21 July 2017 at the University of Hawaii at Manoa in Honolulu, USA. We invite proposals for paper presentations, workshops/interactive sessions, posters/exhibits, virtual lightning talks, virtual posters, or colloquia addressing one of the following themes:

Theme 1: Pedagogy and curriculum • Theme 2: Assessment and evaluation • Theme 3: Educational organization and leadership • Theme 4: Early childhood learning • Theme 5: Learning in higher education • Theme 6: Adult, community, and professional learning • Theme 7: Learner diversity and identities • Theme 8: Technologies in learning • Theme 9: Literacies learning • Theme 10: Science, mathematics, and technology learning

2017 Special Focus: New Media for New Learning
We welcome the submission of proposals at any time of the year. All proposals will be reviewed within two to four weeks of submission. The dates below serve as a guideline for proposal submission based on our corresponding registration deadlines.

• Advance Registration Deadline: 19 October 2016
• Early Registration Deadline: 19 January 2017
• Regular Registration Deadline: 19 July 2017

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This month we have graduates from: Angola · Argentina · Australia · Barbados · Bolivia · Botswana · Chile · China · Colombia · Dominican Republic · Ecuador · El Salvador · Equatorial Guinea · France · Gabon · Ghana · Guatemala · Haiti.

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assignments which included reading certain books and writing some kind of reviews. That was because of the delay in the shipping of the books to my country.

I however was further helped by being able to submit projects done in my work to form part of what could be assessed and provide some speed in my progress. I gladly submitted the projects that I had done in the recent past and it helped me to quickly go to stage 4 of the program.

I had challenges sometimes to do with internet connectivity. This delayed my work to a very large extent. However, I did most of the work offline and just uploaded the assignments whenever the internet was available. The other challenge was on the payments for my tuition. We suffered a great depreciation in our economy which made availability of US Dollars very scarce and that also affected our ability to order books and other materials required for the studies. However, I tried my best under those circumstances and hoped to complete the fees by end of April, 2016.

The experience with the online program has been an eye opener and has encouraged me to consider studying for my Doctorate degree as soon I have completed this program later this year. This is possible because of the flexibility in both time and payments. I will this time ensure to first install a good internet connection before starting the course and would order eBooks instead of hard copies which delayed my studies while waiting for the delivery by the shipping companies.

make one feel comfortable and appreciated.

AIU is characterized by a gregarious atmosphere with prompt and helpful responses to the needs of the student.

AIU works with you, the student, to best achieve your goals –what more? What better can you ask from a modern university with such an advanced educational system?
The theory of linear spaces and architecture

In the perspective of ecological design, architects are intended to create spaces whose link with the whole world would be as an isomorphism. Let us state with Agoshkov, Dubovsky, and Shutiaye (2006, p.5) that:

The linear normalized spaces $X$ and $Y$ are termed isomorphic if the image $f: X \rightarrow Y$ is defined on all $X$. This image is linear and carries out isomorphism $X$ and $Y$ as linear spaces and is such that there are constants $\alpha > 0$, $\beta > 0$, such that for any $f \in X$ the inequality $\alpha ||f||x ||f|| ≤ ||f||Y$ is fulfilled.

According to Pankov (2010, p.17), linear spaces are isomorphic if there exists a bijection $f: P \rightarrow P'$ such that $f(L) = L'$; this bijection is called a collineaton of $\Pi$ to $\Pi'$. A bijection of $P \rightarrow P'$ is said to be a semicollineaton of $\Pi \rightarrow \Pi'$ if it maps lines to subsets of lines. An injection of $P$ to $P'$ sending lines to subsets of lines is called an embedding of $\Pi$ in $\Pi'$ if distinct lines go to subsets of distinct lines.

Statistics have shown throughout the years that all human activities have a dramatic impact on the natural environment (Crawford, 2011). Site and Climatic Conditions such as Solar Orientation (Tabb and Devine, 2013), the local climate, water and other available resources (Yellamraju, 2011), environmental controls specifically air-quality controls which provide ventilation (Aposporos, 2012), a comfortable indoor climate and major possibilities for energy savings (Balocco and Grazzini, 2010) must be taken into consideration. “The external climate (temperature, humidity, radiation and wind) determines the heating and cooling requirements of the building,” said Balocco and Grazzini (2010, p.1).

According to Santamouris (2006), when working in the context of environmental design, the architect should consider many factors such as the shape and size, the ‘body’ and ‘skin’ of buildings, the use of the sun’s energy and daylight, the provisions of views for occupants, the need of ventilation, heat loss through the building envelope that have an impact on the environment.

In simple terms, architects of ecological or environmental design are intended to build houses, to create spaces that are an image of the whole environmental systems or which harmonize with the whole ecological system. In this perspective, when designing, planning, building, architects should be aware of the importance of bijective correspondence, great analogy, similarities, extension of relations between spaces to be created or to be transformed and the environment or at least the pertinent ecological units of the related ecological system. The above presented theory whose conceptual map is made up of some concepts such as the concept of isomorphism could be used to explain and to solve architectural problems.

According to Sendzimir and Bradley (2002), the ecologically sustainable architecture and construction is based on major principles such as using the natural resources suitable to the environment, reducing the waste of resources, recycling of resources; protecting the critical resources; respecting the harmony between the human beings and his natural environment; flexibility, durability and using principles of physics (the
concept of heat transfer for example) to improve people’s behavior in a building. As far as the theory of linear spaces in relation with architecture is concerned, architects of ecological design are intended to create spaces whose link with the whole world would be as an isomorphism. They would like to build houses, to create spaces that are an image of the whole environmental systems or which harmonize with the whole ecological system.

Methodological aspects of the study
The situation of the residential building

The client experiences some problems in his building. Firstly, the music played by his neighbors is becoming a thorn in his flesh because the noise produced around is perceived in the rooms, the when all the openings are closed. Secondly, he is also experiencing much heat in his house. The heat is sometimes becoming unbearable. He suffers also from cooling and other problems.

As far as the characteristics of his building are concerned, the roof is made up of AL, the ceiling of wood; the walls are made up of cement block; the doors and windows are made up of wood, no sufficient free air movement in the building. In addition, rooms are not big; the durability of materials used for construction was no high; insufficient day lighting. From the interview we got with him, he stated that his building would not last for long, so instead of buying a new land, he needs a renewed building that would offer him a well-being in harmony with his environment, a residential building that would be ecologically sustainable.

Techniques and instruments for data collection
Many techniques and instruments were used for data collection: firstly observation of the site and the building, secondly an interview was addressed to the occupants of the building, particularly to the parents.

Table 1 represents for each main variable, the objective or assessment criteria and the technique(s) used for data collection.

Some of these criteria correspond to the main characteristics of buildings suitable to the ecologically sustainable architecture and construction in connection with the research problem and research objective of the study. After the methodological aspects of the study, the next chapter is on the presentation of the results.

To be continued
### The pros and cons of the Global Village

**Interview with Luis Narváez Ricaurte, AIU graduate**

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<th>Can you give us a brief introduction of yourself? Who is Dr. Luis Narvaez?</th>
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<tr>
<td>I am an Ecuadorian citizen who decided to pursue a career in law, but in the end I decided to step into the Foreign Service of my country. I'm a diplomat since November 1997. I come from a family of diplomats. My father retired from the Foreign Ministry after 40 years of service. Working at the Foreign Service I had the opportunity to serve in our Embassy in China for three and a half years (1998 - 2001), and later at our Embassy in El Salvador for six years (2008 - 2014). From 2014 to the present date, I have held the position of Deputy Director of Protocol, and since October 2015, I am the General Coordinator of the Summit of the Chancellery. Academically, after obtaining my law degree and juris doctorate later (1998), I continued to study a master's degree in international relations, majoring in diplomacy (2000). In 2004 I decided that should complement this academics skills with deeper knowledge in an area linked to international relations: political science, and since that date (2004) I started my studies at Atlantic International University to get a PhD in Political Science.</td>
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<th>Why did you decide to study at Atlantic International University?</th>
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<tr>
<td>As mentioned, a diplomat and effectual for all, any professional, if you want to improve in content and form, you must have a sense of continuous training, and it was this spirit of improvement, which led me to review the academic options offered, and be inclined towards Atlantic International University.</td>
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<th>Is Latin America truly participating in the concept of Global World?</th>
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<td>Latin America has two or three large axes through which, in different ways and at different times, has seen the need to participate more actively in the international arena. We see how Brazil has its own dynamics –usually pendulum– to participate in this global world under a geopolitical view. Other way to approach globalization is the idea of the Pacific Alliance</td>
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**Luis Narváez Ricaurte** completed a Doctorate in Political Science at AIU. He has a Master in International Relations, with major in Diplomacy, and a Jurisprudence Doctorate. He is a Lawyer, with a degree in Public and Social Sciences. He has been a Diplomat for Ecuador since November 1997. LNARVAEZ8R@gmail.com
where México, Colombia, Perú and Chile participate in a commercial sphere; and finally, for the case of Ecuador, the recent negotiations with the European Union multi-part agreement are a way to make presence in the globalized world.

From the negatives of globalization, Latin America cannot be abstracted from impacts that occur. I am convinced that the “Butterfly Effect” represents the interaction, interdependence and interconnectedness globally where Latin America is part as an actor and stage of global international relations.

All of our students are living an approach to the Global Village. How can we take advantage of this ultra-connected world? What can we do in our day to day?

The Fukuyama concept of Global Village evidence positive as well as negative issues. On the positive side, the opportunity to meet and interact, not as a spectator but as an actor in the world, is itself the best expression of downsizing that has suffered the world; resizing that has allowed more closeness in cultures and thus inter-culturalizations; in policies and therefore common agendas (cop21 for example); in economic dynamics and therefore rethink the capital-ist mode of production from more humanistic visions; etc.

The downside of this Global Village, is that allowed us to see that old ways of thinking are still valid: a Darwinian and Draconian economy, which places the capital as chief good and not man as a human being; the clash of civiliza-tions (Huntington expression), which has manifested itself in the most grotesque manner: terrorism; dehumanization, which is reduced to television images that no longer move the moral fiber of the people—the death of children in Africa or the Middle East.

What can we do? Well first of all, learn to respect and to value human beings in both individual and as a society. Recognize diversity not as an insurmountable difference but an opportunity to build bridges to understand and respect our private individual forms of existence.

In your opinion, how can education in general improve the life of a student?

Education is a tool that not only helps improve acade-mically, but has the value of allowing to opens minds to other realities, other ways to assess and understand the social dynamics within their own contexts.

Education is not a symbol of a purely monetary improved version that can get away, but that is not their essence. The essence is the possibility of understanding and therefore respecting others in an axi-ological path.

Based in your academic results, why is excellence so important?

Excellence is a category. This allows what we do or say have a greater axiological assessment or practice, and therefore decisively influence the behavior or understanding of others. Excellence is the guarantee of a process of practical and ethical thinking.

How was your educational experience in Atlantic International University?

In a general context, the experience was very good. I keep recognizing the need for a higher level of relationship that should exist between the student and the tutor, because teaching requires permanent guidance, independently that you are learning remotely or in person.

What is your advice to a young student?

Study is a challenge that has an ethical and practical obliga-tion. Therefore, you cannot see the academy as one way to improve conditions of personal life, but as a social value that compels us to direct thought to understand the diversity and reality and in this context give qualitative leaps in the “knowledge” within of the Global Village in which we live.
School under a bridge

Free education for poor children in New Delhi.

According to NBC News, Rajesh Kumar Sharma teaches at least 30 children every day. Most of the children come from neighboring poor villages.

For two hours every weekday, Sharma leaves his day-job at a general store in Shakarpur —his brother fills in for him— so that he can teach the children, reported Yahoo News.

Sharma, a 40-year-old father of three from Aligarh, was forced to drop out of college in his third year due to financial difficulties. When he decided to start the free school, he didn’t want other children to face the same difficulties he had. “Whenever I passed by this area, I would notice that children were spending all their time in the fields or playing around,” he told the Indian Express. He eventually persuaded local laborers and farmers to allow their children to attend his school instead of working to add to the family income. He hopes to equip these children with the tools necessary to overcome their poverty.

He even allows children technically too young to attend the government school to sit in the classroom.

Read full note: www.huffingtonpost.com/2012/12/04/school-under-bridge-in-ne_n_2233019.html?ref=india

NYC to replace pay phones

About 500 hot spots will be installed by second half 2016

New York City just begun last month replacing thousands of pay phones with free Wi-Fi hot spots. The city expects to have 500 hot spots installed by second half of 2016, and eventually about 7,500 units will be replaced. The hot spots will sit atop a 9.5-foot tall box with electronic screens on each side to display advertising. Sandwiched between the sidewalk ads will be an Android tablet that can be used to place free phone calls and surf the Web.

The advertising-supported project, called LinkNYC, is being run by CityBridge, a joint venture between three tech companies: smartphone chip maker Qualcomm Inc., networking company CIVIQ Smartscapes and Intersection, which has backing from Google parent company Alphabet Inc.

CityBridge says its Wi-Fi will deliver broadband speeds of 1,000 megabits a second, about 100 times typical speeds provided by wireless carriers. Users won’t be forced to sit through ads on their mobile devices to log on and devices will connect automatically after a user signs in the first time.


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.
New strange minerals

“completely changes the normal view of these highly popular materials as solely artificial, ‘designer’ solids,” said lead researcher Tomislav Friščić from McGill University in Canada.

“This raises the possibility that there might be other, more abundant, MOF minerals out there.”

Oddly enough, the strange Siberian minerals in question—stepanovite and zhemchuzhnikovite—are actually discovered for the first time more than 70 years ago, between the 1940s and 1960s. But due to the limitations of technology at the time, their structure had never been properly examined.

They went mostly ignored until Friščić found an old paper on the minerals back in 2010.

Read full article: www.sciencealert.com/minerals-discovered-in-a-siberian-mine-are-unlike-anything-we-ve-seen-in-nature

Not completely black

Black holes have an escape velocity larger than the speed of light. Since nothing can move faster than that, nothing can escape. This is the simplest mechanical explanation of a black hole. But once you add thermodynamics and quantum mechanisms into the mix, things get messier.

With all this in mind, physicist Stephen Hawking put forward the hypothesis in 1974 that black holes are not actually black; instead, they emit Hawking radiation, which is very real.

Steinhauer constructed an acoustic black hole—a trap that has a specific frequency much greater than the energy of the sound “particles” (the phonons), which can only move at the speed of sounds.

“If there’s a phonon inside the black hole, it can’t go against the flow because the flow it’s faster than the speed of sound. It’s like a person trying to swim against the current. If the current is faster than they can swim, they go backward instead of forward,” Prof. Steinhauer told IFLScience.

This might seem simplistic, but it’s a fairly accurate model of the real thing.

Read full note by Alfredo Carpineti: www.iflscience.com/physics/the-strongest-evidence-that-black-holes-are-not-completely-black/

Researchers have discovered strange minerals inside a Siberian mine. What’s fascinating is that, since the 1980s, scientists have been growing very similar materials in the lab, but until now, they never thought they could actually exist in nature. These lab-grown materials are known as metal-organic frameworks, or MOFs, and they work sort of like molecular sponges, which can soak up gases such as hydrogen and carbon dioxide.

As you can imagine, in a world where CO2 emissions are threatening the future habitability of the planet, that’s an incredibly handy trait to have. So for decades, researchers have been tweaking these MOFs, slowly improving on them, without ever suspecting that they might exist in nature.

The discovery that the same structures could be found in Siberia revealed the strongest evidence yet that this black hole emission, now known as Hawking radiation, is very real.

Professor Jeff Steinhauer from the Israel Institute of Technology has not only found a way to test it, but in a new paper, published in Nature Physics, has

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Last year, Cape Town graffiti artist Falko painted his way across South Africa to change the locals’ perception of value. The project was photographed by Luke Daniel. Falko has been on the graffiti scene since 1988, when he painted his first wall at Westridge High School in Mitchell’s Plain, and is “regarded as an integral part of the foundation and development of South Africa’s graffiti scene.” Visit: falkostarr.wix.com/graffitiart

Source: www.boredpanda.com

Elephants in town
Two sophomore students at the University of Washington have created a pair of smart gloves that can translate American Sign Language (ASL) automatically into text or speech. The SignAloud gloves use sophisticated sensors to recognize ASL gestures. They were recently awarded a $10,000 Lemelson-MIT Student Prize for their work.

The inventors, Navid Azodi and Thomas Pryor, created the SignAloud glove prototype in their spare time at school, using the tech resources provided by the UW CoMotion Maker-Space, which offers communal equipment for students.

Azodi and Pryor say they wanted to create a pair of gloves that not only translated ASL, but were comfortable and lightweight.

"Many of the sign language translation devices already out there are not practical for everyday use," Pryor explains. "Some use video input, while others have sensors that cover the user’s entire arm or body."

The SignAloud gloves, meanwhile, are more compact, covering only the hands. Pryor hopes that they could one day be as easy to use — and as commonplace — as hearing aids or contact lenses.

Find support for your own unique art and design projects, or support other creative projects at MyAIU Research
Sleep like you should

Our natural sleep cycle is nothing like we do now.

In today’s world, balancing school, work, kids and more, most of us can only hope for the recommended eight hours of sleep. Examining the science behind our body’s internal clock in a great TED Talk, Jessa Gamble reveals the surprising and substantial program of rest we should be observing.

Jessa Gamble writes about sleep and time, showing how our internal body clock struggles against our urban schedules. Her work documents the rituals surrounding daily rhythms, which along with local languages and beliefs are losing their rich global diversity and succumbing to a kind of circadian imperialism.

Gamble was awarded a 2007 Science in Society journalism award from the Canadian Science Writers Association for her first-person account of daily life at the Eureka High Arctic Weather Station. She is the author of Siesta and The Midnight Sun: How We Measure and Experience Time.

Watch this TED Talk: www.ted.com/talks/jessa_gamble_how_to_sleep?language=en

Wabi-sabi

According to Japanese legend, a young man named Sen no Rikyu sought to learn the elaborate set of customs known as the Way of Tea. He went to tea-master Takeeno Joo, who tested the younger man by asking him to tend the garden. Rikyu cleaned up debris and raked the ground until it was perfect, then scrutinized the immaculate garden. Before presenting his work to the master, he shook a cherry tree, causing a few flowers to spill randomly onto the ground.

Wabi-sabi is the art of finding beauty in imperfection and profundity in earthiness, of revering authenticity above all.

Therapy chickens

Providing assistance with mental and physical help.

Mountain House, a Santa Barbara-based adult residential facility, has recently implemented a program that uses chickens to help comfort their patients who have been diagnosed with mental illness and high anxiety.

The chickens came from Dare 2 Dream Farm, a family owned and operated farm in California with a focus on local, sustainable and humane practices. Chickens are now at Mountain House, where the dozen-or-so patients are responsible for caring for them. Each patient gets a stipend so they can properly care for the chickens every day. On average, the patients spend about an hour and a half taking care of and spending time with the chickens.

“I think it has made me more of a kind person,” Dion Cherot, a patient at Mountain House, said. “I mean, they’re so sweet. It’s hard not to treat them well.”

The intelligence of chickens goes far beyond problem solving. They exhibit emotional intelligence traits that are surprisingly human-like. Chickens enjoy playing and exercising. Mother hens also understand the connection between the fertilized eggs they lay and what’s growing inside them. The mothers will actually “talk” to her chicks when they are inside the egg.

Chickens have also been used to provide companionship to the elderly, and kids with autism.

Read full text: www.care2.com/causes/how-therapy-chickens-are-helping-patients-with-anxiety.html
One of the finalists of the 2016 Land Art Generator Initiative design competition for Santa Monica Pier, the design deploys electromagnetic desalination to provide clean drinking water for the city and filters the resulting brine through on-board thermal baths before it is reintroduced to the Pacific Ocean.

LAGI 2016 comes to Southern California at an important time,” write Rob Ferry and Elizabeth Monoian, co-founders of the LAGI. “The sustainable infrastructure that is required to meet California’s development goals and growing population will have a profound influence on the landscape. The Paris Climate Accord from COP 21 has united the world around a goal of 1.5–2°C, which will require a massive investment in clean energy infrastructure.

As Reconstruct reports, the Swansea Bay Tidal Lagoon will use the rise and fall of ocean tides to generate renewable energy. Though not completed at present, when the structure is finished, it will produce enough electricity to displace more than a quarter million barrels of oil each year –while leaving virtually no carbon footprint.

Power plants have been generating electricity from the oceans’ tides since 1966, but the Swansea Lagoon is the first to employ a radically new method.

How does it work? Its nearly six-mile-long barrier wall will enclose a huge amount of water in an artificial “tidal lagoon”. This lagoon captures and holds seawater at high tide. As the tide goes out, water in the 4.5 square mile lagoon will be as much as 27 feet higher than the water outside its walls. This immense pressure will be routed through 26 turbines, flooding out to sea until the water level equalizes on both sides of the lagoon.

The flow is reversed at high tide, keeping the sea out of the lagoon until it reaches maximum height. Then water is let go, so it may rush through the turbines until it again fills up the lagoon.

To put it into perspective, the amount of water rushing through the turbines would fill 100,000 Olympic swimming pools each day.

Swansea Bay Tidal Lagoon

This gorgeous power plant will power 155,000 homes during 120 years.

A

Read full note: www.trueactivist.com/this-gorgeous-power-plant-will-use-ocean-tides-to-power-155k-homes/

To desalinize 1.5 billion gallons of water for California.

Solar powered pipe

For this competition, LAGI asked designers to submit proposals that incorporate either an energy or drinking water component or both. Khalil Engineers from Canada chose to power an electromagnetic desalination device using solar power. Their design is capable of generating 10,000 MWh each year, which will in turn produce 5.6 billion liters (1.5 billion gallons) of drinking water.

Read full text: inhabitat.com/solar-powered-pipe-desalinizes-1-5-billion-gallons-of-clean-drinking-water-for-california/

the-pipe-land-art-generator-initiative-s/
Cheetahs, the fastest land animals on Earth, have been disappearing almost as fast as they can run. But in Namibia, the cheetah population has grown from 2,500 to 4,000 since 1994. And dogs are helping to keep those numbers rising.

Instead of trapping or shooting cheetahs that wander onto their property and kill livestock, some farmers are relying on Anatolian Shepherds and their fierce barking to scare away the predators.

"You may see in history that this dog can be responsible for saving the cheetah from extinction," Jack Hanna, director emeritus of the Columbus Zoo, told CBS News. The dogs are provided to farmers and ranchers by the Cheetah Conservation Fund (CCF).

The majority of cheetahs in the wild live outside protected areas, surrounded by farming communities. And many of those farmers, especially poor ones, are more concerned about protecting their livelihood than an endangered species. About 10,000 cheetahs were killed during the 1980s, before CCF launched the Livestock Guarding Dog program in 1994.

Since then, the program has placed more than 500 dogs, helping to reduce the loss of livestock from 80 to almost 100 percent. Read full note: www.care2.com/cause/how-dogs-are-saving-cheetahs-from-extinction.html

Playgrounds designed for seniors have caught on in Asia and Europe and are beginning to make their way across the Big Pond. The parks include low-impact exercise equipment such as elliptical machines, static bikes and body flexors and are intended to help promote balance and flexibility. Better balance means fewer falls, goes the reasoning.

Another benefit of the senior parks is that they serve as a community gathering spot, combatting the isolation and loneliness some seniors experience. As Joanna Hughes, a spokeswoman for The Royal Parks, the United Kingdom government agency that manages eight parks in London, noted to Governing.com, "While there are certainly physical health aspects to the playground, it is also there to nurture social and mental health."

The United States’ approach to playgrounds for the elderly is slightly different. US playgrounds are being built for multiple generations, not just for seniors. KaBOOM!, a nonprofit organization, is working in partnership with the Humana Foundation to build multigenerational playgrounds throughout the country.

Read full note: www.huffingtonpost.com/2015/06/04/playgrounds-for-seniors_n_7452270.html

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.
Wheelys is a crowd-funded chain of solar-powered coffee shops on bicycles. It seems each generation of the eco-friendly mini-cafés just gets better: the newest model, the Wheelys 4 Green Warrior, takes the chain’s sustainable focus further than ever before.

Wheelys 3. It is a tiny solar-powered coffee shop on wheels with a mini greenhouse attached. Since its launch just over a year ago, the creators of the brilliantly cool Wheelys Bike Café (version 1) have made a huge number of improvements, and the company has wheeled out an Indiegogo campaign for their Wheelys 3 solar-powered coffee cart. Much like previous versions, the simple customized cart allows one to set up your own Starbucks competitor with incredible ease and little by way of start up costs—but now the Wheelys cart includes a built-in greenhouse so you can harvest your own coffee beans, a smart phone app to control coffee temperatures, and more.

Wheelys 4. Now, the company has just unveiled an incredible wind and solar-powered bike café with a built-in air purifier that sucks in smoggy city air and releases fresh, clean air. It also transforms used coffee grounds into plant fertilizer—allowing owners to pack the grounds into easy-to-plant seed cubes that can be buried anywhere.

Like the models before, the Wheelys 4 manages to pack a full-service organic café onto the back of a bike—including all the equipment needed to make fresh coffee and a cooler for chilled beverages and snacks. However, where the older models were strictly solar-powered, this new version of the café is supplemented by a small windmill that can generate power even on overcast days.

If you’re interested in opening up your own Wheelys coffee franchise, act quick—the company is currently selling the carts on IndieGoGo, and they warn that their previous crowdfunding campaigns have all completely sold out. It only takes $4,499 USD to open up your own Wheelys café, which the company claims most franchises can easily pay off within their first month.

Or better yet, create your own smart business by detecting a need in your community. Visit wheelyscafe.com to learn more about how the business works, or to find a Wheelys café near you. Nowadays, Wheelys has over 400 cafés in 68 countries.

Source: inhabitat.com
"I fought to bring the software legitimacy so that it (and those building it) would be given its due respect and thus I began to use the term “software engineering” to distinguish it from hardware and other kinds of engineering."

—Margaret Hamilton.

Computer scientist, systems engineer and business owner. She was Director of the Software Engineering Division of the MIT Instrumentation Laboratory, which developed on-board flight software for the Apollo space program.
The Bachelor of Hydrology (BS) program helps students develop the skills to manage water resources around the world. The students acquire a greater awareness of climate change, land degradation and population growth which create stress on our limited water resources. The Bachelor of Hydrology (BS) 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 Hydrology (BS) 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
- Hydrology
- Water Resources
- Evolution of the Earth
- Environmental Processes
- Global Change
- Geosciences
- Environmental Geochemistry
- Soil Science
- Meteorology
- Ecology
- Biology
- Fluid Mechanics
- Natural Hazards
- Economics
- Environmental Impact Assessment

Orientation Courses
- Communication & Investigation

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

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

Employment Opportunities
- Water Resources Analyst
- Groundwater Modeler
- Hydrogeologist
- Geochemical Analyst

Professional Associations

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 40
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 Interna-
tional and Distance Education (ASIC). ASIC 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).

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 1986 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 acceptence worldwide. Non-traditional programs are important because they recognize knowledge gained outside the classroom and incorporate a broader and more comprehensive view of the learning experience. Many great institutions are uncredited. 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 1989. ACI is not regulated or approved by the U.S. 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 be carried out independently by the student.

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 ontomology.

Organizational Structure

Dr. Franklin Valcin
President/Academic Dean
Ricardo González
Chief Operating Officer
Ofelia Hernandez
Director of AIU
Jaime Rotlewicz
Dean of Admissions
Clara Margalef
Director of Special Projects of AIU
Juan Pablo Moreno
Director of Operations
Migueas Virgile
IT Director
Nadeem Awan
Chief Programming
Dr. Jack Rosenzweig
Dean of Academic Affairs
Dr. Edward Lambert
Academic Coordinator
Dr. Ariadna Romero
Academic Coordinator
Carlos Aponte
Telecommunications Coordinator
Rosie Perez
Finance Coordinator
Linda Collazo
Student Services Coordinator

Dr. José Mercado
Chief Executive Officer
Kingsley Zelee
IT Coordinator
Felipe Gomez
Design Director
Giovanni Castillo
Operations Assistant
Maria Serrano
Logistics Coordinator
Amalia Aldrett
Admissions Coordinator
Alba Ochoa
Admissions Coordinator
Sandra Garcia
Admissions Coordinator
Veronica Amuz
Admissions Coordinator
Junko Shimizu
Admissions Coordinator
Nazma Sultana
Assistant Programming
Jhanzaib Awan
Assistant Programming
Roberto Aldrett
Communications Coordinator
Chris Benjamin
Hosting Server

Dr. Ricardo González
Provost
Nadia Gabaldon
Student Services Supervisor
Monica Serrano
Registrar Office
Daritza Ysla
Accounting Coordinator
Mario Cruz
Administrative Coordinator
Yolanda Llorente
Administrative Assistant
Kimberly Diaz
Academic Tutor
Liliana Penaranda
Academic Tutor
Renata Da Silva
Academic Tutor
Lourdes Puente
Academic Tutor
Rina Lehnhoff
Academic Tutor
Renato Cifuentes
Academic Tutor
Arturo Vejar
Academic Tutor
Arhely Espinoza
Academic Tutor
Paulina Garcia
Academic Assistant
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.


The School of Social and Human Studies is focused on 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.
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.


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

The AIU online library contains over 2 billion records and over 300 million bibliographic records that are increasing day by day. The sources spanning thousands of years and virtually all forms of human expression. There are files of all kinds, from antique inscribed stones to e-books, form wax engravings to MP3s, DVDs and websites. In addition to the archives, the library AIU Online offers electronic access to more than 149,000 e-books, dozens of databases and more than 13 million full-text articles with pictures included. Being able to access 60 databases and 2393 periodicals with more than 18 million items, guarantees the information required to perform the assigned research project. Users will find that many files are enriched with artistic creations on the covers, indexes, reviews, summaries and other information. The records usually have information attached from important libraries. The user can quickly assess the relevance of the information and decide if it is the right source.
### Education on the 21st century

**AIU** is striving to regain the significance of the concept of education, which is rooted into the Latin "educare", meaning "to pull out", breaking loose from the paradigm of most 21st century universities with their focus on "digging and placing information" into students' heads rather than teaching them to think.

For **AIU**, the generation of "clones" that some traditional universities are spreading throughout the real world is one of the most salient reasons for today's ills. In fact, students trained at those educational institutions never feel a desire to "change the world" or the current status quo; instead, they adjust to the environment, believe everything is fine, and are proud of it all.

**IN A WORLD** where knowledge and mostly information expire just like milk, we must reinvent university as a whole in which each student, as the key player, is UNIQUE within an intertwined environment.

This century's university must generate new knowledge bits although this may entail its separation from both the administrative bureaucracy and the faculty that evolve there as well. **AIU** thinks that a university should be increasingly integrated into the "real world", society, the economy, and the holistic human being. As such, it should concentrate on its ultimate goal, which is the student, and get him/her deeply immersed into a daily praxis of paradigm shifts, along with the Internet and research, all these being presently accessible only to a small minority of the world community.

**AIU** students must accomplish their self-learning mission while conceptualizing it as the core of daily life values through the type of experiences that lead to a human being's progress when information is converted into education.

The entire **AIU** family must think of the university as a setting that values diversity and talent in a way that trains mankind not only for the present but above all for a future that calls everyday for professionals who empower themselves in academic and professional areas highly in demand in our modern society.

We shall not forget that, at **AIU**, students are responsible for discovering their own talents and potential, which they must auto-develop in such a way that the whole finish product opens up as a flower that blossoms every year more openly.

**THE AIU STANCE** is against the idea of the campus as a getaway from day-to-day pressure since we believe reality is the best potential-enhancer ever; one truly learns through thinking, brainstorming ideas, which leads to new solutions, and ultimately the rebirth of a human being fully integrated in a sustainable world environment. Self-learning is actualized more from within than a top-down vantage point, that is to say, to influence instead of requesting, ideas more than power. We need to create a society where solidarity, culture, life, not political or economic rationalism and more than techno structures, are prioritized. In short, the characteristics of **AIU** students and alumni remain independence, creativity, self-confidence, and ability to take risk towards new endeavors. This is about people's worth based not on what they know but on what they do with what they know.

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### AIU Service

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

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

**Contact us to get started**

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

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- **808-924-9567 (Internationally)**
- **info@aiu.edu**
- **www.aiu.edu**

**Online application:**

www.aiu.edu/apply3_phone.aspx