

CAMPUS *mundi*

#44

Machu Picchu, the Inca sanctuary that is one of the most important archaeological remains in the world, is located 7,998 ft. (2,438 m) above sea level, halfway between the Andes and the Amazon rain-forest Quillabamba, Perú.

MyAIU MAGAZINE

www.aiu.edu

Image: kondorpathtours.com

AIU News + Essay + Sow the seeds + Interview + Education + Culture + Science + Technology + Art + Design + Body + Mind + Spirit + Environment + Human Rights + Searching the truth + Database Engineering + About AIU

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PRESIDENT /
ACADEMIC DEAN

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

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Campus

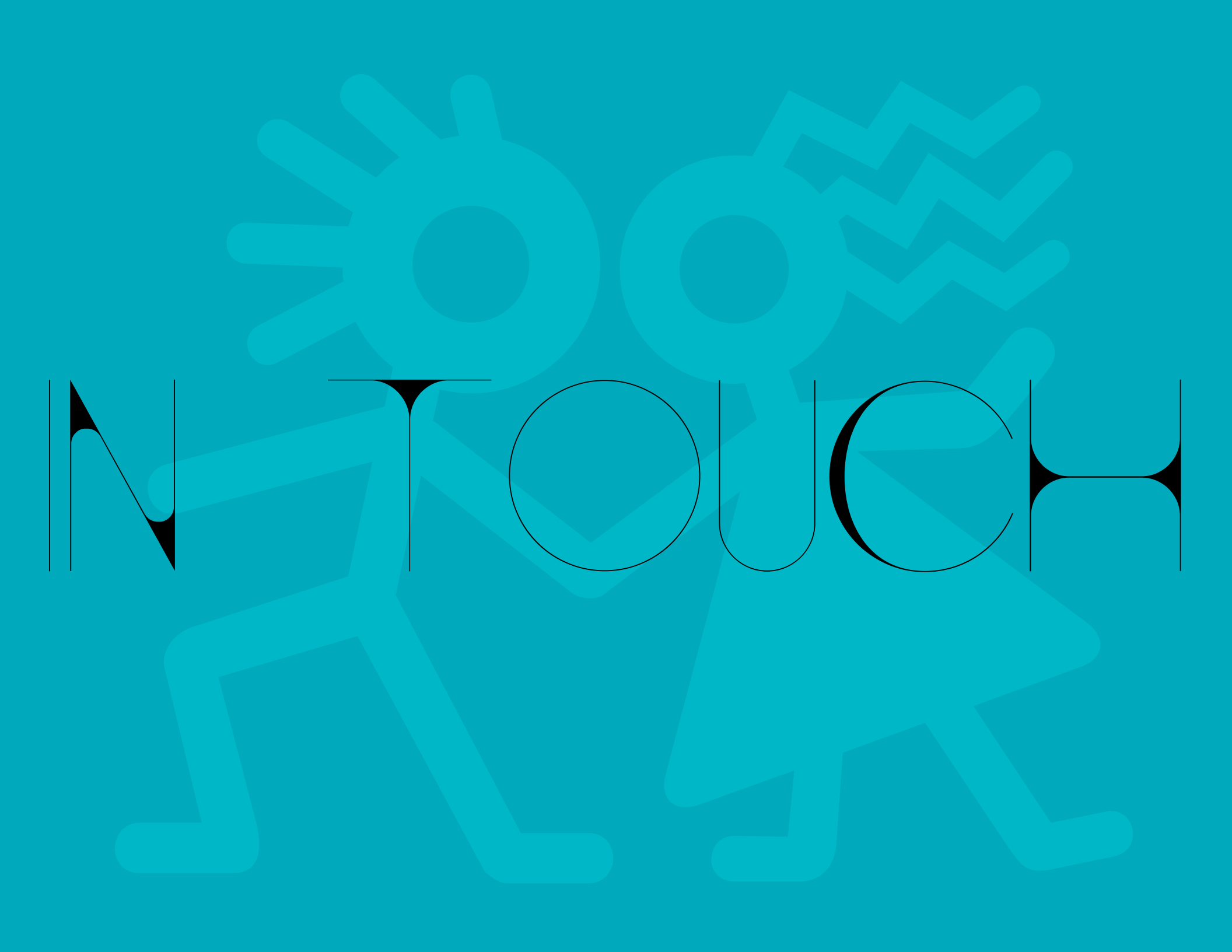
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The background features a solid teal color. In the upper center, there are two large, stylized eyes made of concentric circles with radiating lines, resembling a sun or a face. Below these, there are two stylized human figures in a light teal color, appearing to be in motion or dancing. The text 'NOTOUCH' is centered horizontally across the middle of the image.

NOTOUCH

Lecture text available

MAY 23, 2017. One of our graduates, **Daniel Ramada Piendibene**, made available a written version of a lecture in the symposium organized by the **Universidad de la República** (Uruguay) last October to commemorate the five hundred years of publication of **Utopia** of **Tomas Moro**. The working hypothesis is that



the work of **Moro** supposes an imaginary vision of society whose axes fecundate the collective consciousness of the European society of the XVI century, and determine changes in the level of cultural reproduction.

Daniel completed a Doctorate program in Political Science at **AIU**.

Find text here: [students.aiu.edu/submissions/profiles/resources/onlineBook/X8w3L5_utopia_y_postmodernidad_\[tnr\].pdf](https://students.aiu.edu/submissions/profiles/resources/onlineBook/X8w3L5_utopia_y_postmodernidad_[tnr].pdf)

FIRST CONGRESS ON Organizational Development

By Prof. Itamar Rogovsky · Barcelona · November 9th · 2017

PROGRAM

9.30 Open doors.
10.00 Welcome, meaning and purpose of the day in the hand of Prof. **Itamar Rogovsky**, AIU.
11.00 to 13.00 Cocreation of topics at the tables (simultaneously in another room, alumni who want it will be presenting

their resources).

13.00 to 13.30 Closing of tables with conclusions.

13.30 to 14.30 Free lunch break.

15.00 – 19.00 Table Exhibitions (max. 20 minutes per exposure) to attendees and members of other tables.

19.00-19.30 Farewell and closing.

TOPICS BY TABLE

Table A: Practical models of intervention in toxic systems.

Table B: Unconscious processes of the organization.

Table C: The psychological contract: Labor-employee relationship.

Table D: The need for recognition at work.

Table E: Family organizations: Love, rivalry, toxicity.

Table F: How to create heterogeneous machines.

Table G: Orders in the organization. Systemic dynamics.



Register and information: desarrolloorganizacional-itamarrogovsky.com/2017/04/19/1er-congreso-desarrollo-organizacional-9-noviembre-2017/

Sad loss



JUNE 14, 2017. We regret to inform AIU family in the whole world about the demise of **Dr. Santiago Salas**, Rector of the Open University of San Luis Potosí.

Dr. Salas is a graduate of **Atlantic International University** and has been a tireless fighter in favor of distance education in México and the world.

AIU and the **Open University** he directed have a collaboration agreement that seeks direct benefits to the students of both universities to achieve their optimal academic potential and as human beings.

We are deeply saddened by this news, but **Open University** must know that all of us who collaborate in **AIU** will continue to carry **Dr. Salas'** ideals so that his impeccable legacy will continue for a long time.



Graduated with Honors

JUNE, 2017. This graduate student completed the majority of the requirements to obtain honors which included a 4.0 GPA, published works, recommendation from his advisor, patent a product, etc. **Congratulations!**



Miguel Ángel Mesa Carrillo

Doctor of Philosophy
in Human Rights

Another book by graduate



JUNE 5, 2017. One of our graduates, **Jagdish C. Das**, wrote the book **Power**

System Harmonics and Passive Filter Designs. This book is a popular method used in American Universities by students as a form of studies. As new technologies are created and advances are made with the ongoing research efforts,

power system harmonics has become a subject of great interest. The author presents these nuances with real-life case studies, comprehensive models of power system components for harmonics, and EMTP simulations.

Jagdish C. Das completed a Doctorate program in Electrical Engineering at **AIU**.

Find eBook here: books.google.com/books?id=IVTTBgAAQBAJ&source=gb_s_book_other_versions

FIND MORE NEWS FROM AIU FAMILY

Latest News: www.aiu.edu/news.aspx

News Archive: aiu.edu/aiu2016/DownloadCenter.html



Graduates of the month

JUNE 2017

António Morais Da Costa
DOCTOR OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION
ANGOLA

Noemi Aeschbacher
BACHELOR OF ARTS
INTERIOR DESIGN
ARGENTINA

Dionisio Cardenas Mendoza
BACHELOR OF SCIENCE
POLITICAL SCIENCE
ARUBA

Ernesto Landivar Sabené
BACHELOR OF SCIENCE
MECHANICAL ENGINEERING
BOLIVIA

Esdras Nahum Quintero Ruiz
DOCTOR OF ENGINEERING
RENEWABLE ENERGY
COLOMBIA

Hernando Arias Londoño
DOCTOR OF SPORTS SCIENCE
SPORTS SCIENCE
COLOMBIA

Maria Teresa Alvarado Flechas
MASTER OF SCIENCE
PUBLIC HEALTH
COLOMBIA

Luis Alberti Medrano Volquez
MASTER OF EDUCATIONAL MANAGEMENT
PLANNING AND INNOVATION
DOMINICAN REPUBLIC

Samuel Akpaette Jaja
MASTER OF SCIENCE
EDUCATION
DOMINICAN REPUBLIC

José Alcántara Reyes
DOCTOR OF PHILOSOPHY
EDUCATION SCIENCE AND HUMANITIES
DOMINICAN REPUBLIC

Francisco Antonio Peña Pérez
BACHELOR OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION
DOMINICAN REPUBLIC

José Julio Gómez
BACHELOR OF SCIENCE
POLITICAL SCIENCE
DOMINICAN REPUBLIC

Coyago Toledo Eduvigis Concepción
MASTER OF ELEMENTARY EDUCATION
MATHEMATICS
ECUADOR

Alfredo Patricio Fernández Vásquez
BACHELOR OF BUSINESS ADMINISTRATION
ACCOUNTING AND AUDITING
ECUADOR

Byron German Morales Cevallos
BACHELOR OF SCIENCE
SPORTS SCIENCE
ECUADOR

Euterli Ermida Monroy Achilie
BACHELOR OF EDUCATION
EDUCATION
ECUADOR

Carlos Aníbal Marcillo Zapata
BACHELOR OF ACCOUNTING
ACCOUNTING
ECUADOR

Heidemarie Bonilla de Cienfuegos
MASTER OF ARCHITECTURE
BIOCLIMATIC ARCHITECTURE
EL SALVADOR

Santiago Mba Ondo Oyana
DOCTOR OF PHILOSOPHY
FINANCIAL ENGINEERING
EQUATORIAL GUINEA

José Ela Oyana
DOCTOR OF ECONOMICS
INDUSTRIAL SOCIOLOGY
EQUATORIAL GUINEA

Gregorio Ondo Biyang Nchama
DOCTOR OF BUSINESS ADMINISTRATION
FINANCE
EQUATORIAL GUINEA

Kofi Anokye Owusu-Darko
DOCTOR OF BUSINESS ADMINISTRATION
LEADERSHIP AND ORGANIZATIONAL CHANGE
GHANA

Farida M. Chikenge
BACHELOR OF FINANCE
FINANCE
GHANA

Cecilia del Carmen Natareno Leal
BACHELOR OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION
GUATEMALA

Aristides Absalón Chún González
BACHELOR OF SCIENCE
AGRONOMY ENGINEERING
GUATEMALA

Luis Fernando Vargas Aldana
BACHELOR OF SCIENCE
ENVIRONMENTAL ENGINEERING
GUATEMALA

This month we have graduates from: Angola · Argentina · Aruba · Bolivia · Colombia · Dominican Republic · Ecuador · El Salvador · Equatorial Guinea · Ghana · Guatemala · Honduras · Italy · Jamaica · Japan · México ·

María Patricia Santizo Galdamez
BACHELOR OF SCIENCE
SYSTEMS ENGINEERING
GUATEMALA

Gramajo Gómez, Nathalie Victoria
BACHELOR OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION
GUATEMALA

Rodríguez Meighan Eduardo
BACHELOR OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION
GUATEMALA

Ciro Vladimir Navarro Umaña
BACHELOR OF SCIENCE
BIOLOGY
HONDURAS

Luis Alonso Caballero Maldonado
DOCTOR OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION
HONDURAS

Carlos Alfredo Martinez Wong
MASTER OF SCIENCE
COMPUTER SCIENCE
HONDURAS

Fabio Vitto
BACHELOR OF SCIENCE
ELECTRICAL ENGINEERING
ITALY

Leslie Constantine Leckie
DOCTOR OF BUSINESS ADMINISTRATION
BUSINESS MANAGEMENT
JAMAICA

Julissa Oleida Lied Oviedo
BACHELOR OF EDUCATION
EARLY CHILDHOOD EDUCATION
JAPAN

Miguel Angel Mesa Carrillo
DOCTOR OF PHILOSOPHY
HUMAN RIGHTS
MEXICO

Cláudio Emanuel Dava
BACHELOR OF FINANCIAL MANAGEMENT
FINANCIAL ADMINISTRATION
MOZAMBIQUE

Severino Domingos Mateus
DOCTOR OF ECONOMICS
ECONOMICS
MOZAMBIQUE

Dário João Naftal Natingue
BACHELOR OF SCIENCE
CIVIL ENGINEERING
MOZAMBIQUE

Domingos Romão Dimande
MASTER OF SCIENCE
ENVIRONMENTAL MANAGEMENT
MOZAMBIQUE

Sateesh Babu Arja
MASTER OF SCIENCE
PUBLIC HEALTH
NETHERLANDS ANTILLES

Omole Ojo Kolawole
DOCTOR OF PHILOSOPHY
MARKETING
NIGERIA

Jaiyeola Elkanah Oyeleye
BACHELOR OF ARTS
INTERNATIONAL RELATIONS
NIGERIA

Samuel Olugbenga Adelana
DOCTOR OF PHILOSOPHY
RENEWABLE AND SUSTAINABLE ENERGY
NIGERIA

Emmanuel Thomas Abroks
BACHELOR OF ACCOUNTING
FINANCIAL ACCOUNTING
NIGERIA

Francisco Vicente Machaca Cabrera
BACHELOR OF SCIENCE
INDUSTRIAL ENGINEERING
PERU

Armando Tobar García
DOCTOR OF EDUCATION
EDUCATION
PUERTO RICO

Albith Colon Negrón
DOCTOR OF SCIENCE
RENEWABLE ENERGY
PUERTO RICO

Joseph Hatutale Kakoto
DOCTOR OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION
REPUBLIC OF NAMIBIA

Eugenie Francis
BACHELOR OF SCIENCE
CLIMATOLOGY
SAINT LUCIA

Grant Andrew Bauskin
MASTER OF SCIENCE
ARCHITECTURE
SOUTH AFRICA

Denis Nushi
DOCTOR OF SOCIAL AND HUMAN STUDIES
HUMAN DEVELOPMENT
SWITZERLAND

Abdulrahman Ali Khamis
BACHELOR OF PUBLIC HEALTH
HEALTH SCIENCES
TANZANIA

Joe Francis Nathaniel Mohan
BACHELOR OF SCIENCE
CHEMICAL ENGINEERING
UNITED ARAB EMIRATES

Saleh Abdulrab Ahmed Alhayashi
DOCTOR OF MANAGEMENT
PROJECT MANAGEMENT
UNITED ARAB EMIRATES

Amanda Jane Scannell
MASTER OF BUSINESS ADMINISTRATION
INTERNATIONAL DEVELOPMENT
UNITED KINGDOM

Lourdes Valentina Cuña Flores
BACHELOR OF PSYCHOLOGY
HUMAN DEVELOPMENT CHILDHOOD
URUGUAY

Stephanie Bauger Saiz
BACHELOR OF ARTS
ART AND DANCE
USA

Delano Arlanza Chambers
DOCTOR OF PHILOSOPHY
BIOLOGY
USA

Larry Charles Harding
MASTER OF BUSINESS ADMINISTRATION
GENERAL BUSINESS
USA

Sharon Monserrat Gomez Duarte
BACHELOR OF HUMAN RESOURCES
HUMAN RESOURCES
USA

Bob Terrance Saunders
BACHELOR OF BUSINESS AND ECONOMICS
HOSPITALITY MANAGEMENT
USA

Ezara Sakala
DOCTOR OF BUSINESS ADMINISTRATION
BUSINESS ADMINISTRATION
ZAMBIA

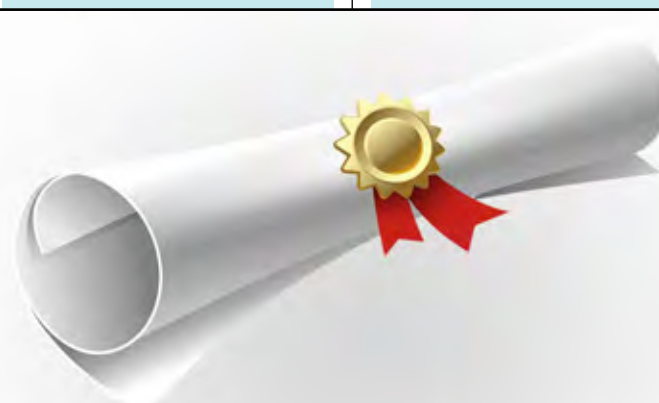
Pumulo Mubita
DOCTOR OF PHILOSOPHY
ORGANIZATIONAL LEADERSHIP
ZAMBIA

Mwiinga Mweemba
DOCTOR OF PUBLIC ADMINISTRATION
POLICY MANAGEMENT AND ADMINISTRATION
ZAMBIA

James Mung'omba
BACHELOR OF HUMAN RESOURCES
HUMAN RESOURCE MANAGEMENT
ZAMBIA

Bernadette Masona
BACHELOR OF EDUCATION
EDUCATION
ZIMBABWE

Natsai Shoko
BACHELOR OF SCIENCE
CIVIL ENGINEERING
ZIMBABWE



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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

Peter Legge
Master of Civil Engineering
March 21, 2017

“I have been admitted to **AIU** in March 2016. As part of the university's goal to achieve the implementation of human rights worldwide through the dissemination of Andragogy education around the world, I am one of the beneficiary of this initiative. **AIU** has provided me with all the key tools and support to make this type of education to be a reality.

The timeliness of **AIU**'s replies to my questions and the quality of assistance provided by the faculty and staff during my program has been very good and in fact encourages me to do better and ask for more.

I would therefore recommend this type of study to friend and colleagues.



Ayodele Bashorun
Doctor of Finance
April 3, 2017

“The journey with **AIU** started in June 2014 with Andragogy studies. Having gone through the traditional method of learning, I found this new method interesting and eagerly longed to advance in my knowledge.

I resumed my studies with great enthusiasm, after contacting **AIU** shortly indicating my interest to further my study. I met with some Personnel whose services and responses were quick and very helpful that made the entire process quite easy. Feedback in all areas were prompt, comments were forthcoming and I felt very comfortable as I continued striving to achieve my goals and completing my study within the time scheduled for the programme.

It was a difficult task to break away from the norms of relying on the Professor/Lecturer to offer academic solutions. ...

Read full text: aiu.edu/Testimonials.aspx?ItemID=1354&rcid=73&pcid=63&cid=73



Robert Koomson
Bachelor of Accounting
April 11, 2017

“Well, it had always been in plans to have degree program in addition to my professional studies. I started with ... other university, but I could not cope with their system due to my working time.

From the day one (at **AIU**) I started writing my orientation assignments, I felt exposed especially to the internet world and enhancement on my knowledge. The Andragogy system allows you to research into the other works in your field of study and in effect broaden my knowledge base.

The other amazing things I found at **AIU**, are the passion and patience of tutors, supervisors, and academic members, always ready to support and encourage me as well. ...

My encounter with **AIU** has given me exposure and enlightenment regarding my course. I am going to build on it and continue possibly to this Degree.

Read full text: aiu.edu/Testimonials.aspx?ItemID=1356&rcid=73&pcid=63&cid=73



Saidi O Nsigarila
Master of Education
April 17, 2017

“Being a student at **AIU** virtual campus, I have benefitted in the following areas:

- Independent learning
- Ability to seek academic advice from others
- Use of internet materials for academic advancement
- Honor of academic treasures from other academicians

In due course I have gained academic motivation that elevated me more on the plan to attain higher academic credentials.

The cooperation I received from my tutors and advisors at **AIU** during my Masters program guaranteed me success right from the beginning of the course. Actually that is what I witnessed on 27th March, when I submitted my final thesis. Furthermore to find that it has been rated with high grade.

“I found **AIU** with Google search and spent a lot of times reading up on the university, its missions, philosophy, and testimonials of past students, and comments from current students ... The criteria met my requirements: study at my own pace, 100% online, tuition based on selected degree and program and not by per credit, affordable monthly payment and partial scholarship were an added bonus. ...

Being taught the traditional method of learning all my academic life, I found the **AIU**'s Andragogy method is quite interesting. It allowed me to select and design my own curriculum that meets my career path. These courses enhanced my skillsets and provided me the necessary knowledge to ensure me passing the IT industry certifications if I choose to pursue. ... Overall, I enjoyed the program at **AIU** ...

Read full text: aiu.edu/Testimonials.aspx?ItemID=1359&rcid=73&pcid=63&cid=73

Impact of “Brown envelope journalism” on News coverage in Ghana

Richmond Acheampong, AIU student (and Stephen Babangida Jesse) | Doctorate of Journalism | **PART 1/2**

“When bribery for news coverage is pervasive in a country, the absence of accurate and reliable information may hamper the long-term prosperity of the local economy because modern markets rely heavily on the free flow of information.”

—Garry Rodan, 2000.

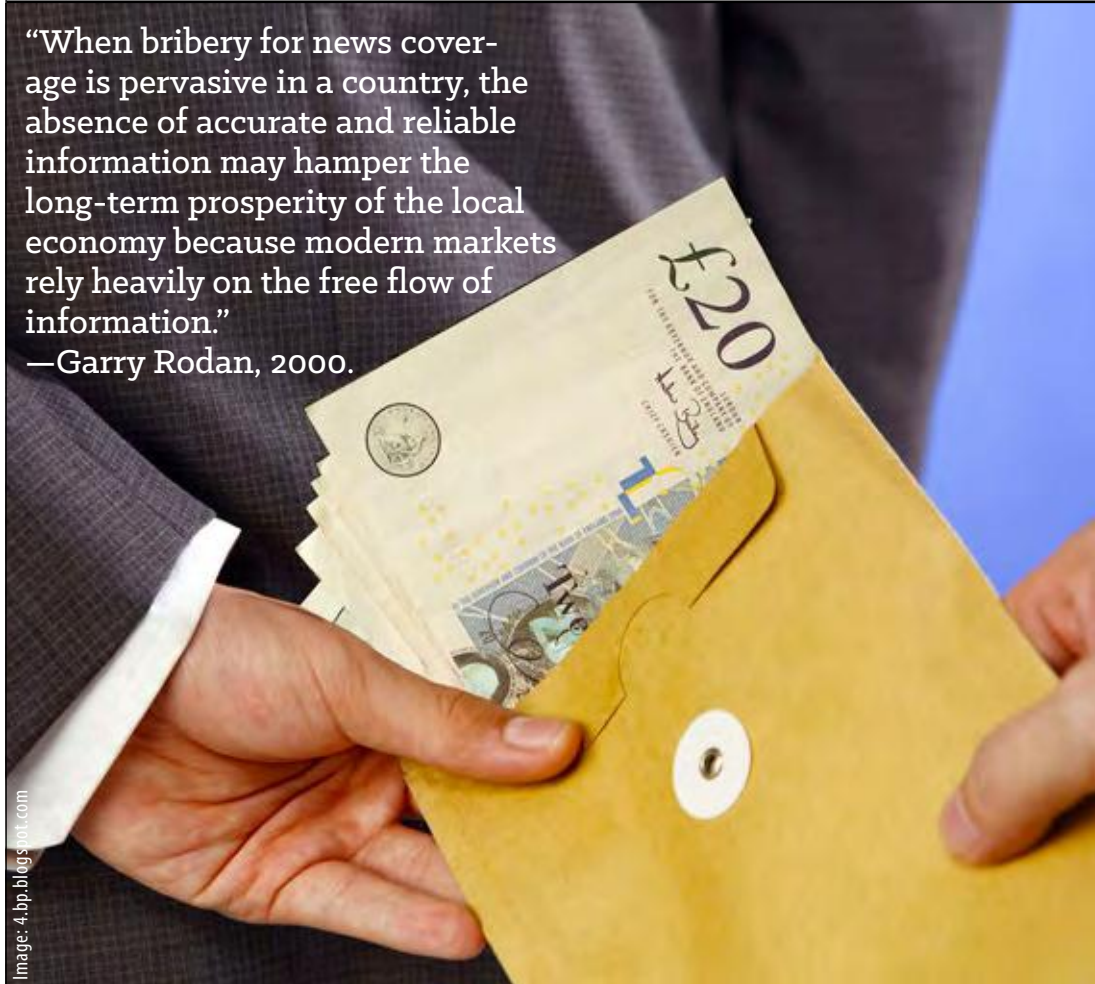


Image: 4.bp.blogspot.com

Abstract

Ghana is not spared the plague of brown envelope journalism. The study examined the impact of brown envelope journalism on news coverage in Ghana. It further determined if journalists accept brown envelopes and its negative effects on journalists. The simple random sampling technique was used to sample 200 journalists in Sunyani Municipality in the Brong Ahafo Region of Ghana for the study. It was observed among other things that all the 200 respondents denounced brown envelope journalism and vouched for its cessation. Besides it was recommended among other things that the National Labour Commission (NLC) and other relevant authorities should help address the poor pay for journalists.

Background

Ghana is not spared the plague of brown envelope

journalism. Many Ghanaians view brown envelope journalism with contempt and have strongly and widely condemned the phenomenon. Moreover, the Ghana Journalists Association (GJA), which sets the parameters within which journalists can operate, bars journalists from accepting bribe or any form of inducement to influence the performance of their professional duties (GJA, 2016). However, some news sources and journalists have thrown caution to the winds and allowed the phenomenon to thrive.

According to the Report to the Centre for International Media Assistance (2010), nearly everyone agrees that brown envelope journalism is an enormous and extremely serious problem for journalism but journalists groups have not done enough about it.

Skjerdal (2010) contended that brown envelope journalism is the transfer of different

kinds of rewards from news sources to the journalist. Three things that characterise the phenomenon: it is normally done at a very personal level, it requires a considerable level of trust as it is usually executed in secret and it is an informal agreement. That is, the news sources readily part with a reward to influence the journalist in the exercise of his/her professional judgement and he/she too, either willingly or unwillingly receives it and the transaction is sealed in complete secrecy. **Omanga (2015)** maintained brown envelope journalism occurs when news sources or newsmakers transfer rewards to individual journalists with the intention of appealing to the local decision-making in exchange for positive or un-critical media coverage.

The origin of brown envelope journalism remains elusive to researchers. **Kasoma (2000)** suggested the history of brown envelope journalism dates back to the 18th century in the Western journalism. Now, the phenomenon is widespread and has been given various names in different countries. **Forbes (2005)** argued that brown envelope journalism may have evolved in the UK in the 1990s. **Bartlett (1999)** said brown envelopes was a critical element in the

so-called “cash-for-questions affair”, in which lobbyists allegedly paid two members of the British parliament on behalf of the influential businessman **Mohamed Al-Fayed** to post specific questions on the agenda for the House of Commons. **Forbes** further contended **The Guardian** that exposed the affair in October 1994, reported that the cash was in brown envelopes. Consequently, brown envelopes evolved to mean the equivalence of news sources giving money to journalists.

Moreover, **Ulko (2004)** maintained that brown envelope journalism may have originated in Nigeria during the Second Republic (1979-1983) when journalists started to demand brown envelopes as a condition for conducting an interview. In Nigeria, brown envelope was common among journalists from government press where salaries were low. **Skjerdal (2010)** further said the exact origin of brown envelope journalism remains unclear. It may have possibly come from West Africa. **Barimo (1997)** agreed contending brown envelope journalism came from the practice among Ghanaians to secretly enclose bribe money in brown envelopes.

Kovach and Rosential (2001) said as truth seekers

and truth presenters, the journalists are obliged to remain open and honest to their audiences. Furthermore, according to **Kaufman (2010)**, whether the journalists receive cash for news as a result of low salaries, greed or other motivations, they work to suit governments, political personalities, corporations or private persons who desire to restrain what is published about them and are ready to pay for it. Besides journalists who receive money or gifts from news sources are usually constrained publishing something against them. Elsewhere, including the USA, journalists

can find themselves caught between reporting objectively and maintaining access to valuable sources. Moreover, **Plaisance and Deppa (2009)** claimed bribery for news coverage tramples on widely recognised journalism values as well as weakens the credibility of media. In addition, **Rodan (2000)** found that when bribery for news coverage is pervasive in a country, the absence of accurate and reliable information may hamper the long-term prosperity of the local economy because modern markets rely heavily on the free flow of information. Besides **Kumar (2006)** discovered

that the lack of trustworthy news coverage has serious consequences on the accountability of the government and stifles the development of civil society because it deprives the citizens of the right to know.

Again, according to **Them-bisa Fakude**, the head of Research Relations at the Al Jazeera Centre for Studies, there have been many incidences in Africa where journalists were bribed to either ignore or white wash certain stories about some politicians, in what has become commonly known as “brown envelope journalism” (*AL JAZEERA MEDIA NETWORK, 2016*).



Image: www.graphic.com.gh

What is more, **Spence (2008)** argued that bribery for news coverage undermines the integrity, and impartiality of media reporting culminating in widespread practice of fictional news, biased news or news for sale. The perceived impact of brown envelope journalism on news coverage necessitates the need to find out the actual impact of brown envelope journalism on news coverage in Ghana.

Methodology

The study targeted journalists to determine the impact of brown envelope journalism on news coverage in Ghana.

The simple random sampling technique was used to sample 200 journalists in Sunyani Municipality in the Brong Ahafo Region of Ghana for the study. Participants were asked to complete a questionnaire, which contained 8 questions.

Participants were asked what has occasioned brown envelope journalism, whether journalists have accepted Brown envelopes before and if they asked for it. Furthermore, they were asked if journalists report the truth after collecting these Brown envelopes, how brown envelopes affect their reportage and if their media houses have policies on the acceptance of

Brown envelopes. Finally, they were asked if Brown envelopes affect the practice of journalism and if brown envelope journalism should continue.

The questionnaire was administered at the offices of the media houses of the participants in person by the researcher on July 1, 2016 and collected on August 22, 2016. All the 200 participants, representing 100 percent response rate, returned the questionnaire correctly completed.

Findings

It was observed that 121 journalists representing 60.5 percent of respondents

Figure 1. Causes of Brown Envelope Journalism

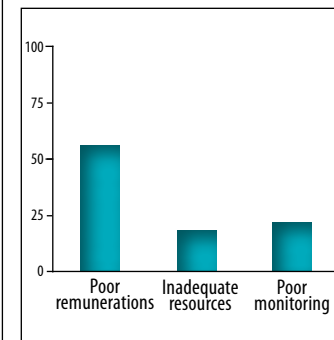


Figure 2. Journalists accepted Brown Envelopes before

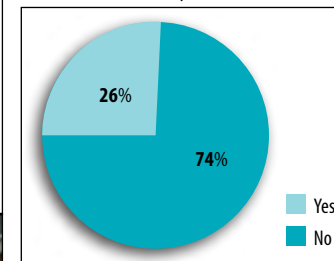


Figure 3. Journalists asking for Brown Envelopes

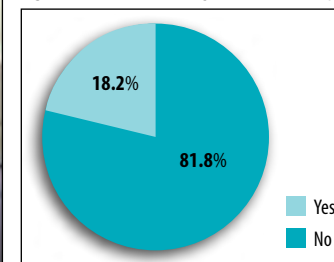


Figure 3. Journalists asking for Brown Envelopes

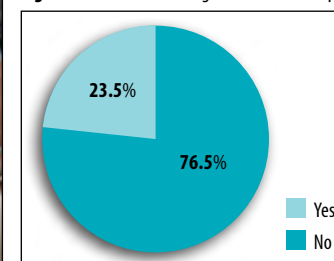


Table 1. Causes of Brown Envelope Journalism

Causes of Brown Envelope Journalism	Frequency	Percentage
Poor pay for journalists	121	60.5
Inadequate resources for journalists to work with	33	16.5
Poor monitoring of journalists by their media houses	46	23
Total	200	100

Table 2. Journalists accepted Brown Envelopes before

Have you accepted Brown Envelopes before?	Frequency	Percentage
Yes	148	74
No	52	26
Total	200	100

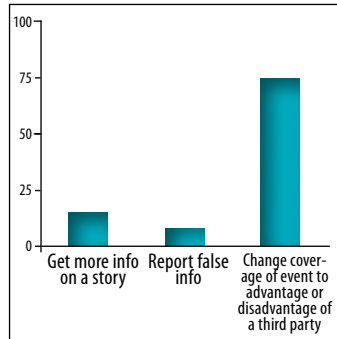
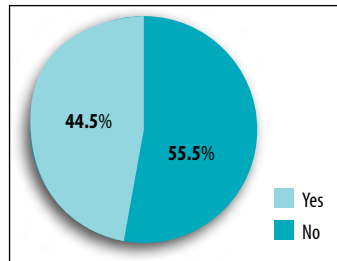
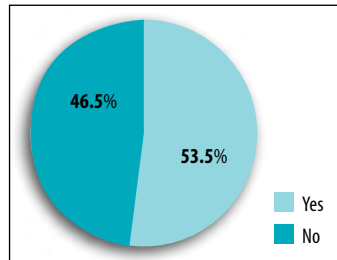
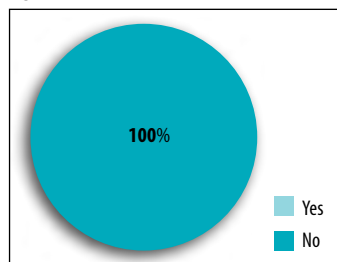
Table 3. Journalists asking for Brown Envelopes

Did you ask for Brown Envelope	Frequency	Percentage
Yes	27	18.2
No	121	81.8
Total	200	100

Table 3. Journalists asking for Brown Envelopes

Do journalists report the truth after taking Brown Envelope?	Frequency	Percentage
Yes	153	76.5
No	47	23.5
Total	200	100



Figure 5. Impact of BE on Writing/Reportage**Figure 6.** Media Houses have policies on the acceptance of Brown Envelopes**Figure 7.** BEs have impact on journalism**Figure 8.** BE Journalism should continue**Table 5.** Impact of BE on Writing/Reportage

Causes of Brown Envelope Journalism	Frequency	Percentage
Get more information on a story	31	15.5
Report false information	19	9.5
Change the coverage of an event to the advantage or disadvantage of a third party	150	75
Total	200	100

Table 6. Media Houses have policies on the acceptance of Brown Envelopes

Does your MH have a policy on acceptance of Brown Envelopes?	Frequency	Percentage
Yes	89	44.5
No	111	55.5
Total	200	100

Table 7. BEs have impact on journalism

Do Brown Envelopes affect the practice of journalism?	Frequency	Percentage
Yes	107	53.5
No	93	46.5
Total	200	100

Table 8. BE Journalism should continue

Should Brown Envelope journalism continue?	Frequency	Percentage
Yes	0	0
No	200	100
Total	200	100

indicted poor pay for journalists for “brown envelope journalism”; 33 of them, representing 16.5 percent respondents blamed inadequate resources for journalists to work with for the prevalence of “Brown envelope journalism” while 46 of them representing 23 percent respondents said poor monitoring of journalists by their media houses has occasioned the phenomenon.

It was also discovered that 148 journalists, made up of 74 percent respondents admitted to accepting brown envelopes before, while 52 of them representing 26 percent of respondents said they have not accepted brown envelopes before. In addition, it was revealed that 27 journalists representing 18.2 percent of respondents said they asked for brown envelopes and 121 of them, representing 81.8 percent respondents said they did not ask for it.

Moreover, it was revealed that 153 journalists, representing 76.5 percent of respondents alluded they report the truth after taking brown envelopes, while 47 of them, made up of 23.5 percent respondents admitted they do not report the truth after taking brown envelopes.

Again, it was established that 89 journalists representing 44.5 percent of

respondents said their media houses have policies on the acceptance of brown envelopes, while 111 of them, representing 55.5 percent of the respondents indicated their media establishments do not policies on the acceptance of brown envelopes.

What is more, it was realised that 107 journalists, made up of 53.5 percent of the respondents admitted brown envelopes affect the practice of journalism and 93 of them

representing 46.5 of respondents said brown envelopes do not affect the practice of journalism.

Last but not least and perhaps interestingly enough, it was found that all 200 journalists representing 100 percent of the respondents did not want brown envelope journalism to continue, while none of them, made up of 0 percent of respondents wanted the phenomenon to continue.

TO BE CONTINUED



Publications by Students: aiu.edu/StudentPublication.html

We have to sow knowledge, fraternity & strength in every mind



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

Our natural world is beautiful, very beautiful! We have beautiful nature, beautiful rivers, and beautiful oceans.

We have worked hard in science, we have developed an extraordinary world of technology, work is done more easily than in other times of our history, but it seems that with all of the above our social world is divided between those who have and those that don't have the benefits listed.

We have social problems in a global way.

<p>What happens to us with so much science, so much money that is moving in the international and local trade, with so many elections, with so many representatives for this, for the other seems to be that we have to go to live on another planet because with so many problems in education, freedoms, beliefs, health and housing we don't have solutions.</p> <p>We can say that the so-called hard sciences were given the more importance: physics, mathematics, chemistry and natural sciences and we forget the social sciences. Yes, we need to develop the social and human sciences because it seems that the world that we live in is a Tower of Babel —we don't understand each other.</p> <p>Paradox of paradoxes: we have developed a world of knowledge and information but machines are better understood than their creators.</p> <p>What happens to us that in the society in which we are living we have to be afraid of everything and everyone? Where is what we say we are? We said that we are the being that enjoys a vegetal, animal and rational life. Where is that rationality? It seems that this rationality only serves to create things but we are not able to coexist with the other.</p> <p>We must begin to sow</p>	<p>knowledge, fraternity and strength.</p> <p>We have to sow knowledge in those around us because we think that only in a formal way, just going to school to a university we will learn things. What about all the human beings that for one reason or another surround us? How many things are unknown to the people around us? When we notice in someone the ignorance of something we can explain him or her in a simple form the true and also recommend them something to read. What are we seeing in the world we live in? We are seeing violence everywhere. We are living in a world of intolerance. Why do we live in a world of intolerance?</p> <p>We live in a world of intolerance because each day the separation between those who have knowledge and those who don't have it grows, and is easy to manipulate the latter. We have to sow knowledge because the governments for their platforms introduce more elements difficult to understand for the large population that form our societies. Those who have an opportunity to know the truth have to sow Knowledge and this way less people will be manipulated.</p>	<p>The same happens with the other human beings who were identified by Philosophers as "the other," who is equal to me as a human beings. (<i>EM-MANUEL LÉVINAS PHILOSOPHY</i>). He who is just like me, as a human being wants to meet his needs fairly, just like me. My fellow, "the other," wants to be recognized in the same way I desire. My fellow wants a decent job, my fellow wants opportunities to study, my fellow wants decent place to live.</p> <p>Every human being like me wants to be my brother or my sister, my brother or my sister wants to be a human being with all rights and obligations.</p>	<p>We have to sow fraternity: my fellow wants to be recognized. If in each of my actions with others I give them the recognition that they deserve, I am sowing fraternity.</p> <p>Why strength? Strength is necessary because we have commercialized the idea that everything we want we can get it sitting in our couch, and there is a button for this and a button for that. In addition we want to have a job and we need to be the head, and we want to get the same salary as the president of a first world country.</p> <p>Society which we are living</p>	<p>in sells to us the idea, through marketing, that everything is obtained without working and we also forget that everything is a process.</p> <p>If things mean a process we have to start the way and give ourselves time to carry out the process towards where we want to go.</p> <p>We see that people lose fast the motivation because they are looking for instant gratification (the desire to experience pleasure or fulfillment without delay or deferment).</p> <p>We have to have patience and realize that everything is a process: everything is developed in stages. In addition,</p>
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Image: www.gardenersworld.com



our own skills are developed differently from those of others. Each human being has this moment for this ability and the other moment for the other. Let's think about the educational model of Finland: every human being is unique and I can't measure myself by the way in which others achieve their goals. For me it is my time, for me they are my abilities. If we thought that way we would not have so much anguish or frustration when we started an activity.

Sow the thought in those around us, who are unique, who can't do things the

same way as others. **Our strength and that of others is what can make this world a better place to live.**

We have another big problem as a global society: the world of freedom, elections and wealth that we have just described only belong to the northern hemisphere, because in the southern hemisphere we have significant deficiencies.

The cultures, societies located in our southern hemisphere have natural resources but these resources are and have been the source of

wealth of the countries of the northern hemisphere. Southern countries were pressured to change their infrastructures and superstructures to enter into global trade or globalization.

Southern countries were driven and forced by new forms of world trade to make the leap to a new social and commercial form for which they were not prepared.

Most of these countries have educational systems with greater problems than the countries of the northern hemisphere. The same can be said of freedoms,

health care and housing.

Now these countries are told that globalization was not what they thought and to see how the new order world will be continue.

If the northern hemisphere has conflicts: not knowing their governments and the owners of world capital where they are going, we can assume what happens in the countries of the south that did not reach a medium goal and now they have to see how to continue the way.

We have to think about the great tension that people of our beloved planet Earth are living in a society that does not know where to go on.

We need to dedicate ourselves to building the world we need: we must, we have to sow knowledge formally and motivate us to continue learning for a lifetime.

We have, we must teach informally to those around us what we know, what the fortune of our life has given us. We must sow the need in every human being that forms our environment the benefit of learning for a lifetime.

We have, we must sow in each human being the sense of fraternity: if we don't develop a possible world for all, it won't be a possible world for each of us.

The sum of the parts is the whole: the sum of the fraternity will make our possible world.

We have, we must sow strength in the sense that what we want, we have to work for it, and everything is developed —is done— as the result of a process.

We have, we must sow in each human being that the strength to reach a goal has to be thought as an idea of what I need, and what the process to achieve it will be.

We have, we must sow strength by teaching around us that we must reach each stage of the process and those stages will lead us to the final goal.

We have to sow Knowledge, We have to sow Fraternity, We have to sow strength and our world, our beautiful Blue Planet, will stop crying and will become the possible world for every human being.

**We can do it:
let's build the world
we want to have!**

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Love, education, and leadership

Interview with Enoch Birr | Bachelor of Science

What helped you the most for your current position?

Joining AIU and acquiring additional knowledge and maximum skill enhancement is the key. Acting on the knowledge gained is a great help to my technical analysis, results findings, good communicating skill and a new way of relating with people from different backgrounds.

What problems is your Country facing at this moment?

Liberia's problem is the lack of good, sincere, and loyal leadership. Selfishness and

greed is fighting the growth and development of our society. Many are not kind and loving to one another. We need quality education, 75% of the country has no electricity, and infrastructural developments are still a major problem.

What does Liberia need?

- Efforts for all to pursue quality and andragogy education.
 - Learning positive change and applying it
 - Good governance
 - Love, peace, and understanding among citizens and leaders
 - Good partnership with strong and great nations/institutions and investors
 - Every individual prioritizing growing and developing the nation and not other nations
- Avoiding selfishness and greed by getting rate of corruption, there shall be continuous change in minds and attitudes.

Have you been able to help your community?

Yes with no doubt. I'm eligible by the grace of God through my studies with the AIU and the experiences I've gained over the years to help my communities and nation at large.

I'm currently a significant help to my community and work-mates. Now that I have my Degree, I'll give my free services to the nearest community college on courses as Engine, Power train, Auto- electrical and suspension in general mechanism. On a normal basis I schedule technical training for my team teaching them how to work safely and giving out some technical knowledge, today some have joined AIU following my example.

How can Education help during this troubled times?

Education is a great tool if it is quality and accomplished with good human rights practices. Education can drive people to making the right choices and decisions in life. It provides knowledge and skills



Working with team. Instructing them on Iveco truck valves and timing setting.

in preventing and solving problems, it even gives hope.

How has the learning process based in Andragogy from AIU impacted your life?

First I did not desire Andragogy education because I felt

it is neither effective and reliable, nor the proper source of required education. But now I can say my studies with AIU have improved my technical analysis,

reporting stills, and finding solution to faults in my technical field. The studies opened my eye to the world, knowing that with sincere efforts and the right mind set you can be who you want to be.

How is your AIU Degree helping in your career?

The degree has accredited my career, giving me edge over the technical field in term of actual function and documentation as well. I'm applying the technical knowhow in my field. It has increased my prestige, make me gain more respect and honor among many engineers in my company and country.

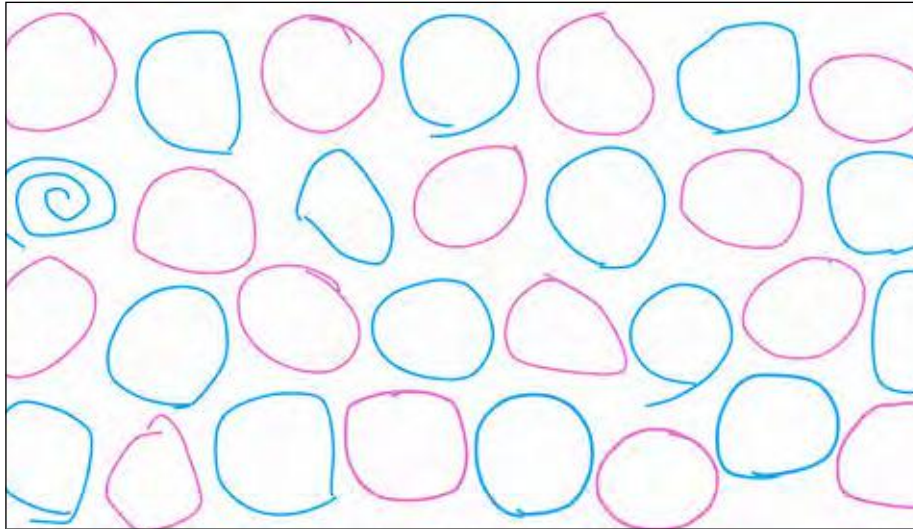


Enoch J. Birr lives in Liberia. He completed a Bachelor of Science / Mechanical Engineering at AIU. Nowadays he works as a Mechanical Maintenance Engineer, on earth moving equipments, trucks and vehicles.



The background features a solid light green color. Overlaid on this are two large, faint, light green graphic elements. The first is a wavy line that starts at the top left, curves into a large circle, and then continues as a series of three smaller waves. The second is a thick, stylized zigzag line that starts at the bottom left, goes up and right, then down and right, and finally up and right, ending near the bottom right.

LEARNING



Drawing a circle

And how culture shapes our instincts.

Draw a circle. Don't think too hard! Did you start at the top or bottom? Clockwise or counterclockwise? New data show that the way you draw a circle holds clues about where you come from.

In November, Google released an online game called **Quick, Draw!**, in which users have 20 seconds to draw prompts like "camel" and "washing machine." It's fun, but the game's real aim is to use those sketches to teach algorithms how humans draw. By May this year, the game had collected 50 million unique drawings.

Quartz used the public database from **Quick, Draw!** to compare how people draw basic shapes around the world. Their analysis suggests that the way you draw a simple circle is linked

to geography and cultural upbringing, deep-rooted in hundreds of years of written language, and significant in developmental psychology and trends in education today.

Revered by the ancient Greeks, essential to Islamic art, and venerated in Zen and Tibetan Buddhism, circles are a universal shape. No matter where you begin, there are really only two ways to draw a circle, a single stroke heading clockwise, or a single stroke heading counterclockwise.

Applying some simple geometry to data from the 66 countries that submitted over 100 circles, Quartz identified the circle-drawing directions favored by different nations.

Read full text: qz.com/994486/the-way-you-draw-circles-says-a-lot-about-you/

Dancing salmon home

The Winnemem tribe historic journey to reunite with their Chinook salmon relatives, and call them home.

In the Beginning when the Creator brought all the living beings into the world through a spring on Mt. Shasta, it was Salmon that gave Human a voice. In return for that voice, Human promised to speak for Salmon, and since that time, the **Winnemem Wintu** people lived on the McCloud River, in what is now northern California.

Since first contact with white men, the **Winnemem** suffered great losses. In the mid-1800s, the lure of gold and cheap land led to "open season" on Native people, and the **Winnemem** population went from 14,000 to a few hundred within fifty years. Then they lost their homes, their river and their salmon. But they never forgot the

promise their ancestors made, to use their voice to speak for the salmon.

In 2010, 28 tribal members traveled to New Zealand to meet their salmon relatives for the

first time in generations. In 1945, the Shasta Dam ended the **Chinook** salmon run up the McCloud, but a hatchery built on the river in the late 1800s sent eggs around the world, and the **Winnemems'** salmon now thrive in New Zealand.

The tribe still has a long way to go, but they have made the first steps on the journey toward bringing their salmon relatives home. And they continue to use the voice that salmon gave them to speak for the health of the Water and the Natural World, on which all of us depend.

You can watch the 60-minute documentary here: dancingsalmonhome.com/?page_id=80



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Fighting superbugs

A student came up a way to do it without antibiotics.

The new approach could offer a potential solution to antibiotic resistance, which is now getting so bad that the UN declared it a “fundamental threat” to global health.

Antibiotic-resistant bacteria already kill around 700,000 people each year, but a recent study suggests that number could rise to around 10 million by 2050.

In addition to common hospital superbug, methicillin-resistant *Staphylococcus aureus* (MRSA), scientists are now also concerned that gonorrhoea is about to become resistant to all remaining drugs.

But **Shu Lam**, a 25-year-old PhD student at the University of Melbourne in Australia, has developed a star-shaped polymer that can kill six different superbug strains without antibiotics, simply by ripping apart their cell walls.

“We’ve discovered that [the polymers] actually target the bacteria and kill it in multiple ways,” **Lam** told **Nicola Smith** from *The Telegraph*. “One method is by physically disrupting or breaking apart the cell wall of the bacteria. This creates a lot of stress and causes it to start killing itself.”

The research has been published in *Nature Microbiology*, and according to **Smith**, it’s already being hailed by scientists in the field as “a breakthrough that could change the face of modern medicine”.

So far, **Lam** has only tested her star-shaped polymers on six strains of drug-resistant bacteria in the lab, and on one superbug in live mice.

Read full text: www.sciencealert.com/the-science-world-s-freaking-out-over-this-25-year-old-s-solution-to-antibiotic-resistance

Internet’s undersea cables

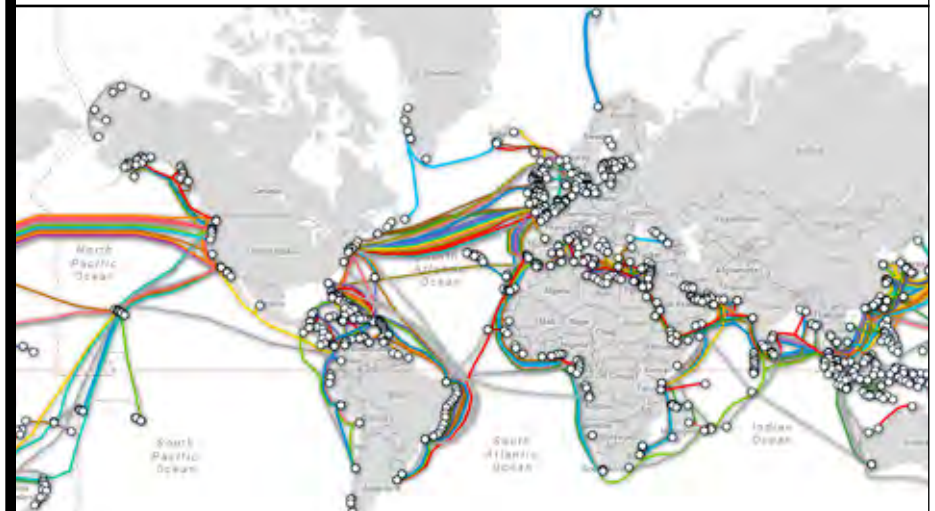
10 facts you might not know about them.

In describing the system of wires that comprises the Internet, **Neal Stephenson** once compared the earth to a computer motherboard. From telephone poles suspending bundles of cable to signs posted warning of buried fiber optic lines, we are surrounded by evidence that at a basic level, the Internet is really just a spaghetti-work of really long wires. But what we see is just a small part of the physical makeup of the net. The rest of it can be found in the coldest depths of the ocean. Here are 10 things you might not know about the Internet’s system of undersea cables.

- 1 Cable installation is slow, tedious, expensive work.
- 2 Sharks are trying to eat the Internet.

- 3 The Internet is as vulnerable underwater as it is underground.
- 4 Connecting the world through undersea cables isn’t exactly new.
- 5 Spies love underwater cables.
- 6 Governments are turning to submarine cables to avoid said spies.
- 7 Submarine communications cables are faster and cheaper than satellites.
- 8 Forget cyber-warfare —to really cripple the Internet, you need scuba gear and a pair of wire cutters.
- 9 Underwater cables are not easy to repair, but after 150 years, we’ve learned a trick or two.
- 10 The Internet’s undersea backbone is built to last for twenty five years.

Read full text: mentalfloss.com/article/60150/10-facts-about-internets-undersea-cables#sthash.ITPfmSLv.dpuf

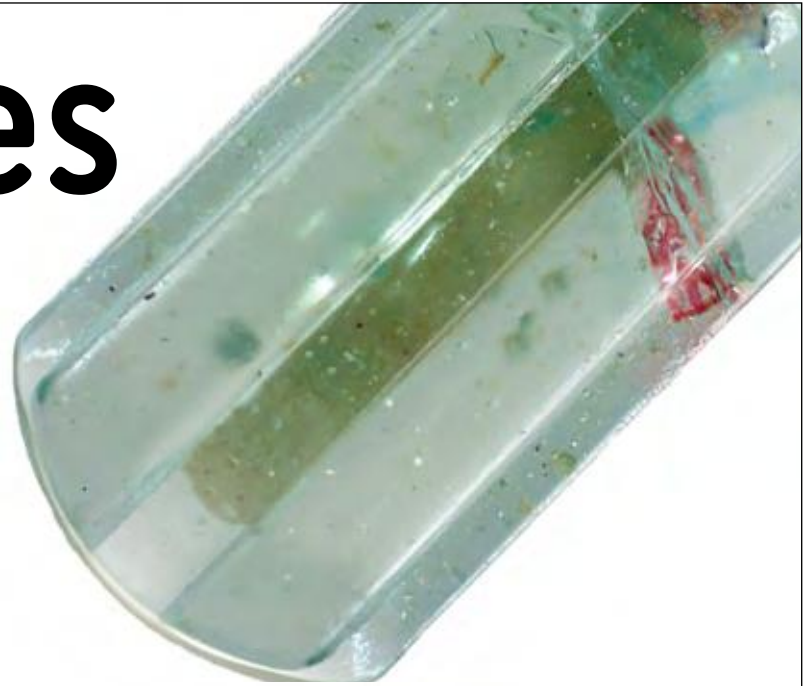


AIU makes a huge contribution to the world by giving new scientifics the space for original investigations and research. Visit MyAIU Evolution

Popsicles full of trash

Three Taiwanese art students froze samples of their city's water in order to call attention to their nation's pollution problem.

Along with her colleagues **Guo Yi-Hui** and **Chen Yuti**, **Hong Yi-Chen** stopped off at various water sources throughout the city, from filthy drains to polluted sources like rivers and the sea. There they found natural waste like decaying insects and manmade matter, from microbeads to cigarette butts. "We found a lot of plastic garbage inside," Hong says. "Straws, gloves, or disposable chopstick sleeves."



Read full article and see more images from the artists: creators.vice.com/en_us/article/polluted-water-popsicles-delicious-trash-taiwan

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



Writing heals the body

Can writing about pain help boost your immune system?

In 1986 the psychology professor **James Pennebaker** discovered something which would inspire a generation of researchers to conduct several hundred studies. He asked students to spend 15 minutes writing about the biggest trauma of their lives or, if they hadn't experienced a trauma, their most difficult time.

They were told to let go and to include their deepest thoughts, even if they had never shared these thoughts before. Four days running they did the same thing. It wasn't easy. **Pennebaker** said that roughly one in 20 students would end up crying, but when asked whether they wanted to continue they always did. Meanwhile a

control group spent the same number of sessions writing a description of something neutral such as a tree or their dorm room.

Then he waited for six months while monitoring how often the students visited the health centre. Remarkably, the students who had written about their secret feelings had made significantly fewer trips to the doctor in the subsequent months.

Ever since, the field psychoneuroimmunology has been exploring the link between what's now known as expressive writing, and the functioning of the immune system.

Read full text: www.bbc.com/future/story/20170601-can-writing-about-pain-make-you-heal-faster

Time travel

Self-help guide

To stop time:
kiss



To travel in time:
read



To escape time:
music



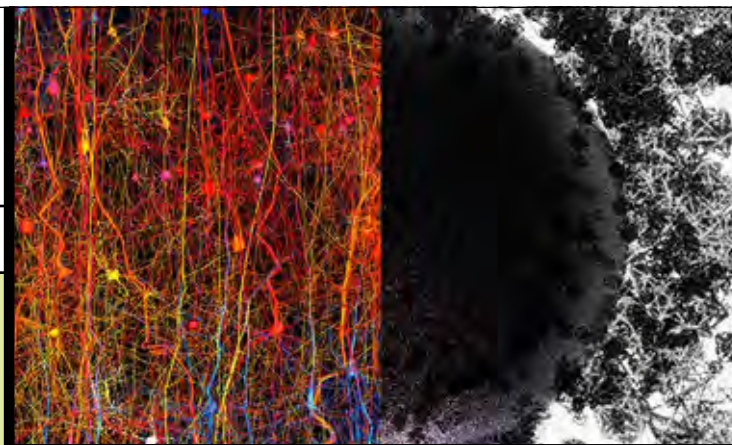
To feel time:
write



To release time:
breathe



Source: eminentlyquotable.com



A world never imagined

The human brain can create structures in up to 11 dimensions.

Neuroscientists have used a classic branch of maths in a totally new way to peer into the structure of our brains. What they've discovered is that the brain is full of multi-dimensional geometrical structures operating in as many as 11 dimensions.

We're used to thinking of the world from a 3-D perspective, so this may sound a bit tricky, but the results of this new study could be the next major step in understanding the fabric of the human brain—the most complex structure we know of.

This latest brain model was produced by a team of researchers from the Blue Brain Project, a Swiss research initiative

devoted to building a supercomputer-powered reconstruction of the human brain.

The team used algebraic topology, a branch of mathematics used to describe the properties of objects and spaces regardless of how they change shape. They found that groups of neurons connect into 'cliques', and that the number of neurons in a clique would lead to its size as a high-dimensional geometric object.

"We found a world that we had never imagined," says lead researcher, neuroscientist **Henry Markram** from the EPFL institute in Switzerland.

Read full text: www.sciencealert.com/new-study-discovers-your-brain-actually-works-in-up-to-11-dimensions

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: secmol.org

Artificial glacier

Could help villagers adapt to climate change.

Engineers are creating giant pyramids of ice in the drought-hit Indian Himalayas to see if the melt water they release can help solve water shortages during the region's dry season.

Villagers of the high desert of Ladakh in India's Jammu and Kashmir state used to harvest bountiful crops of barley, wheat, fruits, and vegetables in summer. But for years the streams have run dry in spring, just when farmers needed water to sow seeds. They had water when it wasn't needed during the rest of the year, such as in winter, when Ladakhis let water gush from taps to prevent pipes from freezing and bursting.

To resolve the water-shortage problem, **Sonam Wangchuk**, a mechanical engineer, and his team of volunteers are

building a gigantic vertical block of ice in Phyang, nine miles from Leh, the capital of Ladakh. When spring comes and the artificial glacier melts, farmers will have flowing water.

The ingenious method stores water without the need for concrete water storage tanks or dams. While it won't stop glaciers from shrinking, it could help people adapt to a warming world.

Last winter, **Wangchuk** built a six-metre-high prototype on a fully exposed riverbank to test his novel idea. It stored 150,000 litres of water at 3,170 metres, the lowest altitude in Leh valley. This, he said, proved ice pyramids can be built anywhere in the region.

Read full text: www.theguardian.com/environment/2015/feb/24/artificial-glacier-could-help-ladakh-villagers-adapt-to-climate-change

Living entities

Indian judges have moved to protect glaciers and rivers.

Just weeks after a high court in the Indian state of Uttarakhand granted legal personhood to the Ganges and Yamuna rivers, the same court recently extended that same standing to the Gangotri and Yamunotri glaciers that feed them.

The finding follows New Zealand's mid-March passage of a law recognizing the Whanganui River—a feature that the Maori people consider an ancestor—as a living entity. And the Indian court's effort to protect the vanishing glaciers also carries religious overtones, since both the rivers and glaciers are considered sacred sites to many Hindus.

“The past generations have handed over the ‘Mother Earth’ to us in its pristine glory and we are morally bound to hand over the same Mother

Earth to the next generation,” the two ruling justices wrote, according to India's *Hindustan Times*.

The ruling and the New Zealand law are variants of “rights of nature” measures with theoretical roots dating back to the 1970s. They appear in the United States, too: More than three dozen US localities have ordinances ascribing varying types of rights to nature, or to specific natural objects. Their rise is in some ways a monument to the global exchange of ideas, with US activists advising national legislatures in Ecuador and Bolivia, whose laws in turn emboldened jurisdictions in the US and elsewhere.

Read full text: www.csmonitor.com/Environment/2017/0407/An-Indian-court-says-glaciers-and-rivers-are-living-entities.-Could-the-same-approach-work-in-the-US



Eco Tip: Eat less meat. 70% of the Amazon rainforest has been destroyed to raise cows. Change your life, get sustainable, visit MyAIU Knowledge



Basic income

Hawaii just became the first US state to pass a bill supporting Universal Basic Income.

Recently, Hawaii earned the distinction of being the first in the U.S. to formally accept the provisions of the Paris Climate Agreement after President **Trump** decided to withdraw the nation from it, and now, Hawaii is taking the lead in embracing yet another innovative idea: universal basic income (UBI).

On June 15, Hawaii state representative **Chris Lee** wrote a Reddit post about House Concurrent Resolution 89, a bill he says he introduced in order to “start a conversation about our future.” According to **Lee**, “After much work and with the help of a few key colleagues, it passed both houses of the State Legislature unanimously.”

The bill has two major provisions. First, it declares that all families in Hawaii are entitled to basic financial security. “As far as I’m told, it’s the first time any state has made such a pronouncement,” wrote **Lee**. The second provision establishes a number of government offices “to analyze our state’s economy and find ways to ensure all families have basic financial security, including an evaluation of different forms of a full or partial universal basic income.”

Under a UBI program, every citizen is granted a fixed income that’s not dependent on their status in life.

Read full text: www.businessinsider.com/hawaii-basic-income-bill-2017-6

Moral behavior in animals

A TED Talk by Frans de Waal

What happens when two monkeys are paid unequally? Fairness, reciprocity, empathy, cooperation — caring about the well-being of others seems like a very human trait. But Frans de Waal shares some surprising videos of behavioral tests, on primates and other mammals, that show how many of these moral traits all of us share.

Here’s an excerpt: “as a student, I went to ... a zoological garden in Arnhem where we keep chimpanzees. ... And I discovered there that the chimpanzees are very power-hungry and wrote a book about it. And at that time the focus in a lot of animal research was on aggression and competition. I painted a whole picture of the animal kingdom and humanity included, was

that deep down we are competitors, we are aggressive, we are all out for our own profit, basically. This is the launch of my book. I’m not sure how well the chimpanzees read it, but they surely seemed interested in the book.

Now in the process of doing all this work on power and dominance and aggression and so on, I discovered that chimpanzees reconcile after fights. And so what you see here (watch video) is two males who have had a fight. They ended up in a tree, and one of them holds out a hand to the other. And about a second after I took the picture, they came together in the fork of the tree and kissed and embraced each other. ...”

Watch this TED Talk here: www.ted.com/talks/frans_de_waal_do_animals_have_morals



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.

A large, light yellow, stylized bicycle is centered in the background. It has a simple frame, two large wheels, and a hand on the handlebar. The entire image has a solid yellow background.

CAMPUS

A brief manual of skepticism

Courtesy of Carl Sagan

Whether or not you're dedicated to science, these tips to identify fallacies apply to any form of rigorous thinking.



Image: s3.amazonaws.com

Carl Sagan was one of the greatest popularizers of science to have ever existed. Today, though, the word "popularizer" is undervalued. It sounds like something "cheap," "vulgar" and yes, even "popular." It's like something distributed among the common people, made available to all people regardless of their condition, because the stars are there for all of us to see, as we're all together aboard this small blue dot we still call Earth.

In a nobler sense, a "popularizer" is

someone who distributes knowledge among the people. It's a matter of generosity, and in the case of science, a matter of cultivating critical thinking.

In one of his most popular books, **The Demon-Haunted World**, Sagan shared a "Baloney detection kit," a kind of brief for identifying the propaganda and half-truths that populate the media for years. Here we offer a condensed version, though the entire chapter is available at the source.

1 Wherever possible there must be independent confirmation of the "facts."

2 Encourage substantive debate on the evidence by knowledgeable proponents of all points of view.

3 Arguments from authority carry little weight — "authorities" have made mistakes in the past. They will do so again in the future. Perhaps a better way to say it is that in science there are no authorities; at most, there are experts.

4 Spin more than one hypothesis. If there's something to be explained, think of all the different ways in which it could be explained. Then think of tests by which you might systematically disprove each of the alternatives.

5 Try not to get overly attached to a hypothesis just because it's yours. It's only a way station in the pursuit of knowledge. Ask yourself why you like the idea. Compare it fairly with the alternatives. See if you can find reasons for rejecting it. If you don't, others will.

6 If whatever it is you're explaining has some measure, some numerical quantity attached to it, you'll be

much better able to discriminate among competing hypotheses. What is vague and qualitative is open to many explanations.

7 If there's a chain of argument, every link in the chain must work (including the premise) — not just most of them.

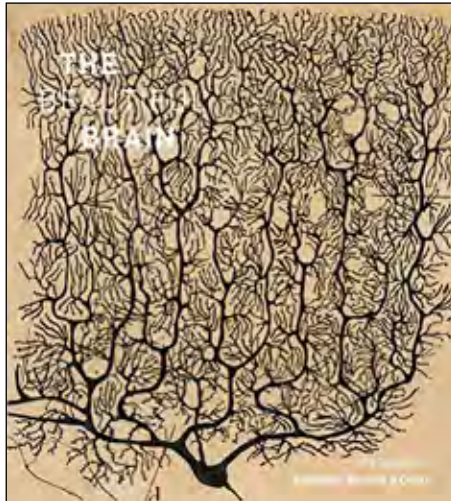
8 **Occam's Razor.** This convenient rule-of-thumb urges us when faced with two hypotheses that explain the data equally well to choose the simpler. Always ask whether the hypothesis can be, at least in principle, falsified... You must be able to check assertions out. Inveterate skeptics must be given the chance to follow your reasoning, to duplicate your experiments and see if they get the same result.



Image: cdn8.openculture.com

Source: www.faena.com/aleph/articles/a-brief-manual-of-skepticism-courtesy-of-carl-sagan/

Help others study and change their lives. Visit MyAIU Pledge. Learn how to have a better financial control. Visit MyAIU Money.



The Beautiful Brain. Nobel laureate **Santiago Ramón y Cajal** (1852–1934), considered the founding father of modern neuroscience, used drawing as a vital way of thinking out loud, of giving form to ideas. Take a look at this book. Visit www.brainpickings.org



Rechargeable LED lantern. Carry your glow wherever you go. food52.com

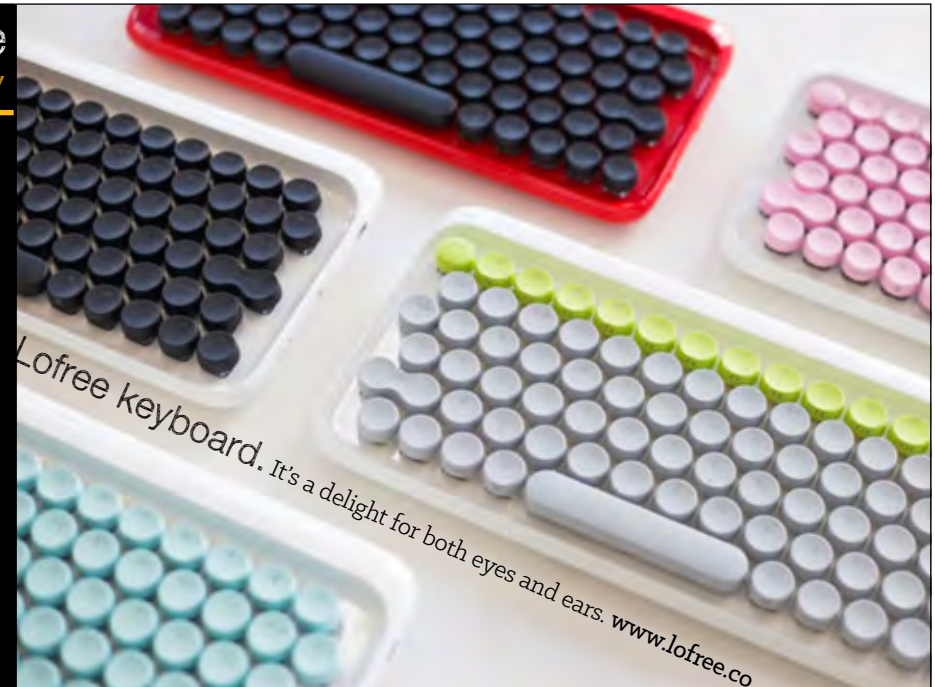
5 lessons of art & life from Wassily Kandinsky

1. Live a life full of color

The ideology reflected in the work of **Kandinsky** privileges a life lived full of color, in contrast to the life of black and white. A deeply spiritual artist, **Kandinsky** spoke of the therapeutic properties of color and understood two levels to its effect on people.

The first involves the aesthetic pleasure in the simple act of observing a color (similar to eating) and the second corresponds to what **Kandinsky** called “inner resonance,” the spiritual impact color can have within us and which touches the human soul.

Source: www.faena.com



“Nature is alive and talking to us. This is not a metaphor.”

—Terence McKenna.
(1946–2000) American ethnobotanist, mystic, psychonaut, lecturer, author.



Image: kpf.org

BACHELOR'S DEGREE IN**Database Engineering****SCHOOL OF SCIENCE AND ENGINEERING**

The Bachelor of **Database Engineering** 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 **Database Engineering** 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

Mathematics for Engineering
Algebra Systems and Methods
Law Applied to Informatics
Introduction to Programming
Mathematics for Engineering
Representation and Geometry
Systems
Database
Data Structure and Algorithms
Mathematics for Engineering
Linear algebra
Computer Architecture
Introduction to Software Engineering
Probability and statistics
Digital systems
Theory of Information
Systems Audit and Security
Systems Design
Artificial intelligence
Models and Simulation
Data Structures and Algorithm Design
Database Management
and Administration
Computer Organization
Parallel Computer Organization
Advance Computer Organization
Information Systems
and Productivity Toolware

File Structures and Management
Multimedia Information Systems
Introduction to Artificial Intelligence
Programming Language Concepts
System Design and Configuration
IT Project Management

Orientation Courses

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

Research Project

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

Publication. Each 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

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Honolulu, HI 96813
800-993-0066 (Toll Free in US)
808-924-9567 (Internationally)

The background is a solid dark blue. It features a large, faint, light blue graphic that spans the width of the image. This graphic consists of two stylized human figures in the foreground, appearing to be in motion or dancing. Behind them are several large, interlocking gears or cogs, suggesting a mechanical or industrial theme. The overall aesthetic is modern and minimalist.

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). AIU meets all state and federal laws as a degree-granting institution in the United States and the State of Hawaii. The University was legally established by corporate charter in 1998 and is in good standing.

While National Accreditation is common for traditional U.S. institutions of higher learning utilizing standard teaching methods, every country has its own standards and accrediting organizations. Accreditation is a voluntary process and does not guarantee a worthy education. Rather, it means an institution has submitted its courses, programs, budget, and educational objectives for review. AIU's Distance Learning Programs are unique, non-traditional and not accredited by the U.S. Department of Education. This may be a determining factor for those individuals interested in pursuing certain disciplines requiring State licensing, (such as law, teaching, or medicine). It is recommended that you consider the importance of National Accreditation for your specific field or profession.

Although Atlantic International University's individualized Distance Learning Degree Programs, are distinct from traditional educational institutions, we are convinced of their value and acceptance worldwide. Non-traditional programs are important because they recognize knowledge gained outside the classroom and incorporate a broader more comprehensive view of the learning experience. Many great institutions are unaccredited. We invite you to compare our programs and philosophy with traditional classroom-based programs to determine which is best suited to your needs and budget.

AIU has chosen private accreditation through the Accrediting Commission International (ACI), obtained in 1999. ACI is not regulated or approved by the US Department of Education. ATLANTIC INTERNATIONAL UNIVERSITY IS NOT ACCREDITED BY AN ACCREDITING AGENCY RECOGNIZED BY THE UNITED



STATES SECRETARY OF EDUCATION. Note: In the U.S., many licensing authorities require accredited degrees as the basis for eligibility for licensing. In some cases, accredited colleges may not accept for transfer courses and degrees completed at unaccredited colleges, and some employers may require an accredited degree as a basis for eligibility for employment.

AIU is incorporated in the state of Hawaii. As a University based in the U.S., AIU meets all state and federal laws of the United States. There is no distinction between the programs offered through AIU and those of traditional campus based programs with regards to the following: your degree, transcript and other graduation documents from AIU follow the same standard used by all U.S. colleges and universities. AIU graduation documents can include an apostille and authentication from the U.S. Department of State to facilitate their use internationally. Authentication from the U.S. Department of State is a process that will ultimately bind a letter signed by the U.S. Secretary of State (permanently with a metal ring) to your graduation documents.

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

The AIU Difference

It is acknowledged that the act of learning is endogenous, (from within), rather than exogenous. This fact is the underlying rationale for "Distance Learning", in all of the programs offered by AIU. The combination of the underlying principles of student "self instruction", (with guidance), collaborative development of curriculum unique to each student, and flexibility of time and place of study, provides the ideal learning environment to satisfy individual needs. AIU is an institution of experiential learning and nontraditional education at a distance. There are no classrooms and attendance is not required.

Mission & Vision

MISSION: To be a higher learning institution concerned about generating cultural development alternatives likely to be sustained in order to lead to a more efficient administration of the world village and its environment; exerting human and community rights through diversity with the ultimate goal of the satisfaction and evolution of the world.

VISION: The empowerment of the individual towards the convergence of the world through a sustainable educational design based on andragogy and omniology.

Organizational Structure

Dr. Franklin Valcin PRESIDENT/ACADEMIC DEAN	Dr. José Mercado CHIEF EXECUTIVE OFFICER	Dr. Ricardo González PROVOST
Ricardo González CHIEF OPERATION OFFICER	Linda Collazo STUDENT SERVICES COORDINATOR	Vivian Calderon REGISTRAR OFFICE
Ofelia Hernandez DIRECTOR OF AIU	Kingsley Zelee IT COORDINATOR	Daritzza Ysla ACCOUNTING COORDINATOR
Clara Margalef DIR. OF SPECIAL PROJECTS OF AIU	Felipe Gomez DESIGN DIRECTOR	Patricia C. Domenech HUMAN RESOURCES
Juan Pablo Moreno DIRECTOR OF OPERATIONS	Giovanni Castillo OPERATIONS ASSISTANT	Irina Ivashuk ADMINISTRATIVE ASSISTANT
Paul Applebaum IT DIRECTOR	Liliana Peñaranda LOGISTICS COORDINATOR	Kimberly Diaz ACADEMIC TUTOR
Nadeem Awan CHIEF PROGRAMING	Amalia Aldrett ADMISSIONS COORDINATOR	Renata Da Silva ACADEMIC TUTOR
Dr. Jack Rosenzweig DEAN OF ACADEMIC AFFAIRS	Alba Ochoa ADMISSIONS COORDINATOR	Lourdes Puentes ACADEMIC TUTOR
Paula Vieria ADMISSIONS MANAGER	Sandra Garcia ADMISSIONS COORDINATOR	Rina Lehnhoff ACADEMIC TUTOR
Dr. Edward Lambert ACADEMIC COORDINATOR	Veronica Amuz ADMISSIONS COORDINATOR	Renato Cifuentes ACADEMIC TUTOR
Dr. Ariadna Romero ACADEMIC COORDINATOR	Junko Shimizu ADMISSIONS COORDINATOR	Arturo Vejar ACADEMIC TUTOR
Maricela Esparza ADMINISTRATIVE COORDINATOR	Roberto Aldrett COMMUNICATIONS COORDINATOR	Arhely Espinoza ACADEMIC TUTOR
Jaime Rotlewicz ADMISSIONS COORDINATOR	Nazma Sultana ASSISTANT PROGRAMMING	Luisa Villar ACADEMIC TUTOR
Carlos Aponte TELECOM. COORDINATOR	Jhanzaib Awan ASSISTANT PROGRAMMING	Cyndy Dominguez ACADEMIC TUTOR
Rosie Perez FINANCE COORDINATOR	Chris Benjamin HOSTING SERVER	Paulina Garcia ACADEMIC ASSISTANT
	Nadia Gabaldon STUDENT SERVICES SUPERVISOR	

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

School of Business and Economics



The School of Business and Economics allows aspiring and practicing professionals, managers, and entrepreneurs in the private and public sectors to complete a self paced distance learning degree program of the highest academic standard.

The ultimate goal is to empower learners and help them take advantage of the enormous array of resources from the world environment in order to eliminate the current continuum of poverty and limitations.

Degree programs are designed for those students whose professional

experience has been in business, marketing, administration, economics, finance and management.

Areas of study: Accounting, Advertising, Banking, Business Administration, Communications, Ecommerce, Finance, Foreign Affairs, Home Economics, Human Resources, International Business, International Finance, Investing, Globalization, Marketing, Management, Macroeconomics, Microeconomics, Public Administrations, Sustainable Development, Public Relations, Telecommunications, Tourism, Trade.

School of Social and Human Studies



The School of Social and Human Studies is focused on to the development of studies which instill a core commitment to building a society based on social and economic justice and enhancing opportunities for human well being.

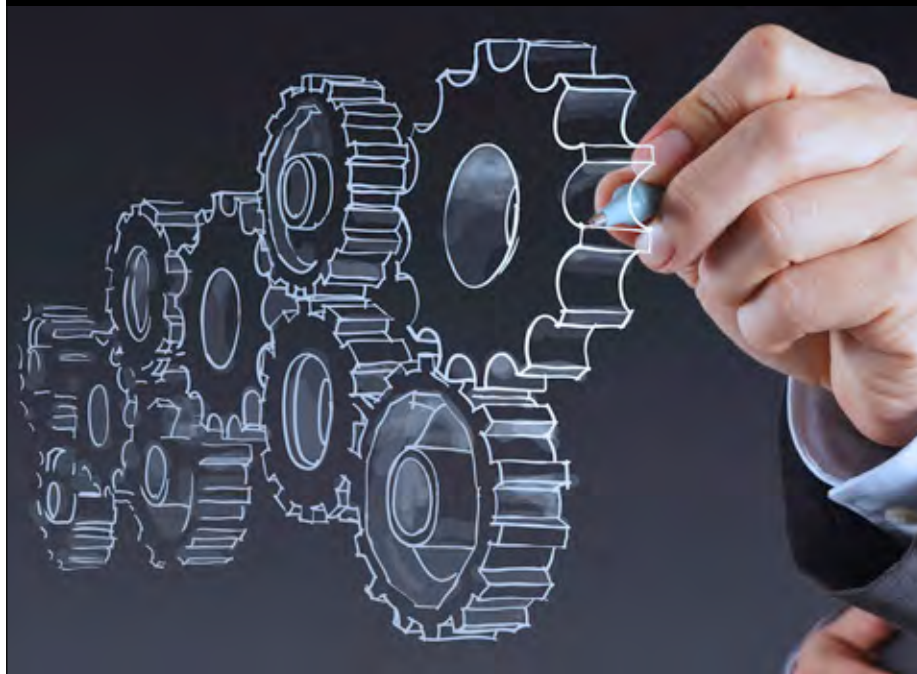
The founding principles lie on the basic right of education as outlined in the Declaration of Human Rights. We instill in our students a sense of confidence and self reliance in their ability to access the vast opportunities available through information channels, the world wide web, private, public,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

organizations in an ever expanding global community.

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

Areas of Study: Psychology, International Affairs, Sociology, Political Sciences, Architecture, Legal Studies, Public Administration, Literature and languages, Art History, Ministry, African Studies, Middle Eastern Studies, Asian Studies, European Studies, Islamic Studies, Religious Studies.

School of Science and Engineering



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.

Online Library Resources



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

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

Education on the 21st century

AIU 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 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 obsolescence, which is embedded into a **DISTANCE LEARNING SYSTEM** based on **ANDRAGOGY** and **OMNIOLOGY**. The ultimate goal of this paradigm is to empower learners and help them take advantage of the enormous array of resources from the world environment in order to eliminate the current continuum of poverty and limitations.

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

Contact us to get started

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

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