

CAMPUS

MY AIU MAGAZINE *mundi*

#09

This picture of the International Space Station was photographed from the space shuttle Atlantis as the orbiting complex and the shuttle performed their relative separation in the early hours of July 19, 2011. The western Himalayas and the Tibetan Plateau are visible below. Photo credit: NASA

SPECIAL SECTION

Class of 2014

Graduation Ceremony

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AIU News + Student Essay + Education + Culture + Science +
Technology + Art + Design + Body + Mind + Spirit + Environment +
Human Rights + The 100 Best Jobs + Bachelor of Marketing + About AIU

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CHIEF EXECUTIVE
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PROVOST

Ricardo González
CHIEF FINANCIAL
OFFICER

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DEAN OF ADMISSIONS

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Campus Mundi

MY AIU MAGAZINE
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www.aiu.edu

Do you
want to share
a great idea?

We would love
to hear it!

Mailbox
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NOT TOUCH

Mailbox

FROM: ORIETTA BARRETO SANCHEZ
SENT: WEDNESDAY, JUNE 25, 2014
 08:23 PM
TO: AIU MAGAZINE
SUBJECT: MY EXPERIENCE AND
 GRATITUDE TO AIU.

Thank you AIU, for this great opportunity through which I was able to achieve one of my biggest goals. Something that over time became a reality! Before I started studying it might have been feasible, but not adequate to ME. The experiences of my life, and the analysis of them allowed me to understand it well. An immense desire to infuse with high productivity this great effort generated by a great concern! Immersed for some time, and trying to find a source to study, I finally found out and got in touch with AIU. Something we should never forget and especially applied in my therapies –the importance of the human factor. I was contacted on the phone by a working person at AIU, Yadira Fabiola Romero. Undoubtedly aside from doing their work, the human aspect was something NOTEWORTHY in her patience, understanding and many more contributions which were a great incentive to ME to begin to structure and make possible this great achievement! Thanks Fabiola. This way, I could meet all these people that integrate AIU: teachers, tutors... I got in touch with AIU and they gave me this great opportunity: Thank you AIU!

Top Position

JULY 13, 2014. **Deshawn Kazel Cabeza** has recently been offered a top position at a new law firm which he starts next week.

He has worked in the legal field for the past 13 years in California and we are sure that he will exceed expectations as he has throughout his studies with **Atlantic International University**.

Deshawn recently graduated with a Masters degree in Business Administration to which he also participated in our Graduation Ceremony held in Miami, Florida, on June 26th.

We wish Deshawn the best on all his future projects and we congratulate him for his great achievement.

Graduation Summer 2014

JUNE 26, 2014. **Atlantic International University** celebrated Graduation of Summer 2014 at Miami, Florida. We received 128 graduating students from around 50 countries. We received 350 guests including family and friends of the students.

AIU is a worldwide reach university that promotes education, human rights and gender equity.

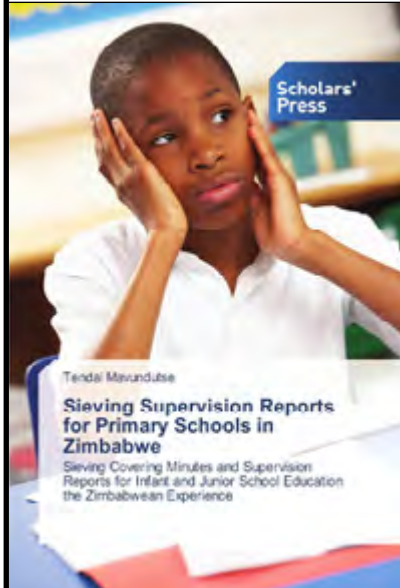
Guests and graduates had the chance to do tours around the city, before and after the Ceremony.

This year graduates came from the most diverse areas of the planet. The following are the countries our graduating student's came from:

Angola, Argentina, Benin, Bolivia, Botswana, Brazil, Cameroon, Canada, Colombia, Republic of Congo, Costa Rica, Denmark, Republic of Djibouti, Dominican Republic, Ecuador, Egypt, El Salvador, Equatorial Guinea, Ethiopia, Ghana, Guatemala, Honduras, Jamaica, Kenya, Liberia, Malawi, Mauritius, Mexico, Mozambique, Nicaragua, Nigeria, Norway, Panama, Paraguay, Perú, Puerto Rico, Rwanda, Saudi Arabia, Sierra Leone, Singapore, Spain, Switzerland, Tanzania, Uganda, United Arab Emirates, United Kingdom, United States, Zambia and Zimbabwe.



Graduate publishes book



JULY 07, 2014. AIU wants to congratulate **Tendai Mavundutse** –who has completed a Doctorate program in Education with us– for her recent success. Her book **Sieving Supervision Reports for Primary Schools in Zimbabwe** (Scholars' Press ISBN: 978-3-639710663) was developed as an assignment during her studies in **Atlantic International University**.

She says: "Supervision of education personnel, programmes and projects, is the stock in trade for District Education Officers and Education Inspectors in Zimbabwe. However, supervision appears to be undertaken as 'business as usual' as evidenced by the analysis that was made on covering minutes that were used to submit supervision reports to the Ministry of Primary and Secondary Education's Head Office."

Graduates of the month

JULY 2014

Arturo Álvarez Toledo
 DOCTOR OF ECONOMICS
 ECONOMICS

Lwanga Edson
 DOCTOR OF SCIENCE
 BIOLOGY

<p>Antonio Manuel Rodríguez García BACHELOR OF SCIENCE <i>ELECTRICAL ENGINEERING</i></p> <p>Jonás-Miko Mba Obono BACHELOR OF SCIENCE <i>LEGAL STUDIES</i></p> <p>Mario Gilmer Cuentas Zúñiga MASTER OF SCIENCE <i>POLITICAL SCIENCE</i></p> <p>Jorge Alberto Flores Flores BACHELOR OF SCIENCE <i>SYSTEMS ENGINEERING</i></p> <p>Stephen Loh Tangwe BACHELOR OF SCIENCE <i>ELECTRICAL ENGINEERING</i></p> <p>Taylor Guillermo Godoy Atanacio DOCTOR OF PHILOSOPHY <i>EDUCATION</i></p> <p>Antonio da Silva DOCTOR OF PHILOSOPHY <i>BUSINESS ADMINISTRATION</i></p> <p>Fernando Manuel Tito BACHELOR OF SCIENCE <i>BUSINESS MANAGEMENT</i></p> <p>Adriano Pedro Rodrigues BACHELOR OF SCIENCE <i>SOUND ENGINEERING</i></p> <p>Hussain Ahmad Madani Bin Ahmad BACHELOR OF BUSINESS ADMINISTRATION <i>BUSINESS ADMINISTRATION</i></p> <p>Gabriela Alfaro-Jolicoeur BACHELOR OF FINE ARTS <i>PAINTING</i></p> <p>Herculano Severino BACHELOR OF HEALTH SCIENCE <i>RADIOLOGY</i></p> <p>Oswaldo Humberto Amaya Alvarado BACHELOR OF SCIENCE <i>CIVIL ENGINEERING</i></p> <p>Oscar Aníbal Hernández BACHELOR OF EDUCATION <i>ENGLISH LANGUAGE</i></p>	<p>Cesar Alfonso Alvarado Vargas BACHELOR OF SCIENCE <i>PETROLEUM ENGINEERING</i></p> <p>Antonio Eduardo Macedo DOCTOR OF SCIENCE <i>TECHNOLOGY PRINCIPLES</i></p> <p>Eshetu Bekele Yimenu DOCTOR OF PHILOSOPHY <i>DEVELOPMENTAL SOCIOLOGY</i></p> <p>Bartolomeu Dias Domingos BACHELOR OF SCIENCE <i>POLITICAL SCIENCE</i></p> <p>Isakatonga Loanie Justin MASTER OF SCIENCE <i>INFORMATION TECHNOLOGY</i></p> <p>Samuel Albino Chova Wassuca DOCTOR OF HUMAN RESOURCES MANAGEMENT <i>HUMAN RESOURCES MANAGEMENT</i></p> <p>Edward Ssenyange DOCTOR OF PHILOSOPHY <i>SD AND ST</i></p> <p>Víctor Javier Román Jaramillo MASTER OF SCIENCE <i>STATISTICS</i></p> <p>Mohamed A. M. Mohamed Nour DOCTOR OF PHILOSOPHY <i>CHEMICAL ENGINEERING</i></p> <p>Luis Octavio Fernández Cortés DOCTOR OF BUSINESS ADMINISTRATION <i>INTERNATIONAL BUSINESS</i></p> <p>Patrick N. Chishika BACHELOR OF ARTS <i>STRATEGIC MANAGEMENT</i></p> <p>Prince Oluyemi Gilbert Fajuke DOCTOR OF AM AND DS <i>MANAGEMENT AND ORGANIZATION LEADERSHIP</i></p> <p>Kogo Manase Levi Nganji MASTER OF BUSINESS ADMINISTRATION <i>BUSINESS ADMINISTRATION</i></p> <p>Augusto Nobre da Conceicao Calungo BACHELOR OF SCIENCE <i>PHYSICS</i></p>	<p>Jairo Fabian Maldonado Rosero BACHELOR OF PSYCHOLOGY <i>CLINICAL PSYCHOLOGY</i></p> <p>Vladimir Aveiro Riveros BACHELOR OF SCIENCE <i>INFORMATION SYSTEMS</i></p> <p>Roberto Pezo Díaz DOCTOR OF PHILOSOPHY <i>REGIONAL DEVELOPMENT</i></p> <p>Muhammad Abid MASTER OF SCIENCE <i>CHEMICAL ENGINEERING</i></p> <p>Iván Salvador Romero Arrechavala MASTER OF SCIENCE <i>MACROECONOMICS</i></p> <p>Joyce Kayora Mwendwa MASTER OF SCIENCE <i>PSYCHOLOGY</i></p> <p>Hendrik Harold Waakzaam BACHELOR OF SCIENCE <i>BUSINESS FINANCE</i></p> <p>Abdullahi Abdusalam Sheikh Ahmed MASTER OF PUBLIC ADMINISTRATION <i>PUBLIC ADMINISTRATION</i></p> <p>Alicia Pilar Catalá Seguí DOCTOR OF SCIENCE <i>PSYCHOLOGY</i></p> <p>Norasco Emmanuel Baruti BACHELOR OF ECONOMICS <i>HEALTH CARE</i></p> <p>Amaya Torre Laresgoiti MASTER OF PSYCHOLOGY <i>SEXUAL ABUSE</i></p> <p>Victor Deogratus MASTER OF SCIENCE <i>INFORMATION TECHNOLOGY</i></p> <p>Liliana Denisse Aragón Negrón BACHELOR OF SCIENCE <i>PSYCHOLOGY</i></p> <p>Epifanio Barril Bestué BACHELOR OF HUMAN RESOURCES <i>HUMAN RESOURCES</i></p>	<p>Pamela María Quesada Palencia BACHELOR OF SCIENCE <i>INTERNATIONAL RELATIONS</i></p> <p>Carmen Patricia Madrigal Porras BACHELOR OF PUBLIC ADMINISTRATION <i>LOCAL GOVERNMENT MANAGEMENT</i></p> <p>George Kwadwo Osei Ababio DOCTOR BUSINESS ADMINISTRATION <i>MANAGEMENT</i></p> <p>Carolina Cardenas Roa DOCTOR OF EDUCATION <i>SPECIAL EDUCATION</i></p> <p>Araceli Trillas Salazar MASTER OF PSYCHOLOGY <i>SEXUAL ABUSE</i></p> <p>Luis Germán Arias Campo BACHELOR OF LEGAL STUDIES <i>LEGAL STUDIES</i></p> <p>Luis Antonio Vidal Pérez MASTER OF COMMUNICATIONS <i>GLOBAL COMMUNICATION THEORIES</i></p> <p>José Luis Frutos Nava MASTER OF SCIENCE <i>CHEMISTRY</i></p> <p>José Luis Frutos Nava DOCTOR OF SCIENCE <i>LABORATORY ADMINISTRATION</i></p> <p>Patricia Irma Manzoni BACHELOR OF ARTS <i>ART HISTORY</i></p> <p>Makaya Yusuph Kasuhu BACHELOR OF SCIENCE <i>ELECTRICAL ENGINEERING</i></p> <p>Alfredo Antón Quindai DOCTOR OF PHILOSOPHY <i>STATISTICS</i></p> <p>Tatah Amos Tangwa MASTER OF SCIENCE <i>ELECTRICAL ENGINEERING</i></p> <p>Albert Mulanda BACHELOR OF ARTS <i>SOCIAL DEVELOPMENT</i></p>	<p>João Francisco Pires MASTER OF BUSINESS ADMINISTRATION <i>HUMAN RESOURCE MANAGEMENT</i></p> <p>Jeremias Sabingo Henriques BACHELOR OF BUSINESS ADMINISTRATION <i>BUSINESS ADMINISTRATION</i></p> <p>Amal Hussain Mohsen BACHELOR OF BUSINESS ADMINISTRATION <i>BUSINESS ADMINISTRATION</i></p> <p>Jason John BACHELOR OF BUSINESS ADMINISTRATION <i>BUSINESS ADMINISTRATION</i></p> <p>Mohammed Talal A Mohanna BACHELOR OF SCIENCE <i>INFORMATION TECHNOLOGY</i></p> <p>Ahmed K R Ajjur BACHELOR OF SCIENCE <i>INFORMATION TECHNOLOGY</i></p> <p>Shaymaa Asad Robin Akeila BACHELOR OF SCIENCE <i>INFORMATION TECHNOLOGY</i></p> <p>Oussama Hussein Assaad MASTER OF BUSINESS ADMINISTRATION <i>BUSINESS ADMINISTRATION</i></p> <p>Nasser Abdul Aziz Soliman MASTER OF BUSINESS ADMINISTRATION <i>BUSINESS ADMINISTRATION</i></p> <p>Rishikesh P. S. MASTER OF BUSINESS ADMINISTRATION <i>BUSINESS ADMINISTRATION</i></p> <p>Jorge Alberto Valverdi DOCTOR OF SCIENCE <i>MENTAL HEALTH AND ADDICTIONS</i></p> <p>Scottie L. Howell DOCTOR OF PHILOSOPHY <i>EXERCISE PHYSIOLOGY</i></p> <p>Christiana Rexina A. Pratt BACHELOR OF BUSINESS ADMINISTRATION <i>FINANCE</i></p> <p>Eben Ngwal Jolie Dorothee BACHELORS OF HUMAN RESOURCES <i>HUMAN RESOURCES</i></p>
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December 2014 Graduation Ceremony

Registration list is now open



We are so happy to announce the **Graduation Ceremony registration list for December 2014** is now open.

To register please log into your student section and click on the link on top of your progress bar that says, "Request Graduation Ceremony." Please note **this is the only way to register** for the ceremony, you must fill out all details through there.

Date and place

Thursday, December 4th, 2014
At Ramada Plaza Marco Polo Beach Resort
Sunny Isles Beach, Florida

Requirements for participation

- Beginning NOW you will be able to register via your student section. This is the only form to be on the graduation ceremony list.
- Remember that ALL Academic and Financial obligations must be completed by October 20, 2014
- Please also keep in mind, that all participants must begin their visa process in time. AIU cannot provide any documents to help the student in getting the VISA because, being an Online Institution, it is not required to come to the US at any time. We recommend you to start the process as a tourist

visa. Please contact the US Consulate in your country to apply at your earliest convenience.

Other activities

In addition to the ceremony, you will get to explore Miami with your graduation mates, some of the activities include:

- **A trip to the Happiest Place on Earth, Disney World Theme Parks.** Enjoy the four parks and two water parks including the Magic Kingdom.
- **Everglades Park.** Fly with us over the river of grass in an airboat and enjoy an alligator presentation in our famous pit! Our tours are the longest in duration anywhere in the Everglades. Purchase your tickets here online for convenience and a special discount!
- **Miami Seaquarium.** Daily admission includes a fun filled day of marine-life shows and exhibits on 38 beautiful acres overlooking the Miami skyline.

- **Jungle Island.** The design of the 18-acre gardens was based on a number of factors. The successful horticulture programs developed at Parrot Jungle and Gardens (Jungle Island's original site), combined with the landscape design and unique nature of our new site, and facilitated the growth and evolution of Jungle Island's lush, tropical landscape.
- **A 6-hour tour of beautiful Miami.** With your fellow graduates on Friday, December 5th.

Be a part of it

We would love to see you there and be part of this awesome experience. We just had the **June Graduation Ceremony** when many students from more than 50 countries attended and shared their outstanding testimonials with students worldwide. Without a doubt, we felt very fortunate to witness such unforgettable moments.

We, at AIU, treasure the privilege of being able to share the joy of this great achievement with you!

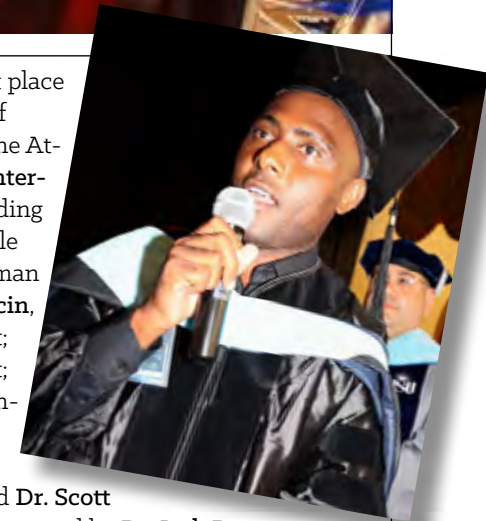


Class of 2014



Dr. Scott Wilson, Dr. Franklin Valcin, Dr. José Mercado, Dr. Miriam Garibaldi, Dr. Ricardo González, Ricardo González, Dr. Jack Rosenzweig.

Graduation ceremony took place last June 26th in the city of Miami, Florida, the magic of the Atlantic Ocean. From **Atlantic International University** and presiding the Ceremony in the High Table were **Dr. José Mercado**, Chairman of the Board; **Dr. Franklin Valcin**, Academic Dean and President; **Dr. Ricardo González**, Provost; **Ricardo González**, Chief Financial Officer; as well as Faculty and Academic Counsel Members, **Dr. Miriam Garibaldi** and **Dr. Scott Wilson**. The Ceremony was presented by **Dr. Jack Rosenzweig**, and after that, students were able to express themselves.



Graduation speech



“My name is Dr. Jack Rosenzweig and I welcome you to Atlantic International University’s graduation. I want to share a few thoughts. This day is about you, so my speech will be short and sweet.

A Graduation is the culmination of student’s hard work. The finish line to a journey that began that day they enrolled at AIU. That they decided to make a difference in their families and their own lives. This included many hours of studying, of not going out, of sitting in front of a computer day in and day out. This day is also a celebration for not only the students accomplishments but of the people that stood by them, they themselves sacrificing so our students could achieve their ultimate goals. Before I continue I would like to give a round of applause to

the mothers, fathers, wives, husbands, children and other family members that were there for our graduates.

As we know, globalization is a key word utilized in our society. This globalization is shown by the vast diversity of our graduates, a worthy United Nations, with students from around 50 countries. But this doesn’t just mean that our graduates are from different country but also that each one of you has knowledge that you bring to us and your colleagues. Everyone has a story of determination and triumph, of dedication to achieve your ultimate goal. Everyone one of you has gone through the some sort of challenge, but, even though you faced challenges, look around you, these are the people that were able to complete the journey, that didn’t let the roadblocks impede them from reaching this goal, GRADUATION.

Albert Einstein once said “Learn from yesterday, live for today, hope for tomorrow. The important thing is not to stop questioning.”

You, the graduates, did not stop questioning, you continued in your journey, setting

goals for yourselves, questioning and moving forward until you achieved this goal. But this is not the end of the journey, this is only the beginning. With the newfound knowledge that you acquired at AIU you will now set forth and use this knowledge to improve your lives, to improve and help the countries you call home. You will utilize this knowledge to improve your way of life and in the process improve the way of life to those that stood by you, in the good and the bad.

Graduates: you have the privilege, the opportunity and the responsibility to utilize what you have learned throughout your program at AIU and use it as an engine for sustainable growth and prosperity, in defense of human rights, to empowering those who feel powerless, sharing the gift and self-determination possible in an Andragogic System of Education.

Today is our unique pleasure of introducing each and every one of the graduating students here.

On behalf of the Faculty and Staff, I congratulate you sincerely and welcome you to this celebration!”



Why is Graduation important?

Evidence of your studies

Not only does your Degree look great hanging on your wall, it provides proof of your studies for employers, industry associations and for migration purposes.

Celebration

Ceremonies provide an excellent way to celebrate all the long nights, hard work. It is your chance to be presented to the University community with such a significant accomplishment.

Acknowledge

The ceremonies also provide an opportunity for you to thank your family, friends and

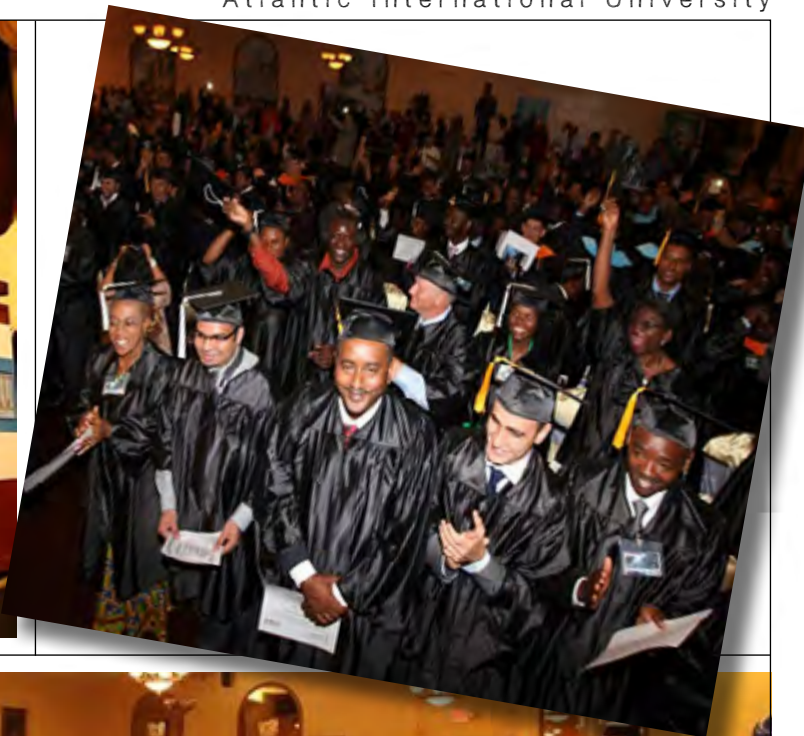
Advisors for their support during your studies. But must of all, you must thank to yourself and honor for your commitment and dedication.

Graduate Entitlements

After graduation, you can officially use your qualification in your title. Refer to the Academic Counselor to help you determine your post nominals (the abbreviated version of your qualification title).

Verification by employers

If you need your degree to support your knowledge for a job, having your qualifications verified allows you to prove you have completed your studies.



History

Degree ceremonies are an ancient tradition originated in the 11th century, in the medieval universities of Paris, France and Bologna, Italy. At these universities, students (called apprentices) learned skills from masters of certain crafts. At the end of the study, the apprentice achieved a 'testimonial of skill', presently known as the 'degree'. The apprentice was expected to begin teaching after receiving the testimonial. The graduation ceremony celebrated the apprentice's induction into the profession of the craft.





Multicultural Mosaic

As usual, 2014 AIU's Graduation Ceremony was a multicultural mosaic. This time we received graduates from more than 30 countries from all over the world. Besides English, people were speaking different languages such as mandarin, spanish, french, portuguese, norwegian, danish and arabic, among others. With a radiant smile, men and women of all ages received their Degrees from the members of the High Table, and later they got to know other students.





For a man to attain to an eminent degree in learning costs him time, watching, hunger, nakedness, dizziness in the head, weakness in the stomach, and other inconveniences.

—Miguel de Cervantes, writer.





You are educated. Your certification is in your degree. You may think of it as the ticket to the good life. Let me ask you to think of an alternative. Think of it as your ticket to change the world.

-Tom Brokaw, anchorman legend.



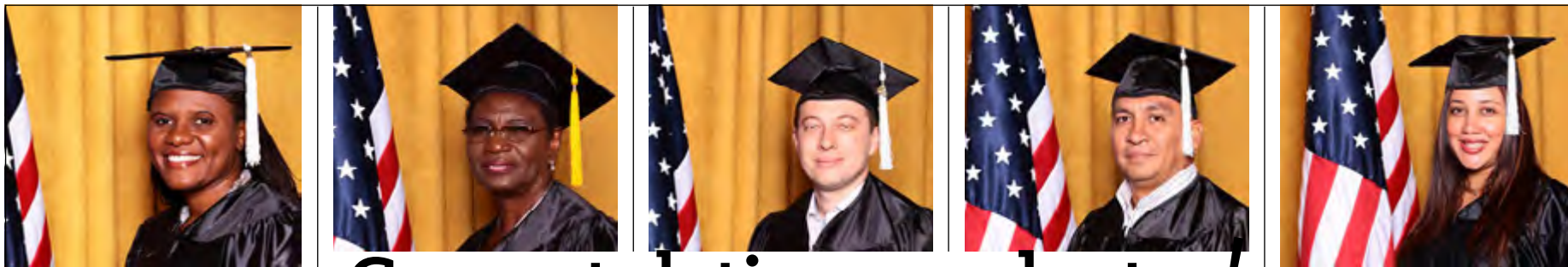


All real education
is the architecture of the soul.

–William Bennett,
3rd United States Secretary of Education.

Graduating in absence. Only a small percentage of our graduates completing their program during this first semester of the year could attend this Graduation Ceremony. The main obstacle was traveling from home to the US, leaving their family and their work. We greet all students graduating in absence, and we congratulate them as well.





Congratulations graduates!



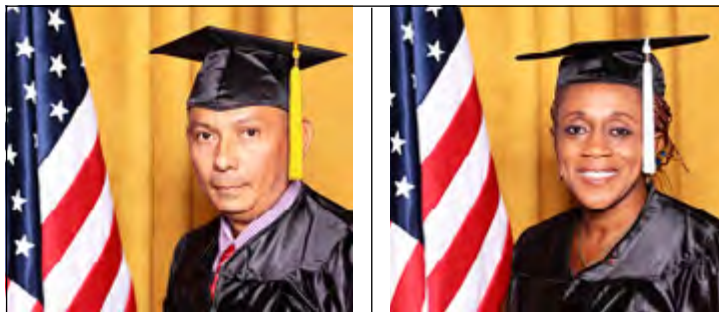












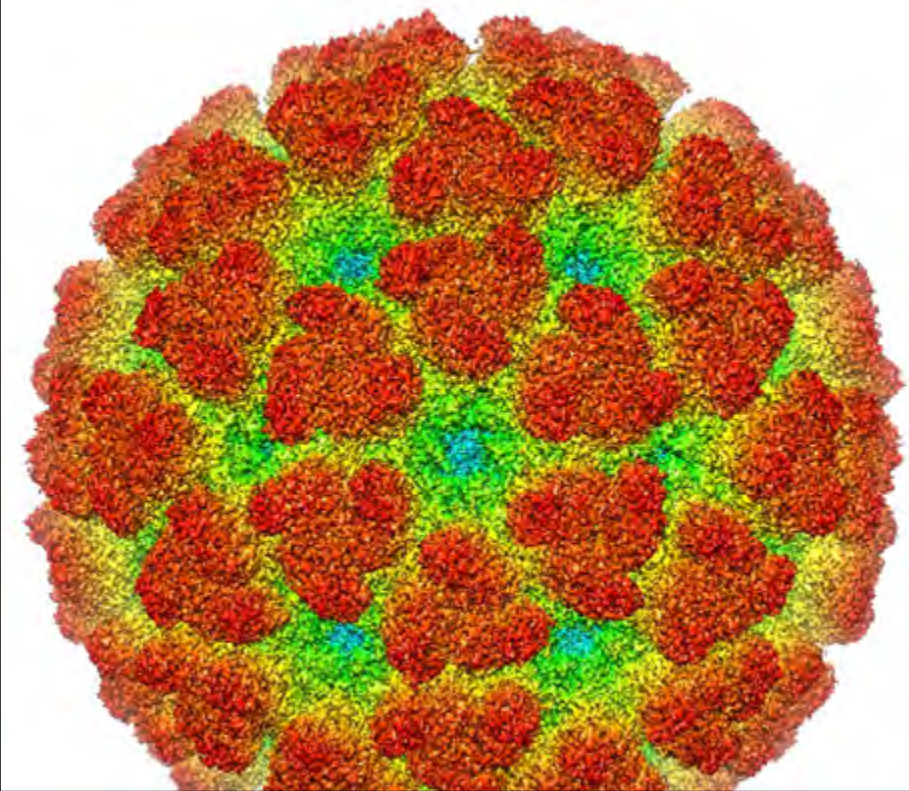
Abotsi Jacob Kofi
 Ahmadu Saleh
 Alberto Domingos
 Alex Mauricio Mata Hernandez
 Ana Ortiz
 Ana María Ramos Barreto
 Brenda Bwalya
 Burnard Schnellback
 Chanda Kaluba
 Charles Pride Muchero
 Clemence Kapalamula
 David Bustamante
 Douglas Rivero
 Douglas Mwewa
 Dzifa Stephanie Kpodoh
 Enrique Heine Parada
 Evelyn Tetteh
 Francisco Pereira Martins
 George Okoth Onyango
 Guang Yang
 Hayford Agyekum
 Ibrahim Al Saleh
 James Alie
 Jauffur Abdul Raouf
 Javier Real Sánchez
 Jorge Araya Morales
 José Clemente Orozco
 Lisette Margarita Calderon Bach
 Lito Manuel Davila Toro
 Lucy Gómez Heyliger
 Luis Eduardo Franco Mauricio
 Manuel Dario Carvajal Trillos
 Marco Antonio Cabrera
 Mario Julio Garibaldo Gonzalez
 Mitra Heidaranpanah
 Olugbenga Anfela
 Pedro Pablo Castillo Prieto
 Reinaldo Alcides Carballo Carballo
 Rigoberto BazajN
 Rufino Alvarez Ortiz
 Salomao Rogerio Laurindo Laurindo
 Triza Tsiga Magreta
 Victor Manuel Eustaquio Vallejo Badillo
 William Perez Matos
 Alberto Luis Musikman

Amaal Namakula
 Ana Ceferina Villaorduna Caldas De Acuna
 Arnaldo Castillo Guiza
 Bertha Josefa Tellez
 Chilika Devin Wellings Simfukwe
 Cleopatra Shingirai Matanhire-Mutisi
 Daniel Nyarko
 Doreen Ngonda (Mrs. Sanje)
 Edgar Olmedo Cruz Mican
 Eric Regai Magejo
 Glennys Gisela Rojas Rodriguez
 Hugo Mendez Chavez
 Ivan Rojas Ayala
 Kabir Ashiru Matazu
 Luis Narváez
 Mantane Diop
 Maxwell David Akaba
 Regina Muzamai Maambo
 Regina Nana Nyarkoa Asiedu
 Ssendagire Hassan Wasswa
 Walter Roberto Kestler Alvarez
 Will Roberto Castro Moncada
 Felix Farias
 Ibrahim Rajee
 José Arturo León
 Joseph Ndengu
 Michael Kwateng
 Rene Mora-Casal
 Sardaouna Ahmadou
 Scott Ogburn
 Thu Rein Ko Ko
 Adow Auckhinleck Kwame
 Alexandra Garcia
 Almintor Giovanni Torres Quiroz
 Amos Marume
 Arlindo Bengui Andre
 Aurora Evangelina Guerra Chiw
 Boniface Nakwagelewi Ata Deagbo
 Capt. Robin David Tyler
 Carmen Rainelda Alfaro Alfaro
 Claudia Marquez Diaz
 Daniel Peres Sassuco
 David Hall
 Doris Liliana Quiroz Cardenas
 Eliete Sampaio Farneda

George Rolando Hidalgo Muã±Oz
 Henry Loongo
 Jaime Miguel
 Jean Felix Aimable Ntakiyimana
 Jean Hude Moudingo Ekindi
 John Asogwa
 Lorna P Thompson
 Luis Alberto Neyra Arismendiz
 Luz Marina Cano Molano
 Margaret Ordoñez Smith De Danies
 Maria Angelina Reyes Fuentes
 Maria Del Pilar Soledad Ocampo Pizano
 Raynier Omar Aldana Gibaja
 Silvia Lujan Picelille Lucaioli
 Vicente Nsue Nsue Mengue
 Zewdie Gebretsadik
 Abdiqani Egal
 Alba Ziomara Avile
 Ali Rachid Hassan
 Ana Karina De Oliveira Aragao
 David Njoh Nyingchia
 Deshawn Cabeza
 Edward Sesay
 Elba Susana Moyano Acuã±A
 Eugenia Madhidha
 Henry Marcelo Troya Alverca
 Hildagaard Chimbizi
 Jean Paul Mugabowishema
 Josephine D. F. Tengbeh
 Limenew Feleke
 Lungile Magadzire
 Miss. Elizabeth Munzara Karonga
 Onasanya Emmanuel Oludayo
 Yoseph Shimeles Cheru
 Jorge Araya
 Pedro Castillo
 Salomão Rogerio Laurindo
 Cambridge Henry Hayford
 Faustino Nsang
 Diogenes Castillo Duran
 Juan Pablo Moreno
 John-Baptist Rusine
 Cesar Alvarado
 Edwin Cozar
 Jose Arturo León Velazquez

Chikungunya virus coming to America

By Lawraence F. Roberge. Images: wikipedia.org



Chikungunya Virus (CHIKV) is an **C**arbovirus of the alphavirus genus (Togaviridae family) transmitted by the bite of infected *Aedes* mosquitoes. The word, Chikungunya, translates to “that which bends up”, based on the stooped position of patients during the rheumatic symptoms of the disease. The

disease was first discovered in Tanzania in 1952-53 [1,2]. In the past 50 years, there have been outbreaks of CHIKV in Asia and Africa. In 2004, an outbreak in Kenya occurred and spread to the Comoros infecting over 5,000 cases. In 2005-2006, a CHIKV outbreak infected an estimated 300,000 of an island

population with about 785,000, with 237 resultant mortalities. The factors favoring this epidemic included viremic travelers from Africa, an immunologically naive population, and a mutation of the CHIKV that expanded the mosquito vector from the *Aedes aegypti* (aka the Yellow Fever Mosquito) to the *Aedes albopictus* (the Asian Tiger Mosquito) which was common on the island [1,3-8].

From the outbreaks in Reunion with the CHIKV mutation (E1-A226V) which improves replication and transmission efficiency in *Ae. albopictus* as well as the original *Ae. aegypti*, outbreaks spread to the India subcontinent [4,9]. A viremic traveler returning from India was the index case that led to autochthonous transmission in Italy [10]. Parola et al describe CHIKV patients from Southern France returning from Reunion Island as well as one autochthonous nosocomial infection from metropolitan France [6].

In December 2013, alerts posted by the Centers for Disease Control (CDC) and Pan American Health Organization (PAHO) reported autochthonous cases of CHIKV in the Caribbean island of Saint Martin [11,12]. Prior reports of imported cases in the Americas were reported in Brazil, Canada, French Guyana, Martinique, and the United States [12-14]. In late December 2013, updates on the CHIKV cases reported confirmed or suspected cases on Saint Martin, Guadeloupe, Martinique, and Saint Barthelemy islands. The European Centre for Disease Prevention and Control (ECDC) urged vigilance to clinicians, travel authorities and blood

safety authorities about the spread of CHIKV, due to enhanced travel during the Christmas holidays [15]. Since the CHIKV vectors (*Ae. aegypti* and *Ae. albopictus*) are present in various Caribbean islands and the United States, and complicated with the delayed of symptoms of CHIKV viremic patients, it is only a matter of time before the mainland United States reports autochthonous cases of its own. The following text provides further evidence supporting this theory.

Symptoms of CHIKV

CHIKV onset of symptoms is usually rapid, one to 12 after infection (averaging three days) [1,16]. But, the infected traveler from CHIKV infected countries may not demonstrate symptoms until three days later; ample time for air travel to various virally naive countries. The symptoms include high fever (40°C), rash, myalgia, and polyarthralgia (NOTE: the arthralgia is usually symmetrical and affects more than one joint) [1,7,16]. Also, other symptoms reports include headaches, photophobia, skin rash, and some reports of lethal encephalitis [1,7,16]. Although the acute symptoms can subside in 1 to 2 weeks, the arthralgia can persist for months or years [16]. Schilte et al. [17] reported in a long term study of CHIKV patients; that patients with the presence of arthralgia 4 months after infection and being over 35 years of age were at risk for long-term arthralgia. The morbidity for CHIKV is high at least 35% and the mortality is low (below 1%); but “silent” infections are rare and thought to be no more than 15%

of infected individuals [1]. Laboratory diagnostic tests for CHIKV infection are serological methods, viral isolation, and reverse-transcription-PCR (RT-PCR) [1,10,13,16].

Upon onset of the acute phase, the viral load of CHIKV can rise to 10⁸ viral particles per milliliter of blood [1], which enhances the development of the human-mosquito-human transmission cycle [14]. Furthermore, Reiskind et al [18] reported that *Ae. aegypti* and *Ae. Albopictus*, both common to Florida were able to rapidly become infected with the mutated Reunion CHIKV strain (E1-A226V).

The virus following the mosquito bite replicates in skin fibroblasts and then spreads via the bloodstream to target the liver, muscle, brain, joints, and lymphoid tissue [1,7,16]. Sourisseau et al [7] reports that CHIKV has been found to replicate in human epithelial, endothelial, primary fibroblasts, and monocyte-derived macrophages. The CDC has listed CHIKV category C priority pathogen [10,19]: that is could be engineered as for mass production and as a potential biological weapon due to ease of production and dissemination, availability, and potential for high morbidity and mortality rates and major health impact.

Threat to the United States

The primary threat of CHIKV introduction into the US is from viremic travelers. Several incidents have already been reported of travelers entering the US with CHIKV [12-14] as well as documented cases of CHIKV infected travelers returning to

European countries, Australia, and Asia [6,13,14]. Although little is known of potential zoological reservoirs in the US, Thiboutot et al [13] describes the sylvatic cycle with non-human primates and forest mosquitoes in Africa, as well as describe the urban cycle which consists only of human-mosquito-human transmission.

Ae. aegypti (commonly called the Yellow Fever Mosquito) has been present in the US since early colonization and is believed to have been introduced from Africa from ships used by European explorers and early colonization efforts [20]. It can thrive

and reproduce in urban settings and even un-used flower pots, drainage ditches, and spare tires. The female feeds to produce eggs and is active during the daytime [20], but can feed at night under artificial lighting [21]. Although survival is poor in hot, dry climates, the mosquito can spread in the Eastern US from the Gulf states to the Mid-Atlantic and beyond to New York. This would include summer time proliferation to high population urban areas such as Washington, DC, New York, Philadelphia, Baltimore, and Atlanta to name just a few cities. The eggs can withstand desiccation



for a long period of time which would increase the spread of the mosquito depending on the mode of transportation [20]. The species is active in the Northern parts of the US during the summer and active year round in the Southern US [21].

Ae. Albopictus (Commonly called the Asian Tiger Mosquito) has been established in the southeast of the US and in the Caribbean [16]. The mosquito is common in urban areas and flourishing in 36 states in the US [13,14]. The mosquito can survive both urban and rural environments, has a flight radius of 400 to 600 meters and is an aggressive daytime biter

[1,22]. *Ae. Albopictus* eggs are long-lived and cold hardy enhancing the invasive spread of this vector [22].

Benedict et al [22] using ecological niche model, GARP (Genetic Algorithm for Rule Set Production), provided an ecological risk map of the spread of the mosquito globally, but this study included of the Gulf Coast, Mid-West, Mid-Atlantic states of the US as well as some infestations into southern New England states. The Benedict et al study also describes how *Ae. Albopictus* demonstrates the ability to inhabit either relatively cold and dry or warm and wet climates; both found

in Eastern and Gulf states, especially urban zones.

Rochlin et al used the environmental modeling model, Maxent, on the spread of *Ae. Albopictus* in the northeastern US [23]. The Rochlin et al study uses predictions based on the invasive spread of the mosquito through 2099 taking into account future climatic projections due to global warming. The study finds that the mosquito will reach the coastline of New England states including Maine as well as metropolitan Boston areas by 2080 [23]. Although the Rochlin et al study differs slightly in the spread of *Ae. Albopictus* from the GARP study, both predictive models indicate the invasive spread of a vector with the potential to spread CHIKV to high population areas of the Northeastern part of the US.

It must be noted that several cases of laboratory infection of CHIKV from blood samples have been reported [24-26]. Hence, the risk to public blood supplies and enhanced CHIKV transmission from infected blood transfusions is great, IF the CHIKV enters the urban population areas [10].

Finally, the use of the invasive species of mosquitoes to transmit CHIKV could be an act of bioterrorism to a naive population [27,28]. Lockwood [29] describes a bioterrorism scenario of using *Ae. aegypti* to spread Yellow Fever to Mardi Gras parties in New Orleans with the help of viremic Yellow fever martyr to ensure the infected mosquitoes spread their bio-weapon to the unsuspecting populace in the city. CHIKV has the potential for

similar weaponization and bioterrorism applications.

Counterstrategies

The counterstrategies are difficult and limited as are the treatments for CHIKV. The only treatments at present are anti-inflammatory drugs and a few studies suggest anti-viral may help reduce viral activity, but no large scale study on antiviral drugs as a cure exists at present [1,16]. At present, viral vaccines have been slow and difficult in development due in part to the limited funding and the risks associated with live attenuated, inactivated viral vaccines, or genetically recombinant genetically engineered vaccines [1,2,13]. Several studies from the US Army and other research centers in France have reported progress [2]. The studies have been spurred on especially due to concerns that CHIKV could be used as a biological weapon by terrorists. Furthermore, passive immunotherapy using purified immunoglobulin extracted from recovering CHIKV patients has demonstrated effectiveness in neutralizing CHIKV in vitro and in vivo studies [30].

Controlling the spread will require rapid diagnostics and education of clinicians and laboratory workers to avoid infection during testing as previously mentioned in the Cordel study [24]. Furthermore, the risks of contamination from a Category C pathogen [19] may require delays in getting diagnostic samples to diagnostic labs properly suited for handling and testing of CHIKV. These delays may hamper detection of viremic patients and may require testing of antibodies during

the convalescent period [1,16]. Furthermore, training such as the PAHO provided to Caribbean clinical workers [31] may be required for public health officials as well as clinicians especially in large urban communities BEFORE CHIKV arrives into the US.

Further, in pursuit of controlling the spread of CHIKV, vector control will be essential. Although the familiar response to mosquito control has been insecticide spraying and control of breeding sites (such as trash and tire removal), other strategies will require further investigation. Some promising studies using a specific strain of the endosymbiotic bacterium *Wolbachia* have been found to induce resistance to CHIKV in both *Ae. aegypti* and *Ae. albopictus* [32,33]. Previous studies using *Wolbachia* strains have demonstrated that the bacterium induces disease-resistance genes in the mosquitoes as well as inhibits viral reproduction in Dengue (another alphavirus similar to CHIKV) virus in *Ae. Aegypti* [34]. This research warrants further research, development, and commercialization.

Final plans

CDC and state and local public health agencies have to prepare now for the eventual invasion of CHIKV into the US. Planning, education, and expansion of clinical testing facilities as well as precise training of laboratory personnel will be key. The responses during the outbreak of CHIKV by an informed and prepared public health service will mean the difference between a controlled, effective, and

intelligent response or a public panic, unrestrained vector born outbreak, and needless suffering of CHIKV infected patients.

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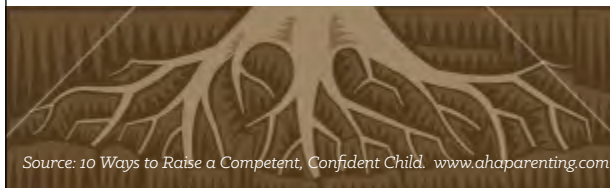
LEARNING



Roots and wings

How do we hit that sweet spot of appropriate support and protection for our kids, on the one hand, and enough independence to foster confidence and competence on the other?

1. **Stop controlling and start coaching.** Doing things with them teaches them how and builds confidence.
2. **Remember that perfection is not the goal.** Constant intervention undermines a child's confidence.
3. **Let them try to do it themselves from the earliest age.** Just give them appropriate encouragement.
4. **Help them build confidence by tackling manageable challenges with your assistance.** This also teaches children that help is always available if they need it.
5. **Don't set them up for failure.** Offer structure to help him succeed.
6. **Praise effort, not results.** "I see you worked so hard on this." "Wow! You didn't give up!"
7. **Teach self-encouragement.** When they make a mistake, they need an automatic internal comforting voice to encourage and motivate them.
8. **Model positive self-talk.** It improves our ability to master difficult tasks.
9. **Manage frustrating circumstances.** Your empathy will be a critical factor in his overcoming it.
10. **Affirm your child's ability to impact the world.** The more they have opportunities to make a difference in the world, the more capable they will feel.



Source: 10 Ways to Raise a Competent, Confident Child. www.ahaparenting.com

Raising awareness

When Manikumar was a manager at a Boston Pizza in Markham, he noticed one of his regular guests was deaf. With no tools or education for staff to communicate with him, ordering food was a game of point, nod and serve.

Manikumar sought to change that. He learned American Sign Language, known as ASL, beginning with the basics: 'hello', for starters, and most important, 'enjoy'. "He was very delighted. He brought his friends the next day," says Manikumar, who has since broadened his ASL vocabulary through interactions with the deaf community, a group he now calls 'family'.

From that moment of prime customer service came the idea for **Signs Restaurant**, where the deaf can work and dine using their language, but also a place for the hearing to learn about the deaf community. For Manikumar's deaf staff –who make up more than half of his new hires and nearly all dining room servers– **Signs** is a rare opportunity.

A first in Canada, the restaurant joins a growing international trend in raising awareness of the deaf community through sign language menus. Similar restaurants exist in San Francisco, San Antonio, Paris and the Gaza Strip.



Source: Deaf restaurant Signs offers edible lessons in sign language, by Jonathan Forani. www.thestar.com



The toxic culture of education

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid." –Albert Einstein

Joshua Katz is a high school math teacher in Orange County, Florida. Here's an excerpt of his talk. "So, there I was, working with a student, Natalie, on solving equations. She had to multiply 2 times 9 and was stuck. No joke, my students get stuck on that. So, I decided to go for the teaching moment. 2 times 9. All she had to do was count by 2, nine times, that was it. She tried and failed three times, on paper and on fingers, in both English and Spanish, her native tongue. THREE TIMES. Natalie is 16. In the ninth grade. And she is NOT ALONE. NOT BY A LONG SHOT.

I teach at a high school with a student population of over 3,000. It is only one of over 30,000 high schools in the United States. You have to somehow begin to wrap your head around the enormity of the number of Natalies in our schools, in our country, in our future."

Watch this interesting talk at tedxtalks.ted.com/video/Toxic-Culture-of-Education-Joshu;search%3At

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Food packaging

Is it reasonable that it takes several years for a milk carton to decompose naturally, when the milk goes sour after a week? THIS TOO SHALL PASS is a series where the packaging have the same short life-span as the food they contain. The package and its content are working in symbiosis. Source: www.tomorrowmachine.se



Rice Package
Made of biodegradable beeswax. To open it, peel it like a fruit. This package is designed to contain dry goods, like grains and rice.



Oil package
This one is made of caramelized sugar coated with wax. To open it, crack it like an egg. Then the wax no longer protects the sugar and the package melts when in contact with water. For oil-based food.



Caramelized sugar coated with beeswax. Samples were heated to various high temperatures during preparation.



Test to verify sugar properties in contact with oil.

Sugar package heated to 100°C.



Sugar package heated to 70°C.



Crystallized sugar.



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Huicholes: the last peyote guardians

Argentina–México. 2014. 110'. HD. Director: Hernán Vilchez. Producer: Kabopro Films. Associate Producer: Paola Stefani. Cinematography: José Andrés Solórzano. Original Music: Gastón Salazar. Animation and Post Video: Eugenio Costa. Graphic Design: Gustavo González Roth, Geni Expósito. Promotional Contents: Flor Podestá. Website: José Francisco Hernández. Marketing and Press: Lucía D. Miranda, Lariza Melo. Head of Promotion: Eugenia Toussaint. Eng. Translation: Eloy Benítez.



the Wixárika (Huichol) spirituality, since it is the access to dialogue with their gods.

Transversal to this millenary ritual that has been repeated generation after generation, the conflict appears: The threat of the mining companies that, if their exploitation efforts are successful, could contaminate and destroy Wirikuta, transforming it into a sterile and inhabitable territory. Defiled and profaned.

If you are interested

in supporting the Huichol people, visit huicholesfilm.com where you can watch this documentary via internet, and find out other ways to contribute.

In the surface, the subject of this movie appears to be a conflict between two political postures, but in reality it is about the clash between two Cosmovisions or existential postures: the spiritual vision that fights to preserve the sacred against the logic of the material profit that has as an ultimate goal, the economical gain even over life itself.

The very essence of being Huichol has to do with the spiritual and community work. It consists in maintaining the Matrix of life in the planet through ceremonial work that includes pilgrimages, offerings and dialogue with their ancestors. According to them, earth and every being that inhabits it, each element of nature, is sacred. In Wirikuta, their home, peyote flourishes and this is the central element of



Art is life

Elias Kobina Nyarko Anderson
March 14, 1972 · Takoradi, Ghana



I am born for a season, visible by the words of my days and the works of my hands. The making of what is desired, truly is not my own and the definite source of it justifies our limitations.

Great works will be recognized centuries ahead of our days and identifying them by their makers, would speak of times today. There is no place for everything to stand space and time. Indigenous, visioning through revelations has been the underlying factors I bring to creation these contemporary paintings.

“Art is life”.

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Falafel & Tzatziki

Serves 4-6 Source: food52.com

- 2 cups** dried chickpeas, rinsed well and soaked overnight
- 1 small** yellow onion
- 1 bunch** mint, washed
- 1/2 bunch** cilantro, rinsed and coarsely chopped
- 3 cloves** garlic
- 1 egg** (optional)
- 1 piece** bread
- 2 pinches** salt
- 1/2 teaspoon** fresh ground black pepper
- 2 teaspoons** ground cumin
- 2 lemons**, juiced
- 1 cup** vegetable oil for frying
- 1 cucumber**, peeled and seeded
- 1 cup** plain yogurt, Greek style preferred
- salt and pepper to taste
- 1 pkg.** pita or flatbread

- 1.** Drain chickpeas and let air dry for 2 hours, or more. Process chickpeas, onion, 2 cloves garlic, half bunch mint, cilantro, egg, bread, salt and pepper, cumin and half the lemon juice on low speed until a thick paste forms. No chunks or your balls will fall apart. Form into patties and let rest while tzatziki is made.
- 2.** Rinse processor and pulse cucumber, yogurt, rest of mint and lemon juice and garlic clove on low just until blended. Salt and pepper to taste.
- 3.** Fry patties in vegetable oil on medium high heat for 3 minutes each side or until golden brown. Serve with warm pita or flatbread.

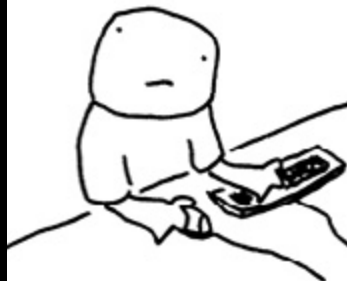
Are you an introvert?

Introversion is a basic temperament, so the social aspect –which is what people focus on– is really a small part of being an introvert, it affects everything in your life. See if any of these **23** telltale signs of introversion apply to you.

- 1.** You find small talk incredibly cumbersome.
- 2.** You go to parties –but not to meet people.

- 3.** You often feel alone in a crowd.
- 4.** Networking (small-talk with the end goal of advancing your career) makes you feel like a phony.
- 5.** You’ve been called “too intense.”
- 6.** You’re easily distracted.
- 7.** Downtime doesn’t feel unproductive to you.
- 8.** Giving a talk in front of 500 people is less stressful than having to mingle with those people afterwards..
- 9.** When you get on the subway, you sit at the end of the bench –not in the middle.
- 10.** You start to shut down after you’ve been active for too long.
- 11.** You’re in a relationship with an extrovert.

- 12.** You’d rather be an expert at one thing than try to do everything.
- 13.** You actively avoid any shows that might involve audience participation.
- 14.** You screen all your calls – even from friends.
- 15.** You notice details that others don’t.
- 16.** You have a constantly running inner monologue.
- 17.** You have low blood pressure.
- 18.** You’ve been called an “old soul” –since your 20s.
- 19.** You don’t feel “high” from your surroundings.
- 20.** You look at the big picture.
- 21.** You’ve been told to “come out of your shell.”
- 22.** You’re a writer.
- 23.** You alternate between phases of work and solitude.



Source: “The Introvert’s Way: Living a Quiet Life in a Noisy World” by Sophia Dembling. “The Introvert Advantage” by Dr. Marti Olsen Laney.

A spiritual person is one who seeks to elevate himself, to connect with a higher power, or simply his higher self. He believes there is more to the world than what is easily seen, than what is merely physical. He will have certain guidelines of behavior and diet that he will go by, but all in the name of properly attuning with the infinite and entering some higher state of consciousness. Tibetan monks are a great example of the spiritual.

Source: Are You ‘Spiritual’ but Not Religious? by Peter Baksa www.huffingtonpost.com

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Green graves



Unlike traditional burial, natural burial (also referred to as green burial) doesn't seek to fight the effects of decomposition, but to harmonize with them by burying the body in a way that quickly recycles it into the ecosystem. Grave openings are prepared without the concrete vaults required for reinforcing standard graves, so the only thing in between the unpreserved body and soil is an organic fabric burial shroud or casket made from Earth-friendly material like wicker, cardboard, or bamboo.

Born from a conversation within the environmental movement of the mid-1990s, natural burial has been gaining popularity ever since, and is part of

a larger trend, paradoxical to some: the effort to make human death itself more sustainable. It is being engineered by social innovators all over the world who believe end-of-life decisions that take into account the future well-being of the planet are part of this generation's legacy of environmental stewardship.

This past April, **Designboom**, an online magazine dedicated to art, design and architecture, launched an entire competition called **Design for Death** that received more than 2,000 submissions from around the world. For



that competition, French designers Enzo Pascual and Pierre Rivière developed **Emergence**, an eco-casket made from biodegradable plastics embedded with tree seedlings that will take root as the casket decomposes; Hungarian designer Ágnes Hegedüs created an inexpensive floating urn housing a clay pot that's designed to slowly sink to the ocean floor; and South African designer, Ancunel Steyn, proposed **Design for Death Living**, an urban plan that seeks to combine memorial walls housing cremated human remains with mixed-use public space. Other not so new options are:

Alkaline Hydrolysis. Also known as resomation, aquamation, or biocremation. A water-based chemical resolving process that uses an alkaline solution of potassium hydroxide combined with 300-degree Fahrenheit heat and 60 pounds of pressure per square inch to dissolve bodies in large stainless steel cylinders.

Promession. Developed by Susanne Wiigh-Mäsak, a Swedish biologist and entrepreneur, this method utilizes freeze-drying to dispose of dead bodies. Doused in a bath of liquid nitrogen, a corpse is frozen to -148 degrees Fahrenheit, and, once brittle enough, is shattered via short, mechanical vibrations. The resulting compound is then placed in a vacuum chamber to remove all ice, leaving 55-66 pounds of powdered human "promains." Mercury tooth fillings and any other metal implants are sieved out with an induced magnetic field, and the dry powder is placed into a cornstarch enclosure and interred into top layers of soil where microorganisms can fully incorporate it within a matter of months.

Infinity Burial Project. Artist and Massachusetts Institute of Technology research fellow, Jae Rhim Lee imagines a very unique fate for the postmortem body: decomposition via mushroom, inspired by the mushroom's natural ability to remediate toxins in its environment.

Source: Graves That Save, by Alli Magidsohn. magazine.good.is Illustrations by Monica Ramos.

Hippo Water Roller

This project aims to alleviate the daily struggle endured by women & children by helping them improve their ability to transport much more water, much more easily and in less time from water points that are often located far from their homes.

The **Hippo Water Roller** carries 90 litres (24 gallons) of water inside a rolling wheel –the weight of the water is borne on the ground. Five times the amount of water is rolled in the time it takes to collect one bucket of water. A steel clip-on handle allows the drum to be rolled by either pushing or pulling depending on gradients, and the design allows two people to pull the roller up very steep gradients. The large opening allows for easy filling and cleaning of the interior. The sealed lid ensures hygienic storage of water.

Partner with **hipporoller.org** and make a difference by helping impoverished communities improve access to water for immediate benefits and tangible results.

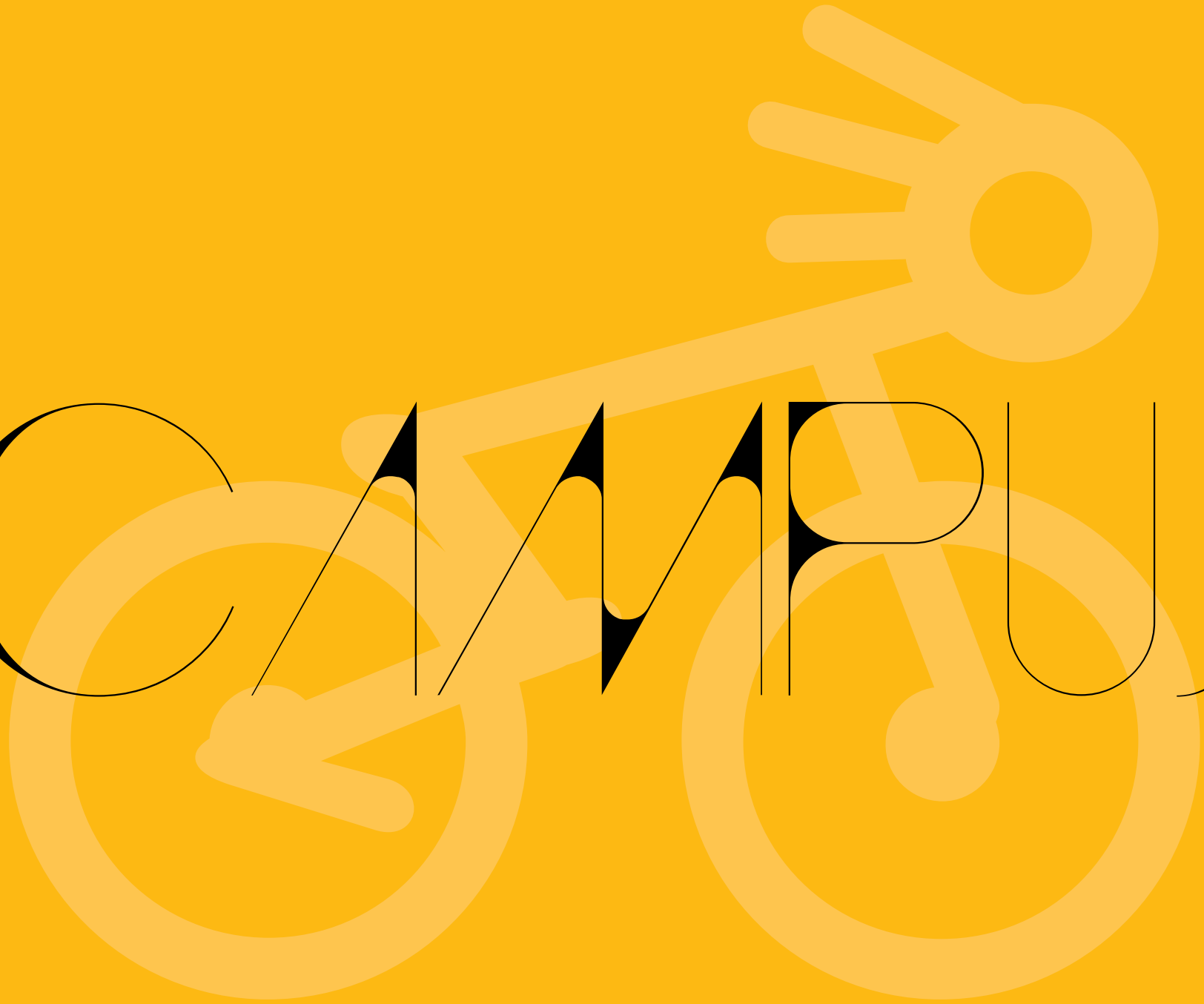
hipporoller.org



Learn more about the world we live in. Visit MyAIU Library / MyAIU Knowledge / MyAIU Evolution

Support people. Visit MyAIU Human Rights

CAMPUS



The 100 best jobs

Source: money.usnews.com

All jobs aren't created equal. In fact, some are simply better than the rest. **U.S. News** 100 Best Jobs of 2014 offer a mosaic of employment opportunity, good salary, manageable work-life balance and job security. Some careers offer just the right mix of these components – nearly 40 percent of our picks are health care jobs– but the list also includes strong showings from occupations in the social services and business sectors.

The component measures and their weight in computing the overall score were: 10-Year Growth Volume (10%), 10-Year Growth Percentage (10%), Median Salary (30%), Job Prospects (20%), Employment Rate (20%), Stress Level (5%), Work-Life Balance (5%).

1. Software Developer
2. Computer Systems Analyst
3. Dentist
4. Nurse Practitioner
5. Pharmacist
6. Registered Nurse
7. Physical Therapist
8. Physician
9. Web Developer
10. Dental Hygienist
11. Information Security Analyst
12. Database Administrator
13. Physician Assistant
14. Occupational Therapist
15. Market Research Analyst
16. Phlebotomist
17. Physical Therapist Assistant
18. Civil Engineer
19. Mechanical Engineer
20. Veterinarian
21. Occupational Therapy Assistant

22. Clinical Laboratory Technician
23. Operations Research Analyst
24. IT Manager
25. Dietitian and nutritionist
26. Diagnostic Medical Sonographer
27. Massage Therapist
28. Veterinary Technologist and Technician
29. Esthetician
30. Computer Programmer
31. School Psychologist
32. Respiratory Therapist
33. Epidemiologist
34. Maintenance and Repair Worker
35. Speech Language Pathologist
36. Substance Abuse Counselor
37. Construction Manager
38. Licensed Practical and Licensed Vocational Nurse
39. Accountant
40. High School Teacher
41. Financial Advisor
42. Business Operations Manager
43. Bookkeeping, Accounting and Audit Clerk
44. Marketing Manager
45. Medical Assistant
46. Financial Manager
47. Medical Equipment Repairer
48. Clinical Social Worker
49. Nail Technician
50. Middle School Teacher
51. Lawyer
52. Computer Systems Administrator
53. Meeting, Convention and Event Planner
54. Compliance Officer
55. Medical Secretary
56. Radiologic Technologist
57. Bill Collector
58. Child and Family Social Worker
59. Cost Estimator
60. Optician
61. Exterminator
62. Insurance Agent
63. Financial Analyst
64. Elementary School Teacher
65. Hairdresser
66. Dental Assistant
67. Management Analyst
68. Home Health Aide
69. Patrol Officer
70. Recreation and Fitness Worker
71. HR Specialist
72. Personal Care Aide
73. Sales Manager
74. Taxi Driver and Chauffeur
75. Logistician
76. Marriage and Family Therapist
77. Surgical Technologist
78. Computer Support Specialist
79. Administrative Assistant
80. Sales Representative
81. Nursing Aide
82. Interpreter and Translator
83. Pharmacy Technician
84. Preschool Teacher
85. Public Relations Specialist
86. School Counselor
87. Paralegal
88. Paramedic
89. Real Estate Agent
90. Glazier
91. Art Director
92. Architect
93. Customer Service Representative
94. Plumber
95. Office Clerk
96. Auto Mechanic
97. Mental Health Counselor
98. Landscape and Groundskeeper
99. Structural iron and Steelworker
100. Painter

20 dream jobs



According to **Vocation Vacations**, a company created by Brian Kurth –former business executive from Oregon–, these are the 20 most-popular jobs. After reading both lists, can you see the difference? Write an e-mail to aiumagazine@aiu.edu and let us know about your real job and your dream job.

- 1 Actor
- 2 Baker
- 3 Bed-and-breakfast owner
- 4 Brew master
- 5 Chocolatier
- 6 Dog day-care owner
- 7 Fashion buyer/designer
- 8 Hotel manager
- 9 Interior designer
- 10 Music producer
- 11 Nonprofit director
- 12 Photographer
- 13 Private investigator
- 14 Sports announcer
- 15 TV producer
- 16 Voice-over artist
- 17 Wedding planner
- 18 Wine store/bar owner
- 19 Winemaker
- 20 Writer/publisher

Source: www.boston.com Image: www.medixteam.com

Improve your career and your financial life with **MyAIU Money**

How to be an explorer of the world

1. Always be looking.
(Notice the ground beneath your feet)
2. Consider everything alive & animate.
3. Everything is interesting. Look closer.
4. Alter your course often.
5. Observe for long durations (and short ones).
6. Notice the stories going on around you.
7. Notice patterns. Make connections.
8. Document your findings (field notes) in a variety of ways.
9. Incorporate indeterminacy.
10. Observe movement.
11. Create a personal dialogue with your environment. Talk to it.
12. Trace things back to their origins.
13. Use all of the senses in your investigations.

Source: *How to Be an Explorer of the World: Portable Life Museum*, by Keri Smith



Give your feet a rest. Korean design studio **Connect Design** has come up with a brilliant way to add comfort to your work day –the “Fuut”, a mini hammock that hangs under your desk and props up your feet as you work.

This ingenious product can even be used in two modes –just raise this feet hammock when you are working and lower it when you are resting. You can buy it (30 usd)... or make your own. designstaxi.com

Oon Multi-outlet Power Cord.

Logical function plus thoughtful design. Organize plugs and blocky adapters, ubiquitous in our lives, with a combination of three electrical sockets designed to flex and rotate conform to different situations. These charming outlets are bound to cheer up any home or office. okum.co



Growing your own food is like printing your own money. –Ron Finley

Ron Finley plants vegetable gardens in South Central LA –in abandoned lots, traffic medians, along the curbs. Why? Watch the talk **A guerilla gardener in South Central LA** at www.ted.com



More TED Talks at MyAIU Knowledge

Bachelor of Marketing

SCHOOL OF SOCIAL AND HUMAN STUDIES

The Bachelor of Marketing (BS) program objective is to help students develop an understanding of consumer behavior and the broader environment within the operations of the organization, as well as developing skills in collecting, analyzing, and using information about customers, competitors, and the environment for managerial decisions. The Bachelor of Marketing (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 Marketing (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: www.aiu.edu/CourseCurriculum.html

Core Courses and Topics

- Financial Accounting
- Managerial Accounting
- Business Law
- Management Theory and Practices
- Principles of Finance
- Marketing
- Advertising
- Marketing Behavior
- Marketing Research
- Integrated Marketing
- Internet Marketing
- E-Commerce
- Public Relations
- Persuasive Strategies
- Relationship Marketing
- Global Marketing
- Media and Crisis Communication
- Public Relations and Professional Strategy

Orientation Courses

- Communication & Investigation (Comprehensive Resume)
- Organization Theory (Portfolio)
- Experiential Learning (Autobiography)
- Academic Evaluation (Questionnaire)
- Fundament of Knowledge (Integration Chart)
- Fundamental Principles I (Philosophy of Education)
- Professional Evaluation

(Self Evaluation Matrix)
Development of Graduate Study
(Guarantee of an Academic Degree)

Research Project

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

Publication

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

Skills for success

- Able to analyze and interpret information
- Creative
- Very good communication skills
- Organizational skills
- Able to work as part of a team
- Able to work independently.

Contact us to get started

Submit your **Online Application**, paste your resume and any additional comments/questions in the area provided. www.aiu.edu/requestinfo.html?Request+Information=Request+Information

Pioneer Plaza/900 Fort Street Mall 40
Honolulu, HI 96813
800-993-0066 (Toll Free in US)
808-924-9567 (Internationally)

ABOUT US

General Information

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

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.



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 FINANCIAL OFFICER	Rosie Perez FINANCE COORDINATOR	Monica Serrano REGISTRAR OFFICE
Jaime Rotlewicz DEAN OF ADMISSIONS	Linda Collazo STUDENT SERVICES COORDINATOR	Lee Robles STUDENT SERVICES SUPERVISOR
Clara Margalef DIRECTOR OF INTERNATIONAL RELATIONS	Kingsley Zelee IT COORDINATOR	Laura Guillaume ACCOUNTING COORDINATOR
Ofelia Hernandez DIRECTOR OF AIU	Maria Serrano LOGISTICS COORDINATOR	Mario Cruz ADMINISTRATIVE COORDINATOR
Juan Pablo Moreno DIRECTOR OF OPERATIONS	Amalia Aldrett ADMISSIONS COORDINATOR	Yolanda Llorente ADMINISTRATIVE ASSISTANT
Miqueas Virgile IT DIRECTOR	Alba Ochoa ADMISSIONS COORDINATOR	Nadia Bailey ACADEMIC TUTOR
Edward Lambert ACADEMIC COORDINATOR	Sandra Garcia ADMISSIONS COORDINATOR	Silvia Stabio ACADEMIC TUTOR
Ariadna Romero ACADEMIC COORDINATOR	Veronica Amuz ADMISSIONS COORDINATOR	Liliana Penaranda ACADEMIC TUTOR
Carlos Aponte TELECOMMUNICATIONS COORDINATOR	Nadia Gabaldon REGISTRAR OFFICE	Renata Da Silva ACADEMIC TUTOR
		Junko Shimizu ACADEMIC TUTOR

School of Business and Economics		School of Social and Human Studies	
<p>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.</p> <p>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.</p> <p>Degree programs are designed for those students whose professional</p>	<p>experience has been in business, marketing, administration, economics, finance and management.</p> <p>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.</p>	<p>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.</p> <p>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</p>	<p>organizations in an ever expanding global community.</p> <p>Degree programs are aimed towards those whose professional life has been related to social and human behavior, with the arts, or with cultural studies.</p> <p>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.</p>
School of Science and Engineering		Online Library Resources	
<p>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,</p>	<p>knowledge of design innovation, a critical appreciation for the importance of technology and technological change for the advancement of humanity.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	

Education on the 21st century

AIU Service

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

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

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

This century’s university must generate new knowledge bits although this may entail its separation from both the administrative bureaucracy and the faculty that evolve there as well.

AIU thinks that a university should be increasingly integrated into the “real world”, society, the economy, and the holistic human being. As such, it should concentrate on its ultimate goal, which is the student, and get him/her deeply immersed into a daily praxis of paradigm shifts, along with the Internet and research, all these being presently accessible only to a small minority of the world community.

AIU students must accomplish their self-learning mission while conceptualizing it as the core of daily life values through the type of experiences that lead

to a human being’s progress when information is converted into education.

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

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

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

Read more at: aiu.edu

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

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

Contact us to get started

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

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Online application:

www.aiu.edu/apply3_phone.aspx