

CAMPUS

MY AIU MAGAZINE *mundi*

#03

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AIU News · Graduates of the month · Interview with a graduate
All you need is music · Open Education Week · Education in Japan
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PROVOST

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DEAN OF ADMISSIONS

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Roberto Aldrett

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NOT TOUCH

International Menopause Congress

January 21, 2014. Sonja Kickmaier participated in the **International Menopause Congress** in Vienna last month, with a work titled **Menopause, Andropause, Anti-Aging 2013: Research Abstract, Are we still in the Stone Age?**

Sonja completed a Masters program in Clinical Studies as well as a Doctorate program in Health Administration in AIU.

Here's an excerpt of her work: "Pharmaceutical research, modern era in comparison, not only contributes to the development of the people but also engages them by new drug combinations, new pharmaceutical forms, new applications for existing medicines through to gene therapy offers with new active substances all about physiological to influence systems."

Doctoral thesis published



December 15, 2013. Odhiambo James Oduke has written 2 articles that he has developed during his studies with AIU, which have been recognized and

published in Grin Publishing (www.grin.com). His doctoral thesis, **Role Play and Foreign Language Learning- The Kenyan Experience**, has also been published. Odhiambo completed a Doctorate program in Linguistics in Atlantic International University.

Organization of the Americas for Educational Excellence

December 08, 2013. Recently in the city of Barranquilla, Colombia, the **III Spanish-American Congress** and the **V National for Quality Education** took place, with the participation of more than 60 principals, teachers and administrators of official educational institutions.

In such events, AIU has received the nomination of **Preferential Affiliate** awarded by the **Organization of the Americas for Educational Excellence** for having completed the incorporation procedures of the organization, ensuring to obtain all the benefits that the organization awards, and the **SAPIENTIAE Award for Educational Excellence** by the same organization.

The event counted with the participation of important institutions such as:

- Eastern Connecticut University
- World Federation of UNESCO Clubs
- Business University Corporation for Salamanca

- National University of Colombia
- Sam Houston State University
- Simon Bolivar University

The Representation of AIU in Colombia was appointed by the Academic Council of AIU in the United States to participate in such event and receive the award.

We feel much honored by these recognitions which encourage us to continue working with lots of love to achieve that many more students can have a positive impact on their families and societies in which they live.

These achievements pertain to all the Educational Family of AIU in the world. Students, Academic Advisors, Counselors, Staff Members, Academic Council Members, Tutors, and Representatives of AIU in the world have definitely contributed to the growth of AIU and its commitment to quality education in the world. Congratulations to all of you.

Meritorious Diamond Award for National Development

December 30, 2013. Following the three articles Emeka Ekeke had published earlier this year, he has yet again published one of his works into a book.

His work titled **The Thematic Issues on the History of the Christian Church** has been published through Publish America and can be accessed online through the following link: www.publishamerica.net/product54237.html

In addition to his published works, he has also been given an award for his contribution in National Development in Nigeria by **Corporate and Media Africa Communications LTD** on December 7th, 2013 at the National Merit House in Abuja, Nigeria.

His award, **Meritorious Diamond Award for National Development**, is in recognition of his contribution to the socio-economic development of Nigeria through his academic field of endeavor.

Emeka is a Doctoral graduate in Religious Studies, here at AIU.

Two extraordinary books



January 13, 2014. One of AIU's very prominent students, Dr. Laura Lugo-Casado, who successfully completed in AIU a Doctorate in Education, has published

two valuable books in her field of studies, which are: **Cibermedios de comunicación en la sociedad del conocimiento** and **Cosmovisiones de la Educación Virtual**

No doubt both publications are a great contribution to the university community of AIU and the world because they manage through pleasant writing, provide the reader with valuable information on the subject of virtual education which today is so current and important.

As stated in one of her books: "We are guided by new territories, the book guides us along the paths transiting Virtual Education, with a view from the cosmos (space) and from various fields of knowledge. The VEPS (Virtual Education Position System) analogy arises because it portrays a framework to help understand that the Applied Technology Education is not a threat but an extraordinary creation of the human intellect, which allows us to maximize the regulatory effect of education on society."

The afore mentioned books can be purchased through www.amazon.com

Graduates of the month



DECEMBER 2013

Antonio Cassua Gomes
Bachelor of Science
in Chemistry Engineering
Angola

Ernesto Joaquim Mulato
Master of International Relations
Conflicts Resolution
Angola

Gabriel Lussuamo
Doctor of Education
Education
Angola

Francis Mukenani Wamundila
Bachelor of Science
Mechanical Engineering
Botswana

Noah Kofi Amu
Doctor of Education
Educational Technology
Botswana

Roberto Omar Rebolledo Sepúlveda
Doctor of Philosophy
Strategic Planning
Chile

Giovanni G. De Piccoli Córdoba
Master of Visual Communication
Applied Visual Arts
Colombia

Sandra Milena Ruiz Londoño
Master of Education
Education
Colombia

Víctor Javier Román Jaramillo
Master of Science
Statistics
Colombia

Francisco Javier Martínez Lovo
Doctor of Philosophy
Psychology
El Salvador

Carlos Eduardo Cruz Véliz
Doctor of Philosophy
Education
Guatemala

Jose Nguema Oyana
Doctor of Philosophy
Environmental Science
Guinea

Alberto Ibarra Idjabe
Bachelor of Arts
Sociology
Guinea Equatorial

Avilio Coello Hernandez
Bachelor of Human Resources
Human Resources
Honduras

Odhiambo James Oduke
Doctor of Philosophy
Language Education
Kenya

Carlos Candanedo Miranda
Bachelor of Science
Industrial Engineering
México

María Esperanza Velasco Núñez
Doctor of Science
Economics
México

Oyuntogtokh Bat-Erdene
Bachelor of Science
Biology
Mongolia

Billy Williams Moisés Ríos
Doctor of Philosophy, PhD
Sociology
Peru

Carmen Rainelda Alfaro Alfaro
Doctor of Philosophy, PhD
Education
Peru

José Rolando Benavente Farfán
Bachelor of Science
Civil Engineering
Peru

María Jesús Benavides Díaz
Doctor of Philosophy
Legal Studies
Peru

Salah El Sayed Ali Mohamed Bakr
Doctor of Business Administration
Human Resources Management
Qatar

Ramona Maria Popoi
Bachelor of Science
Hospitality Management
Romania

Saifeldeem N. Mohammed El-Shaikh
Bachelor of Science
Accounting
Sudan

João Manuel Vicente
Bachelor of Science
Architecture
South Africa

Safia Mohammed Aliy
Master of Science
Public Health
Tanzania

Francis Folorunsho Akinyamoju
Bachelor of Business Management
Business Management
Tunisia

Wilfrid Léo
Bachelor of Agricultural Science
Agriculture
Turks and Caicos Islands

Nader Gohary
Doctor of Science
Engineering Management
United Arab Emirates

Aquilla Priscilla Omwangangye
Doctor of Arts
Education
Uganda

Edgar Oswaldo Bedoya
Bachelor of Science
Civil Engineering
USA

Enrique Vázquez Torres
Doctor of Philosophy
Reading Instruction
USA

Raynier Omar Aldana Gibaja
Doctor of Science
Public Health
USA

Augustin Aka Lundemvukila
Doctor of Business Administration
Accounting
Zaire

Chanda Kaluba
Bachelor of Science
Physical Education
Zambia

Amos Marume
Doctor of Science
Public Health
Zimbabwe

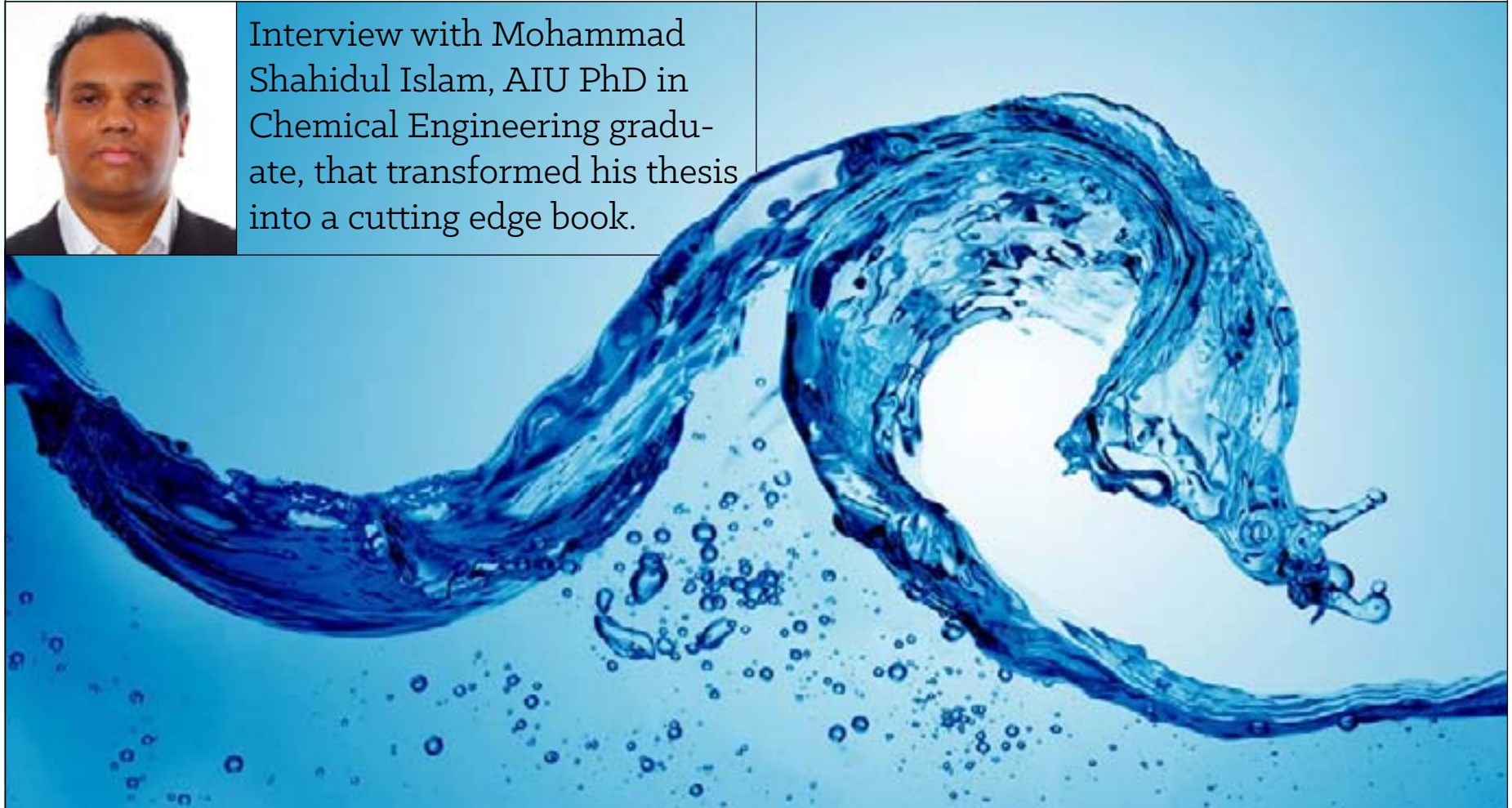
Chilika Devin Wellings Simfukwe
Doctor of Business Administration
Human Resource Management
Zimbabwe

Cleopatra Shingirai Matanhire-Mutisi
Doctor of Accounting
Taxation
Zimbabwe

Creative works should be published as books



Interview with Mohammad Shahidul Islam, AIU PhD in Chemical Engineering graduate, that transformed his thesis into a cutting edge book.

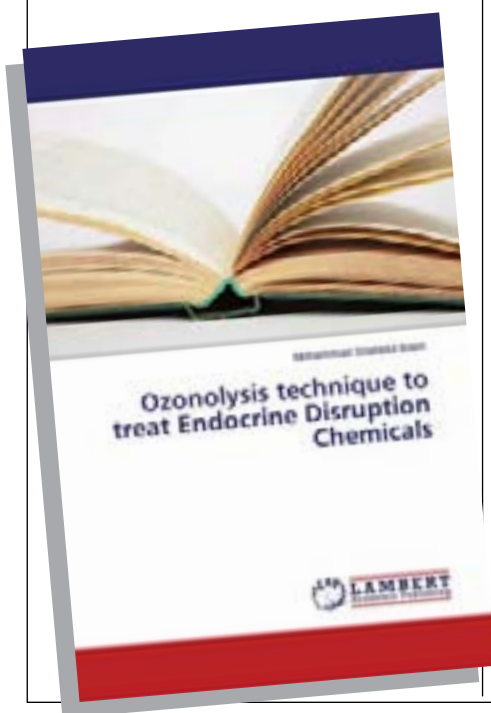


What was the motivation to publish your thesis as a book?

My motivation was to share information of my work in a global level, since mine was a unique work and it opened frontiers of science on ozonolysis technique to treat endocrine disruption chemicals from water and wastewater.

How was the publishing process? What did you do to get your thesis published?

In my case, the book publication was rather simple. First, I published three articles from my PhD thesis in an internationally recognized journal.



Then, LAP publication, Germany, got information on my publication from the mentioned journal. Then, they contacted me and expressed their desire to publish my work as a book chapter. I told them that instead of book chapter, they could publish my whole PhD thesis in a single book. They accepted my proposal and asked me to send my book electronically through their Internet system. I did that and after a review, they agreed to publish my PhD thesis as a book. It did not cost anything to me... but retail price for the book "Ozonolysis technique to treat endocrine disruption chemicals" is 35.9 euro.

When you were writing your thesis, did you think of it as a book?

When I started writing my PhD thesis, I did conceptualize it as a book. That was because I independently deduced all derivations, corollaries and hypothesis in my PhD thesis. So, I thought it would be great to publish the results of my research as a book.

What was your work about?

My research was on treatment of endocrine disruption chemicals (EDCs) from water and wastewater. EDCs are persistent against conventional wastewater treatment method. It was ascertained that ozone could effectively

degrade and mineralize most of the EDCs. For this ozonolysis of a model EDC, diclofenac sodium (DFS) has been carried out in semi-batch process to get necessary kinetics. With this, a simulation model has been developed for flow ozone membrane reactor. A reactor that could simultaneously mineralize and separate EDCs effectively from water and wastewater. Afterwards a model simulation was carried out for ozone membrane reactor to predict its performance. Model simulation predicted mineralization of EDC (DFS) from water and wastewater.

Who will be interested in reading your book and why?

All the information contained in my book will be helpful for water treatment industries to develop suitable membrane (i.e., characteristic parameter of membrane such as efficiency, molecular weight cut-off and enhancement) to treat EDCs from water and wastewater.

Where can I buy your book?

At www.morebooks.de

What was your experience studying in AIU?

My study at Atlantic International University was very pleasant. My academic adviser was especially optimistic. I think that was an important

element that helped me finish my study with good results.

Why do you think your experience is so important?

Well, I'm convinced it is very important to try and go beyond a school paper in order to reach all the people in the world who may use the information to improve their communities. All original research works should be published as books, especially creative ones, so they can be used as a reference and develop the knowledge one step further.

What have you learned from this experience?

From this particular experience I have learned that if you write scientific information with a specific structure, if you organize it in a certain way, you can have it published in the form of a book or as an article for a specialized magazine or journal.

What can you recommend to your student colleagues?

I can recommend them to write their PhD thesis in a way it can reach more people, more final users. It should be unique and it should open frontiers in a specific field of knowledge. Then hopefully global publishers will be more than happy to publish their master piece of work.

LEARNING

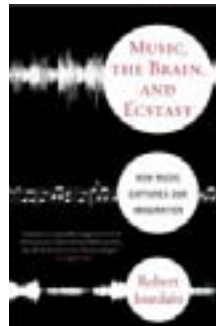
WHERE IS MY MIND?

ALL YOU NEED ^S music

FROM "7 ESSENTIAL BOOKS ON MUSIC, EMOTION AND THE BRAIN" BY MARIA POPOVA. WWW.BRAINPICKINGS.ORG



MUSICOPHILIA. We love the work of neuroscientist and prolific author Oliver Sacks, especially his latest book, *The Mind's Eye*. But some of his most compelling work has to do with the neuropsychology of how music can transform our cognition, our behavior, and our very selves. In *Musicophilia: Tales of Music and the Brain*, Revised and Expanded Edition, Sacks explores the most extreme of these transformations and how simple harmonies can profoundly change lives. From clinical studies to examples from pop culture —did you know that Ray Charles believed he was “born with the music inside [him]”?— Sacks delivers a fascinating yet remarkably readable tale that tells the story, our story, of humanity as a truly “musical species.”



MUSIC, THE BRAIN AND ECSTASY. If the human voice is the greatest instrument, as the widespread music teacher preaching goes, then the brain is the greatest composer. Every time we perform, compose or merely listen to music, the brain plays high-level Tetris with a range of devices, harmonies and patterns, creating emotional meaning out of the elements of sound and often extracting intense pleasure. In *Music, The Brain, And Ecstasy: How Music Captures Our Imagination*, composer Robert Jourdain examines music’s unusual emotive power through little-known facts and physiological phenomena and historical anecdotes. Perhaps most fascinatingly, he pins down the origin of pleasure in music as a consequence of a series of tonal deviations that create a conflict in the brain, resolved with a return to the tonal center, which gives us a sensation of bliss. This sequence of conflict and resolution, he explains, can come from the four key elements of music: rhythm, melody, phrase, and harmony. “Ecstasy” is the result of a resolution that comes once a conflict has reached the limit of the listener’s comprehension ability in tonal space-time.



THIS IS YOUR BRAIN ON MUSIC. Why music makes us feel the way it does is on par with questions about the nature of divinity or the origin of love. In *This Is Your Brain on Music: The Science of a Human Obsession*, Daniel Levitin sets out to answer it—an ambitious task he tackles through a range of lenses, from a digestible explanation of key technical constructs like scale, tone and timbre to compelling cross-disciplinary reflections spanning neurobiology, philosophy, cognitive psychology, memory theory, behavioral science, Gestalt psychology and more. He illuminates diverse subjects like what accounts for the diversity of musical tastes and what makes a music expert, framing music processing as a fundamental cognitive function embedded in human nature. Levitin manages to do this while preserving the without subtracting from the intuitive, intangible magic of powerful music, dissecting its elements with the rigor of a researcher while preserving its magnetism with the tenderness of a music lover.

The book’s final chapter, *The Music Instinct*, may be the juiciest: It’s a direct response to Harvard psycholinguist Steven Pinker, who in a 1997 talk famously called music “auditory cheesecake” and dismissed it as evolutionarily useless, displacing demands from areas of the brain that should be handling more “important” functions like language. (Obviously, as much as we love Pinker, we think he’s dead wrong.) Levitin debunks this contention with a mighty arsenal of research across anthropology, history and cognitive science, alongside chuckle-worthy pop culture examples. (It’s safe to assume that it was musical talent, rather than any other, erm, evolutionary advantage, that helped Mick Jagger propagate his genes.)



MUSIC AND THE MIND. Nearly two decades after its original publication, Anthony Storr’s *Music and the Mind* remains an essential and timeless prism for looking at one of humanity’s greatest treasures. From the biological basis of cognition to a thoughtful analysis of the views held by history’s greatest philosophers to the evolution of the Western tonal system, Storr addresses some of the most fundamental questions about music, like why a minor scale always sounds sad and a major scale happy, and offers an evidence-backed yet comfortingly human grand theory for the very purpose of music: Peace, resolution and serenity of spirit.

Sharing education to all

Open Education Week's goal is to raise awareness about free and open educational opportunities that exist for everyone, everywhere, right now. We want to highlight how open education can help people meet



their goals in education, whether that's to develop skills and knowledge for work, supporting formal studies, learning something new for personal interest, or looking for additional teaching resources.

OPEN EDUCATION WEEK

In fact, sharing is probably the most basic characteristic of education: education is sharing knowledge, insights and information with others, upon which new knowledge, skills, ideas and understanding can be built. Open Education seeks to scale up educational opportunities by taking advantage of the power of the internet, allowing rapid and essentially free dissemination, and enabling people around the world to access knowledge, connect and collaborate.

This year, **Open Education Week** will be celebrated from March 10 to March 15.

What does “Open” Means?

Open is key; open allows not just access, but the ability to modify and use materials, information and networks so education can be personalized to individual users or woven together in new ways for diverse audiences, large and small.

Why is Open Education important?

People want to learn. By providing free and open access to education and knowledge, we help create a world where people can fulfill this desire. Students can get additional information, viewpoints and materials to help them succeed.

Workers can learn things that will help them on the job. Faculty can exchange material and draw on resources from all around the world. Researchers can share data and develop new networks. Teachers can find new ways to help students learn. People can connect with others they wouldn't otherwise meet to share information and ideas. Materials can



AIU and Open Education

The courses presented by AIU form part of the University's Open Access Initiative seeking to eliminate the cost of Higher Education by making learning materials and research Publicly Accessible.

<http://aiu.edu/openaccess.htm>

be translated, mixed together, broken apart and openly shared again, increasing access and inviting fresh approaches. Anyone can access educational materials, scholarly articles, and supportive learning communities anytime they want to. Education is available, accessible, modifiable and free.



www.openeducationweek.org

Facebook: www.facebook.com/openeducationwk

Twitter: @openeducationwk

Who is contributing to Open Education Week?

Open Education Week is coordinated by the OpenCourseWare Consortium, an association of hundreds of institutions and organizations around the world that are committed to the ideals of open education. More than 100 universities, colleges, schools and organizations from all over the world have come together to showcase what they're doing to make education more open, free, and available to everyone. You can check out the list of contributors, and see who's on the planning committee.

Facts about Open Education

- Open Education is, at its core, about free and open sharing Educational Materials.
- Refers to the use of legal tools (open licenses) that give everyone permission to reuse and modify educational resources.
 - Free and open sharing increases access to education and knowledge for anyone, anywhere, anytime.
 - It allows people to make changes to materials or to combine resources in new ways to build something new.
 - Open Education incorporates free and open learning communities, educational networks, teaching and learning materials, open textbooks, open data, open scholarship, open source educational tools and on and on.
 - Open Education gives people access to knowledge, provides platforms for sharing, enables innovation, and connects communities of learners and educators around the world.

Big in Japan

Japan's place in global education rankings has been outstanding for years. Some people think it's because of the traditional background, or the hard pressure every student has to live with. Others consider it all begins with the original way their brains work.

Side A. Japanese Education

Source: *members.tripod.com*

It is no secret anymore that Japan has achieved world status in education. Indeed, some of Japan's contemporary accomplishments in education –as in economic development– are literally in a class by themselves.

Japanese education provides all children with a high quality, well-balanced basic education in science, music, and art through 9 years of compulsory schooling. The average level of student achievement is high by international standards. So is the retention rate: virtually everyone completes the 9 compulsory years and almost 90 percent of the students graduate from high school. Japan has also succeeded in:

- Motivating students to learn and teaching them effective study habits.
- Creating and maintaining a productive learning

environment, which includes effective school discipline.

- Using time productively for educational purposes in and out of school.
- Sustaining attention to developing character and desirable attitudes and behavior (according to Japanese norms) throughout the elementary and secondary years.
- Developing a professional teaching force that is competent and committed, well respected and well remunerated.
- Providing effective employment services for secondary school leavers and graduates.

These accomplishments result from several interwoven factors, including:

- A preschool experience (much of it parent financed) for more than 90 percent of children.
- An effective public school system, particularly during the compulsory attendance period, supplemented at elementary and secondary levels by an informal, but symbiotic set of private (parent financed) education programs responsive to the needs of individual students.

All of the foregoing are undergirded by parental commitment to and sustained support for the education of the child during the entire time they are in school. Education is reinforced at every turn by the historical and cultural heritage, community consensus, government policy, the needs and employment practices of business, industry, and government.

Number 4

The U.S. was ranked 17th in an assessment of the education systems of 50 countries, behind several Scandinavian and Asian nations. Finland and South Korea grabbed first and second places, respectively, in a global league table published by the education firm Pearson, while Hong Kong, Japan and Singapore ranked third, fourth and fifth, respectively. The study, carried out by the Economist Intelligence Unit (EIU), combines international test results and data such as literacy rates and graduation rates between 2006 and 2010.

A wide range of education inputs, both quantitative data –such as spending on pupils and class size– as well as qualitative data –such as level of school choice– were examined along with numerous potential outcomes ranging from development of cognitive skills to GDP growth.

SOURCE: INTERNATIONAL BUSINESS TIMES.
WWW.IBTTIMES.COM
*US 17TH IN GLOBAL EDUCATION RANKING;
FINLAND, SOUTH KOREA CLAIM TOP SPOTS.
BY AMRUTHA GAVATHRI.

Japanese education has produced multiple benefits for the nation as well as for its individual students. These benefits include a well-educated citizenry, which strengthens national democracy; an adaptable work force capable of high productivity in a competitive world economy; the opportunity for individual social and economic mobility; and an improved general quality of life.

In trying to understand how the Japanese accomplish what they do in education, how and why the system works, and some of its dynamics, one finds that more than the school system is involved. The home environment for the student, home-school relation, unofficial education programs outside the school (particularly the *juku*), the relationship between industry and education, especially at the postsecondary level, all have to be taken into account along with history and culture.

For Westerners, Japanese education is fascinating and complex. Its achievements appear to be as much a product of the nation's unique historical and cultural foundations and parental commitment as of pedagogical policies and practices. Indeed, several specific factors that contribute to educational achievement may not be readily exportable, so tied are they to the Japanese context.

Not all of Japanese education is homegrown. Japan is unusual in its long record of interest and initiative in learning from other countries. Most modern nations, including the United States, have been the beneficiaries of education ideas from other countries, but Japan has been more active in deliberately seeking ideas from abroad to help solve its education problems as it perceives them and less self-conscious in adapting those which seem useful.

While contemporary Japanese education has been

widely praised, especially because of outstanding results demonstrated in international comparative studies of school achievement in science and mathematics, it is not well known that Japan's record of distinction in education has roots that go back over a hundred years. Indeed, in some important respects education in Japan today is heir to a legacy of ideas whose origins long predate the century of modern Japanese history.

Side B. Job hunt stressing students, making them suicidal

Source: Japan Times, October 18, 2013

Tormented by the difficulty of landing a position and unfair practices by prospective employers, 1 in 5 college students contemplate suicide during the job-hunting process, a poll of 122 students conducted in July by the nonprofit group Lifelink found.

The Tokyo-based group conducted two surveys, on 121 students in March and 122 in July, on the stress associated with the job hunt, spurred by recent government statistics pointing to a marked increase in suicides among people in their 20s. Only the students in July were asked about suicide.

According to National Police Agency statistics on suicides in 2012, the total number of suicides in Japan has shown a downward trend over the last 15 years, dipping below the 30,000 mark for the first time last year to stand at 27,858. However, the number among people in their 20s has gone up since the late 1990s, numbering 3,000 in 2012.

"Failures in job hunting" accounted for 149 suicides among people in their 20s last year, 2½ times the rate in 2007.

Released Friday, the Lifelink poll, which covered people in four-year universities, graduate schools and vocational colleges, found that students have a strong distrust of firms in Japan and of Japanese society overall, yet have a burning desire to get full-time employment after college.

Sixty-nine percent said Japan is a society where honesty and hard work are not rewarded, while 97 percent said they want to become full-time employees after graduation.

Eighty percent of those surveyed said they felt a strong sense of anxiety during their job search, with many citing the fear of not getting an offer from the firm of their first choice, and of "getting left behind" by their peers.

Adding to their stress is the often unfair treatment by companies. Some firms, the students found, secretly gave more opportunities to students from certain high-ranking universities while officially touting a "no-college-name-asked" hiring policy.

Students often rely on friends, social media and Internet bulletin boards for tips on job hunting, but they also suffer from a sense of exasperation and isolation when their job search doesn't go smoothly in comparison with their peers, said Lifelink founder Yasuyuki Shimizu.

"These problems lead to greater issues after they get jobs," Shimizu said. "They have a strong sense of distrust of society to begin with, which leads them to think they must have full-time employment to defend themselves. When they are able to become full-time employees (right out of college), they feel as if they must put up with anything to hold onto that job. And others who couldn't get full-time employment are driven to think they are worthless."

Side C. The Japanese Language Brain

By Masaomi Ise

Source: educationinjapan.wordpress.com from *Japan Close-Up*.

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Our story begins with the visit of Professor Tadanobu Tsunoda of Tokyo Medical & Dental University to Havana, Cuba, a few years ago, to attend the 1st international seminar titled “Central Nervous System Disease Physiology and Compensation.” Cuba was still under embargo and Prof. Tsunoda was the only participant from a western nation. There was a reception on the night before the seminar began, with many scientists in attendance. A Cuban man was delivering a fervent speech in powerful Spanish.

But Prof. Tsunoda was distracted by the extremely loud sound of insects that enveloped the meeting hall. Realizing that even in January Cuba was hot, he asked someone what kind of insect it might be, but no one could hear the insects, while to Prof. Tsunoda it sounded like a loud outburst of cicadas or crickets!

When the reception finally ended at about 2 o'clock in the morning, Prof. Tsunoda made his way back with two young Cubans. On the quiet night streets, he could hear the same insect songs as before, but even louder now. Prof. Tsunoda pointed out many times the places in the bushes where he could hear the insects singing, but though the two would stand still to listen intently, they couldn't hear anything. They just looked at him rather strangely.

Prof. Tsunoda met with the two Cubans every day for some activity or another, but not until the third day did the man finally notice the insects' noise. He

didn't seem much interested, however. The woman never did hear the insects during the whole one week seminar. To the doctor it seemed that the hearing of Japanese people and hearing of foreigners had to be very different.

Left Brain, Right Brain

Based on this difference in the sense of hearing, Prof. Tsunoda set out to research the physiological difference between the brains of Japanese and of the other races. The results of his research led to a surprising discovery. The human brain is divided between the left and right spheres, with each having different functions. The right brain is called the music sphere, because it is where the sounds of music, machinery and noise is processed. The left brain is called the language sphere, because it processes sound logically and intellectually, namely being where the spoken word is comprehended. Up to this point Japanese are the same as Westerners.

But Prof. Tsunoda found a difference in the location where the sound of insects is processed. His experiments revealed that while Westerners process insect sounds together with machinery and noise sounds in the music sphere, Japanese capture insect sounds in their language sphere, meaning that Japanese hear insect sounds as “insect voices.”

For the Cubans, if one were used to hearing the loud insect singing that filled the meeting hall as the ordinary background noise, they would not even be conscious of it. This is the same phenomenon as living for many years next to a railroad and growing so accustomed to the noise that we wouldn't even notice a train passing by. But since Japanese hear insect sounds in the same language sphere as they hear human voices, we can't let insect sounds just go by

as part of the background noise. The fervent speech in Spanish and the loud insect singing were in direct competition in the left brain of Prof. Tsunoda.

This unique characteristic is only found among Japanese and Polynesian people, while Chinese and Koreans exhibit the same pattern as Westerners. What is even more interesting is the fact that Japanese whose mother tongue is a foreign language follow the Western pattern, while foreigners whose first language is Japanese follow the Japanese pattern. So this phenomenon is not a matter of hardware, (physical structure), but an issue of software, namely what language was learned first as a child.

Right or Left Brain Experiments

Before examining this difference further, let's take a look at the experimentation that proved these results. The actual nerves that run from the human ear to the brain cross over, so that sound data from the right ear goes into the left brain, and vice versa.

When different melodies are played at the same time into the right and left ears, persons always recognize the melody they heard in their left ear better. Similarly, if different words are spoken simultaneously into the right and left ears, the right ear, namely the left brain, has better recognition. That is why we almost always put the telephone receiver to our right ear.

Using this method and many different types of sounds to find the difference between the left and right brains, it was shown that Japanese and Westerners alike heard music, machinery and noise sounds in the right brain and language sounds in the left brain, but Japanese heard vowels sounds, crying, laughing and sighing, the cries of insects and animals, waves, wind, rain, running water and Japanese

musical instruments in the left brain, the same as language, while Westerners heard these sounds in the right brain together with music and noise.

The Culture to Be Heard in Insect Sounds

In Japan there is a whole culture to be heard in the sounds of insects. Even today there are websites devoted to images of crickets and recordings of their songs, and there are countless books about how best to keep them. The nursery rhyme “Insect Voices” is an example of how the art we hear in insect sounds is familiar to us from childhood.

Oh, the matsumushi cricket is singing

Chin-chiro, chin-chiro, chin-chiro-rin

Now the suzumushi bell-ring cricket is starting to sing

Rin rin rin rin ri-in rin

Calling out through the long autumn nights

Oh how beautiful are the insects' voices !

All the different kinds of insects like matsumushi and suzumushi sing with different kinds of chirps.

We can imagine the Japanese view of nature that says both humans and insects as part of all living creatures have “voices” and “feelings.” The unique characteristic of Japanese people that hears insect sound and human voices in the same language sphere of the brain is very well reflected in our culture.

Dogs Say “Wan-wan,” Cats Say “Nya-nya”

Prof. Tsunoda’s discovery also showed that Japanese also heard other animals’ cries, plus the sound of waves, wind, rain and bubbling brooks in the language sphere. In Japanese, brooks say “sara-sara,” waves say “zabu-n,” rain says “shito-shito,” and wind says “byu-byu-.” Prof. Tsunoda’s discovery is in line with the ancient Japanese view of nature that sees gods living in every natural being, from mountains to rivers and seas.

The physiological characteristic of Japanese to hear natural sounds in the language sphere of the brain, and the linguistic characteristics of the Japanese language which has highly developed onomatopoeia, together with the Japanese view of nature which finds gods residing in all natural beings, are all very well represented within the Japanese psyche.

Not the man but the Language

The significant part of Prof. Tsunoda’s discovery is that the Japanese pattern of hearing nature sounds in the language sphere is not a matter of ancestry, but rather dependent on whether Japanese was the first language learned.

Data collected from 10 South Americans of Japanese ancestry shows an example of this. Nine of these 10 ethnic Japanese had either Spanish or Portuguese as their first language, and their brains all fell under the Western pattern. The only one who exhibited the Japanese pattern was a girl who had received a thorough education in Japanese language from her father and didn’t understand a word of Portuguese until she was 10 years old.

On the other hand, Koreans and Chinese follow the Western pattern, but Koreans and Chinese who live in Japan and learned Japanese as their mother tongue all follow the Japanese pattern.

This very likely means that the Western pattern or the Japanese pattern have nothing to do with race but rather with the difference in the mother tongue. We should not say “Japanese brain” but “Japanese language brain.” The only language Prof. Tsunoda’s has found with the same pattern is Polynesian.

Difference Gives Rise to Creativity

But what significance does this difference in brain

function thus attributed to the Japanese language have for us? Dr. Hideki Yukawa, a scholar of theoretical physics, had this to say in a conversation with Prof. Tsunoda.

“In other words, Japanese have often been said to be somewhat emotional. In contrast to (Westerners who are) rational, that Japanese were said to be more emotional may well have been structural, functional or cultural, but the fact that there actually was a difference that applied in that instance has been made clear by Professor Tsunoda’s research.

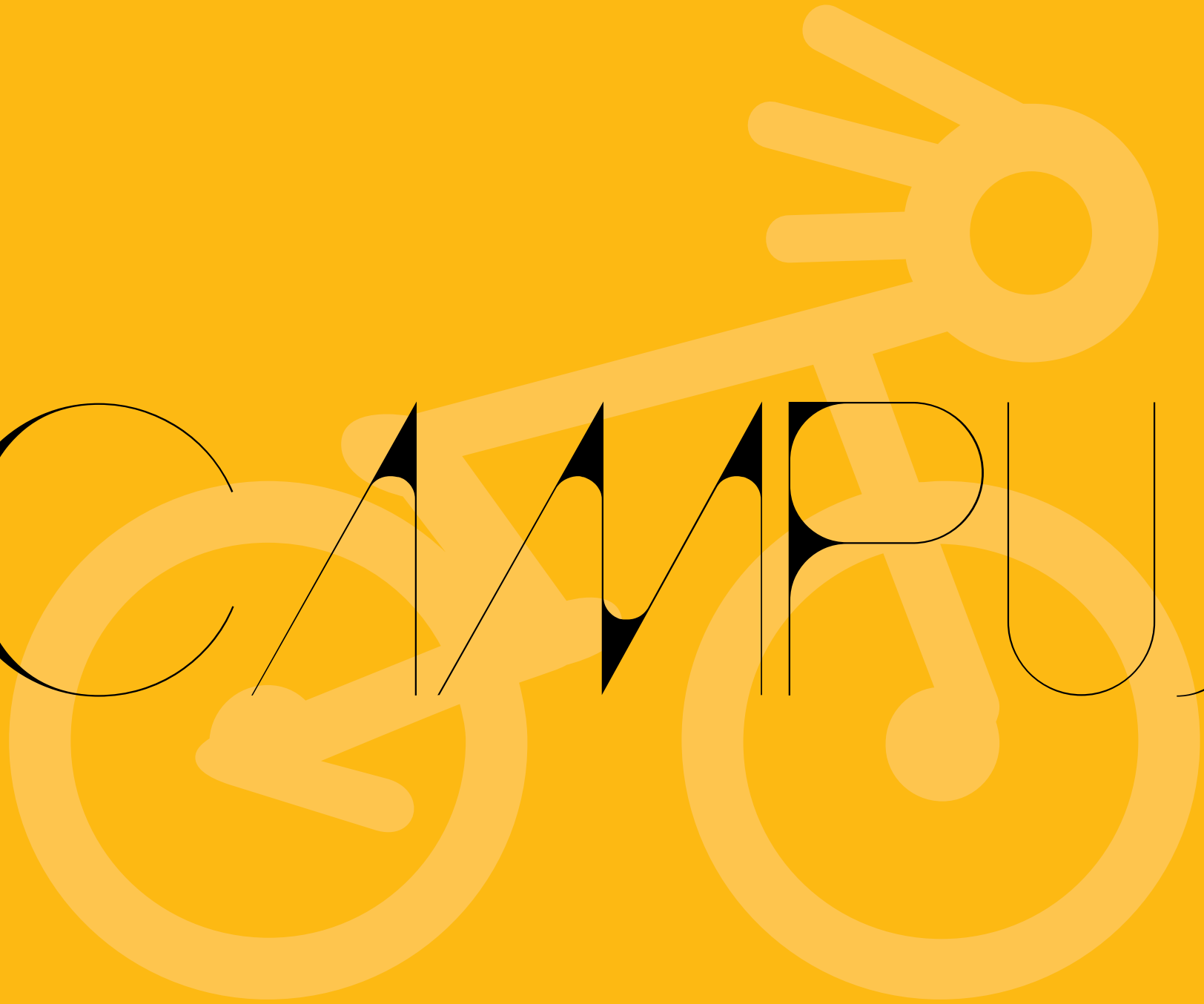
In that case, my thinking is that our direction should be to take advantage of that difference. Instead of worrying whether the difference makes us better or worse, we should put that difference to work for us. ... From difference rises creativity. The roots of inferiority toward the West run deep among the Japanese people, but to see ourselves and our differences in that manner acts only to further deepen that inferiority complex.”

“From difference rises creativity” coming from Dr. Yukawa, who won the Nobel Prize for his highly creative meson theory, these words have great weight. The difference in the Japanese language brain is contributing to increased diversity of the human race, and our culture, which turns its ears to hear each insect’s voice, can be seen as a creative response to human life that can enrich and enliven all of human culture.”

The respectful outlook toward nature that turns one’s ears to the voices of all living beings is a valuable hint as to how to live in harmony with all the living beings on our Spaceship Earth.

It is our duty as Japanese toward the rest of the world to make a conscious effort to study the Japanese language brain that we have inherited in order to make better use of our natural creativity.

CAMPUS



NUMBERS

Distance learning: the future of education *today*

150%

increase in the number of students selecting distance-learning courses as a part of their regular college curriculum between 1998 and 2008.

4,277,000

students are taking any distance education course, only in the United States.

65%

of students have taken online classes.

62%

of students believe that virtual learning provides the opportunity for professional adults to take classes while working full time.

71%

of leaders of for-profit colleges and universities report that their institutions offer classes online, and more than half (54%) say these classes offer the same value as classes taken in person.

72%

completion rate for online classes at community colleges, compared to 76% for traditional face-to-face courses.

39%

of all adults who have taken a class online say the format's educational value is equal to that of a course taken in a classroom.

Faced with retraining 50 million American workers, corporate America is using distance learning, both internally and externally, for all aspects of training. Many major corporations save millions of dollars each year using distance learning to train employees more effectively and more efficiently than with conventional methods.

64%

of full-time faculty at community colleges teach distance education classes; part-time faculty teach 35%.

Source: USDLA.ORG, National Center for Education Statistics (nces.ed.gov) and edtechmagazine.com

Bachelor of Civil Engineering

SCHOOL OF SCIENCE AND ENGINEERING

The Bachelor of Civil Engineering (BS) program objective is to provide professionals with the right tools so that they can prepare for a career in practice, research, or teaching either at organizational or academical level within the discipline of civil engineering. The Bachelor of Civil Engineering (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 Civil Engineering (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

- Probability and Statistics for Engineers
- Construction Methods and Management
- Water Resources Engineering
- Solid Mechanics
- Technical Writing
- Dynamics
- Intro to Surveying and CAD
- General Chemistry
- General Physics
- Calculus
- Materials Science
- Computer Science
- Engineering Math
- Structural Analysis
- Structural Design
- Soil Mechanics
- Environmental Engineering
- Fluid Mechanics
- Transportation Engineering
- Engineering Math

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

Job Description

Civil engineers plan, design, and supervise the construction of facilities essential to modern life. These facilities vary widely in nature, size, and scope and include space satellites and launching facilities, offshore structures, bridges, buildings, tunnels, highways, transit systems, dams, airports, harbors, water supply and wastewater treatment plants. Civil engineers work in diversified areas such as structural engineering, geotechnical engineering, water resources and environmental engineering, transportation engineering, ocean and coastal engineering, and construction engineering.

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

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
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Clara Margalef DIRECTOR OF AIU	Kingsley Zelee IT COORDINATOR	María Serrano REGISTRATION OFFICE
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Ariadna Romero ACADEMIC COORDINATOR	Alba Ochoa ADMISSIONS COORDINATOR	Yolanda Llorente ADMINISTRATIVE ASSISTANT

<h3 style="text-align: center;">School of Business and Economics</h3>		<h3 style="text-align: center;">School of Social and Human Studies</h3>	
<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>
<h3 style="text-align: center;">School of Science and Engineering</h3>		<h3 style="text-align: center;">Online Library Resources</h3>	
<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>The AIU Online Library gives users instant access to more than 275 million records in 470 languages from 112 countries. The Library Resources include 130,000 books in e-format and over 15.9 million full text journals, articles, and periodicals. A new record is added very 10 seconds ensuring the research material available is at the cutting edge and keeping up our rapidly changing world.</p> <p>With access to a worldwide union catalog created and maintained collectively by more than 9,000 member institutions, students are assured an excellent research tool for their study programs. The AIU Online Library contains 108 million quality records, over 29,000 e-books, dozens of databases and more than 15.9 million full-text and full-image articles. Accessing over 60 databases and 2393 periodicals in full text you will be sure to find the information you need for your research project or assignment. Records exist for everything from stone tablets to electronic books, wax recordings to MP3s, DVDs and Web sites. Users will discover that many records are enriched with cover art, tables of contents, reviews, excerpts and other descriptive information. Records typically have library holdings information attached. Users can quickly evaluate relevance and decide if it's the correct resource.</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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