



Heart Centered Wellness at Akamai University

Reflecting upon the wise words of Dr Capogrossi in originating Akamai University in 2002, snippets and paraphrases are below:

- “Faculty as mentors and facilitators, negotiate structures and boundaries in service to student learning needs. This includes evaluation as measured by application in real life settings and resulting transformation.”
- AU provides adaptable structures and content, individualized learning not possible in traditional classroom settings.
- The curriculum is student led rather than faculty led. It is based on needs assessment, learning plan, and course content. Faculty serve as resource persons and facilitators rather than authority figures. The relationship is a co-creative process centered curriculum that supports real life outcomes of improvement and transformation based on Person-to-Person Model as advocated by Dr. Bulbrook in her research in 1970’s.
- “The focus is moving student learning to higher levels of cognition, whereby they are required to create and evaluate, do independent and original thinking, make judgments, communicate unique ideas, feelings and experiences, and design effective solutions to "real life" situations. The nature of this type of outcome is highly contributory to the development of effectiveness for the mid-career adult.”
- Mentorships and supervised experience in learning independently.
- “The control of academic quality in teaching and learning must be of primary importance throughout the structures and operations of the institution of higher learning, itself, if it is to be a quality institution. The institution must view quality control issues as primary and integral to the conceptual design and conduct of degree studies. Each instructional element, learning resource and learning activity must be derived directly from and designed and selected specifically to serve the outcome objectives established for the program. Assessment and examination vehicles for each program must be adjusted to effectively evaluate student knowledge and competencies against defined learning objectives derived from the needs of the audience.”

We appreciate Dr. Capogrossi’s prescient approbation of the need for nontraditional universities as a different model of higher education with real life application AND implement the need for continuing evaluation as the university makes the shifts not only of location and leadership, but also in response to the needs of our students, the world, and our times. We are so grateful for his work and dedication after 19 years leadership!



AKAMAI

Akamai University Durham, NC

As Akamai University prepares to enter its third decade and relocates its physical headquarters to North Carolina. The presidency shifts from Dr Capogrossi to Dr Mary Jo Bulbrook. This is indeed an auspicious moment for review and analysis, making shifts that support the original vision in today's realities. The principles remain as applicable as they were in 2002. Our calling now is to apply them to the world of 2021.

What do we mean by Heart Centered Wellness and how does it apply to AU?

Coming from a healthcare background, Heart Centered Wellness was originally an umbrella term Dr. Bair coined a decade ago to refer to an individual person's need to integrate the dimensions of B/M/S for whole person health. Thriving, or "abundant living" necessitates not only healing but actual transformation of self-identity through coherent connection and communication within these multiple dimensions of our human life experience. But there was more...

What emerged over time from my personal contemplative practice of heart meditation and Dr. Bair's scientific study, combined with her experience with groups, was conscious experience of collective awareness in a level of reality described by science as holographic, and by wisdom traditions as union with all that is. Locating our human life experience within this larger living matrix creates an inner transformation of our identity and conscious awareness of our impact on others and the world. No longer feeling separate, shifts everything. It also expands our sense of responsibility for the energy we contribute to the greater whole.

Dr. Bair's doctoral research 15 years ago provided strong evidence of this connection and effect at an intrapersonal level, *The Heart Field Effect*®, and continued work in years since brought ever increasing awareness of this holographic reality. It also made clear that this is not a level of consciousness accessible through our brain/mind. In what's called Energy Medicine or Vibrational or Biofield Medicine, regulation is not the slow conduction of electrical signals, but rather the much more rapid vibrational frequencies generated by our heartbeat. The heart and the energy field it creates (the Heart Field) are the fractal we know of as ourselves, nested within ever smaller and larger scales of the living matrix of life. Our hearts are our organ of spiritual perception and an expanded holographic consciousness. Our heart fields both receive and transmit information biophotonically with every beat, affecting all life at every level.

From this perspective the inter relationships expand beyond just the personal to all of humanity, all of the world, all of life. It shifts how we understand learning.

The question of the role of a university must also shift as Dr Capogrossi so wisely recognized decades ago. Learning that has meaning has never been about the mere acquisition of knowledge. It gains relevance by how it contributes to life, both on the personal and collective levels. The knowledge must be married to life application in ways that serve the needs of ourselves and others. In the reunion of science and spirit, quantitative and qualitative measures are of equal value.

As we participate in the growing movement from collective unconscious to collective consciousness, both our structures and processes need to align with current needs of both students and the world. Defining degrees by levels of contribution, not just data acquisition is key as we continually balance knowledge and application in our processes and offerings.

While we think of our heart as the organ that pumps our blood around, it circulates in many more ways. It is our organ of spiritual perception, and while our brain operates through electrical signaling, our hearts complete the mutually present magnetic component of electromagnetic function by attracting to us what is needed. How do we accommodate this practically in our meetings and decision making?

Can we ask more questions instead of reaching quickly for answers?

Are we prepared to tolerate ambiguity in service to creative processing?

How can we uphold the highest ethical standards while remaining willing to make the needs of students primary rather than secondary?

Our mission statement states, "AU exists to provide exemplary quality higher education worldwide, primarily through distance learning". Are we ready to define higher education in new ways?

These questions and more are important to address if we are to build upon the excellent orientation of the past 19 years and expand into a larger arena of interconnection and interdependence of university learning with the world in meaningful life applications.

Recognizing ourselves as embedded 'participatory observers.'

What does heart centered mean for us as an educational provider?

1. We should expect to be on the 'cutting edge' in the content, courses, we offer. With the exponential increase in rate of information acquisition this requires much more fluid and ongoing alterations that are need related and let go of once the need is met.
2. We need to adjust the structures and processing systems to operate from this larger awareness; ex: dynamic replacing static, both top down AND bottom up flow of information and decision making
3. Next we need to engage in collaborative processing and decision making replacing top down authority, holding seeking the largest possible truth and possibility with the parameters we are exploring. Seeking input and participation from all involved equally

in an open-ended process that also has defined parameters to facilitate the process moving forward.

4. The goal is to balance of enough structure to facilitate function and enough fluidity to recognize and shift with emerging needs and knowledge.
5. Finally know hearts magnetically attract with directed attention and intention combined with the power of feeling taking in that which is desired, going within, receiving inspiration, and following steps to creating something new.

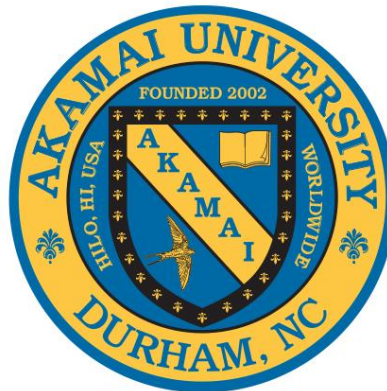
This is the direction of Akamai University 2021 is guided by as expanded on from our originating moment in history – 2002.

A Heart Centered approach is Holographic, recognizing the expansion and contraction of nested fractals differing in scale but the same in pattern and process;

“As above, so below. As within, so without.”

Inherent is the larger consciousness of the heart, reaching beyond the mental binary processing to the spherical trinary awareness characterized by the dynamism of constant forward motion, and centered in human consciousness in the heart.

Let us begin from this expansive awareness to provide the highest quality of nontraditional education to as many as possible moving forward.



Akamai University

Dedicated to improving human and planetary health