

Akamai University

Dedicated to improving human and planetary health

Postgraduate Certificate Program

GREEN GROWTH

Akamai University

Dr. Man Bk, Dr. Medani Bhandari, Dr. Mary Jo Bulbrook

05 February 2022

Welcome to the GREEN GROWTH Program!



Akamai University is dedicated to betterment of the human condition and sustainability of the planet. Our mission is founded on the premise that amelioration of world problems and the creation of sustainable lifestyles and global practices are the hallmarks of responsible individual and corporate world citizenship. Sustainability of the human community depends upon many factors, which are under human control. However, we can make meaningful advances to our patterns of living and improve our commitment to cooperation and responsibility across the global community only if we have the will to change and take the necessary actions in a timely manner. Green Growth is one of the contributing factors to improve health for all as we are ONE.

Roughly 1.3 billion people live in absolute poverty with nearly 25 million being added to their numbers each year. Hundreds of millions of people have no running water to drink or bathe themselves. 10 percent of the world's population go to bed hungry each night. One hundred million people do not have homes to live in and must spend their lives on the streets and pavements, their children never knowing the security of a suitable shelter. (World Bank and the United Nations)

Already, more than ten percent of the earth's vegetated surface has been degraded, an area larger than India and China combined. This desertification, caused by overgrazing domestic animals, over-cultivation, salinization, and deforestation, has already begun to impact over 35 percent of the land surface of the Earth and the situation is worsening (United Nations Environmental Program).



The children of many nations suffer appalling abuses at the hands of their own countrymen and represent a huge and voiceless population seldom represented in the international human rights arena. Street children are frequently abused by police or imprisoned in inhumane conditions. Because of their vulnerable condition, young people are often used as soldiers, and bonded laborers. Governments are known to perpetrate or acquiesce in systematic human rights violations against women, citing customs and rigid concepts of privacy as justifications for the subordination of women. (Human Rights Watch)

Human culture now has the potential to inflict irreversible damage on the environment and on its life sustaining systems and resources. Already, critical stress suffered by our environment is clearly manifest in the air, water, and soil, our climate, and plant and animal species. Should this deterioration be allowed to continue, we can expect to alter the living world to the extent that it will be unable to sustain life, as we know it. (Union of Concerned Scientists)

More than half the world population lacks access to the badly needed essential drugs. More than 150 million children are born every year worldwide and approximately 10 percent of these will never see their fifth birthday. One child dies every other second, due to malnutrition, hunger, and poverty. It is estimated that one quarter of the World population is subject to chronic intestinal parasitic infections, which have insidious effects on growth, malnutrition, and cognitive functions. (World Health Organization, World Health Report)

It is no small aspiration to strive for a world filled with greater peace, balance, cooperation, and the promise of an evolved human fellowship. These are noble foundation stones upon which to establish the fundamentals of sustainable human culture. They are

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spiritual principles that demand a worthy mission, and although the tasks and goals before us seem immense, they are attainable with adequate understanding of the problems and solutions, and the full commitment and participation of the global community. Sustainability must be more than a goal, it must be a way of life, if we are to sustain a future for our human community.

To assure maximum applicability, Akamai's Green Growth Program is interdisciplinary and individualized, permitting participants to pursue studies and research that cross the fields of applied psychology and human services, business and economic development, ecological and environmental studies, education and literacy, health and wellness, peace, diplomacy and international studies, and transpersonal and consciousness studies. Students are also asked to apply their studies as a required element of their program, selecting a field site, which supports their studies and research.

Kind regards and respectfully,

Dr. Man B. Bishwakama, manbk@akamai.university, Located in Nepal

Program Director, Green Growth Postgraduate Certificate Program

Program Launched after the Fulbright Lecture Series Premier Launch February 5, 2022



Fulbright Lecture Series: February 5, 2022 (Online)

Green Growth Development to Cope with the Coronomics

Access Dr. B.K.'s papers at:
<https://brandeis.academia.edu/ManBk>

Host:
Shweta Dhoubadel
Fulbright Alumna (Texas A&M University, 2014-2016)



Speaker:
Dr. Man Bahadur B.K.
Fulbright Alumna
(Fulbright Visiting Scholar 2016/17 at Brandeis University)

February 5, 2022 (Sat)
2.00 PM to 3.00 PM (Nepal Time)
<https://zoom.us/j/98616119734?pwd=OE9aZWVhIjVWLSlFdtQUxaWmZlS0FkLT09>
Meeting ID: 986 1611 9734
Passcode: 123435

Partners:


✉ faan@fulbrightnepal.org.np | Facebook: FulbrightAlumNepal

PROGRAM VISION STATEMENT

The Green Growth program recognizes the evolving focus of CORONOMICS: Economy Impact with the Pandemic and the vast number of meanings associated with what defines embraces studies, which bring about change and global betterment innovating life of the people and planet by reskilling through green entrepreneurship.

PROGRAM AUDIENCE

The Green Growth Program at Akamai University is directed towards any potential applicant who has completed an undergraduate university degree. The applicant must illustrate an interest in sustaining the planet and making our world a better place to live. All applicants with an innovative Green Growth idea, applied or non-applied to a Green Growth project, master thesis proposal of a Green Growth study or doctoral level research may apply. All applicants will be uniquely and individually evaluated based upon the merit of their proposed work, past academic history, and applicant suitability to the Green Growth program. Pioneering studies, as well as studies that follow peer reviewed standards are welcomed.

ENTRY REQUIREMENTS

As prerequisites for acceptance to the Postgraduate Certificate in Green Growth Program, applicants should have completed the equivalent of a recognized baccalaureate degree in an appropriate field of study (or written approval from the Program Director) and have several years of meaningful professional experience. Applicants are expected to be proficient in collegiate English language skills, have access to a compute, email, and the Internet and other outside library resources for the full extent of their program.

POSTGRADUATE CERTIFICATE REQUIREMENTS

A total of 15 credits (equivalent to six months of fulltime graduate study) are required for the completion of a Postgraduate Certificate in the Green Growth Program. The student will be required to enroll in two of the core courses and three courses selected from among areas of specialization. The student and faculty advisor will work to select core courses that add academic significance and continuity to the Postgraduate Certificate program and focus the remaining coursework towards the student's professional goals.

Required: 15 credits (from among the following classes):

- ✚ **SUS 501: Coronomics: Economy Impact with the Pandemic (3 – 9 credits)** The focus includes the following: The ONENESS Principal Uniting: People – Prosperity - Planet – Partnership – Peace
- ✚ **SUS 502: Eradicating Hunger (3 credits)** This course promotes local food systems to address and help eradicate hunger laying a platform for innovative and transforming projects.

PLUS

Chose 6 - 9 credits (3 classes from the following Sustainability Studies course list provided below. All identified courses are worth 3 credits.

- ✚ SUS 500: Ancient Intuitive Recovery (A.I.R.) 3 credits
- ✚ SUS 510: Developing Programs & Using Resources for Community Services (3 cr)
- ✚ SUS 511: Working with Community Leaders, NGOs, & Volunteer Agencies (3 cd)
- ✚ SUS 522: Facilitating Development Projects (3 credits)

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- ✚ SUS 531: Global Environmental Issues and Solutions (3 credits)
- ✚ SUS 532: Effective Environmental Stewardship (3 credits)
- ✚ SUS 533: Energy Policy and Sustainability (3 credits)
- ✚ SUS 544: Global Ecology (3 credits)
- ✚ SUS 551: Developing Leadership in reskilling through Green Entrepreneurship (3 credits)
- ✚ SUS 552: Leadership and Team Building in Sustainability Education (3 credits)
- ✚ SUS 553: Literacy in the Developing World (3 credits)
- ✚ SUS 562: Preventative Medicine (3 credits)
- ✚ SUS 563: Disease Prevention and Human Nutrition (3 credits)
- ✚ SUS 564: Spiritual Health and Healing within Sustainability (3 credits)

PROGRAM TIME FRAME

Akamai University strives to create flexible programs where students can work at their own pace to accommodate professional and personal commitments while pursuing their higher education goals. The standard time frame for completion of a Postgraduate Certificate in Green Growth is 6 to 8 months. However, students may work at an accelerated pace and complete all course requirements in a minimum of 4 months. Likewise, students may work at a more gradual pace and complete the Postgraduate Certificate in a maximum of 12 months.

APPLICATION PROCESS

Students wishing to enroll in an Akamai University Postgraduate Certificate should apply and upload the accompanying documentation and supporting materials. A requirement for enrollment in the Postgraduate Certificate in Green Growth is the satisfactory completion of a Baccalaureate degree (BA, BS, or equivalent) from a recognized university. A student's undergraduate focus should be in a relevant academic field; however, applicants with academic backgrounds not directly related to Green Growth may be accepted to the program, when a review of their application materials and relevant experience reveals the applicant has a high likelihood for success in the program. Since the Postgraduate Certificate programs at Akamai University are short intense courses of study; transfer credits, course waivers, or portfolio credits are typically not offered to reduce the total credit requirements for completion.

TUITION AND FEES

Course costs are determined at the rate of \$300 per credit. Total 15-credit Postgraduate Certificate program tuition is \$4,500 for enrollment to completion. Other academic fees, including the application fee (\$50), published in the Akamai University website may also apply.

TRANSFER CREDITS

All successfully completed Postgraduate Certificate programs or individual course modules are directly transferable to Akamai University Master's programs within Green Growth or SUSTAINABILITY. To be accepted for degree transfer, the Postgraduate Certificate Program enrollment should be completed within 5 years of matriculation in a graduate degree program. Credits with grades of B and better are accepted as transfer to Master's level study. Fulbright Lecture Series launched Feb. 5, 2022 by Dr. Man Bahadur B.K. presented Green Growth Development to Cope with the Coronomics. This lecture serves as a foundation data in launching this program.

PROGRAM FACULTY

Man B. Bishwakama, (Man BK), PhD

Program Director for Green Growth Certificate Program, Food Scarcity, Community Banking
Primary Faculty for Sustainability Studies; Community and Economic Development; Peace,
Diplomacy, and International Relations Studies

Medani Bhandari, PhD

Program Director for Sustainability Studies

Primary Faculty for Sustainability Studies; Community and Economic Development; Peace,
Diplomacy, and International Relations Studies

Doug Capogrossi, PhD, AU President Emeritus, Educational Leadership

Mary Jo Bulbrook, EdD, AU President, Dean Integrative Health College

Seamus Phan, Ph.D., Community and Economic Development

Niranjan Ray, Ph.D., Information Technology, eCommerce

James Wear, Ph.D., Public Health Administration

Arif Hussain Shah, Ph.D., Disease Prevention, Ecological and Environmental Studies

James Oschman, PhD, Energy Medicine

Lisa Mertz, Ph.D., Community Health and Wellness

Stanley Krippner, Ph.D., Transpersonal Psychology

Austin Albert Mardon, M.Sc., M.Ed., B.A., Educational Leadership

Jim Morningstar, Ph.D, School of Integrative Psychology

WHAT IS YOUR GREEN GROWTH IQ?

Our Green Growth graduate studies program draws upon a multi-disciplinary conceptualization and is the cornerstone of Akamai University's mission statement promoting betterment of the human and planetary condition. Our Green Growth program reflects a vital map of our global community working together towards the future survival of all living species that represent planet Earth and actively include Earth as a living organism. Think about the horrific fact that a child dies every eight seconds from waterborne disease. Worldwide, dirty water is the number one cause of death. Dirty water deaths are more prevalent than HIV/AIDS, accidents and war totaled together (Caldicott, Helen. Loving this Planet. 2012).

Ask yourself, what is your GREEN GROWTH IQ? What does GREEN GROWTH mean to you in your life and your community? Is GO GREEN a cause and a powerful expression of healing and saving the planet for you?

Here is a little carbon footprint and toe print first quiz for you. Which is more carbon emissions intensive: a) a 500 ml bottle of water or b) a pair of pants or c) a person? According to Mike Berners-Lee (2011) in his book "How Bad are Bananas?" he quotes the following scientific research facts he discovered regarding CO2 emissions as follows:

- a. Bottled water is more than 1,000 times more carbon intensive than tap water. Bottled water emits 110 grams carbon dioxide emissions (CO₂e) if locally sourced with local distribution, 110 g CO₂e average and 215 g CO₂e traveling 600 miles by road.
- b. Often naturally labeled materials sound greener, but special production of natural materials and human wear/tear/ washing/drying may illustrate a different carbon footprint story. Which has more carbon dioxide emissions associated with its manufacturing process and upkeep: 3kg CO₂e of Berners-Lee favorite old nylon traveling pants or 6 kg CO₂e of his cotton jeans?
- c. The 'one person' figures represent a direct and an adjusted footprint for one year of living activities for a person within their respective countries. The adjusted number includes imports, international travel and shipping. Here are the CO₂e figures: 0.1 ton CO₂e per year average for a Malawian, 3.3 tons CO₂e per year average for one Chinese person, 7 tons CO₂e per year world average, 15 tons CO₂e per year average per U.K inhabitant, 28 tons CO₂e per year average for a North American, 30 tons CO₂e per year average for an Australian. Note, as North Americans, we exceed the carbon dioxide emissions by four times the world average for one person.

Our Green Growth Program has pioneering scholarly pursuits and that are quite divergent in nature. Whether you are interested in the essence and intersections of human life, bio effects, public health concerns, energy issues, corporate growth, global environmental matters, water resources, poverty, international relations, psychological impacts of sustainability in the future, ecological change, or any other related field, perhaps this is your new academic home. If we are fortunate enough to have you as part of our sustainability graduate studies program, then welcome as we begin the global betterment process here at Akamai - one student at a time.

COURSE DESCRIPTIONS

SUS 501: Green Growth (3 - 9 credits)

Coronomics is referred to the Economy impacted with the Pandemic. The Green Growth resets economy to address People – Prosperity – Planet – Partnership – Peace which are the larger concerns of the SDGs. What will be explored are the problem, impact and solutions using a unique approach that captures the expertise and interest of the student. Faculty that best matches the content area of the chosen focus will be assigned as primary to ensure the best possible outcome of current knowledge and state of the art needed to resolve world problems for different vantage viewpoints.

Elements of Green Growth: Addressing the most prominent four issues



SUS 502: Eradicating Hunger (3 credits) This course promotes local food systems to address and help eradicate hunger laying a platform for innovative and transforming projects. Includes exploring what has been accomplished in other communities worldwide to inspire and lead to innovations locally that will uplift communities and protect environment.

SUS 500/600: Ancient Intuitive Recovery (A.I.R.) (3 credits)

This course emphasizes the sustainability and recovery initiatives for the betterment of our planet. The student must choose a sustainable topic that represents their area of interest. Course essay content will include: 1) an academic and personal statement of the sustainability issue or research or pioneering direction; 2) an introductory reflection and study of the issue, 3) a research and statistical outline of how the student might propose to assess this issue, research or pioneering direction, 4) any potential local, community and global impacts envisioned from their work/proposed study. This course will allow a student to explore their definition of sustainability and how the student may help heal others and our planet. Sustainability topics may include any of the six concentrations outlined within the Sustainability Program Logic Model. Topics may range, for examples, from sustainable microscopic perspectives of life on Earth to macroscopic sustainable global village models to cutting edge life sustaining ecological/green medicine practices to intelligent sustainable assessments/indicators to teaching sustainability. This course is a framework of the participating students' ideas that will be used in an Akamai University (AU) journal or part of an AU Sustainability Studies think tank group, with the purpose to initiate the recovery of our planet at all levels.

SUS 510: Developing Programs and Using Resources for Community Services (3 credits).

Participants examine various community service programs in cross-cultural perspective. Topics review barriers and resource deficiencies in development of community service programs, and review the options for linkages and association for use of voluntarism in service program development.

SUS 511: Working with Community Leaders, NGOs, and Volunteer Agencies (3 credits).

Students study applied community models of research, intervention, and evaluation of power structures, leadership, private and non-profit organizations, leisure and recreation systems, organizing and empowering interest groups, the use of volunteers and media outlets. Students access community psychology networks, online, databased resources and complete assigned practice exercises. Students are encouraged to participate in leadership training seminars, serve on local boards, committees, and volunteer groups, social organizations, church, and other community entities.

SUS 522: Facilitating Development Projects (3 credits)

This course explores planning and managerial issues in economic development projects. Topics focus upon evaluating project environments, selecting appropriate team members, and managing the project. Students cover the project cycle from identification, feasibility and design appraisal, financing and budgeting, through implementation, monitoring and evaluation, paying special attention to the need to be sensitive to local circumstances and needs.

SUS 531: Global Environmental Issues and Solutions (3 credits)

This course provides a detailed graduate-level exploration of environmental issues, concerns, management practices, technical considerations, and proposed solutions related to a wide scope of natural and anthropogenic influences that impact global patterns. Course content will be individualized to include literature reviews and case studies related to the student's area of emphasis. There is no prerequisite required for enrollment in this course.

SUS 532: Effective Environmental Stewardship (3 credits)

This course examines the interdisciplinary analysis and management of environmental issues from an ethical, social, aesthetic, political, economic, and ecological perspective. Course readings and assignments will examine the environmental impact of modern societal decisions from a variety of frames of reference. Topics will include environmental justice, eco-feminism, activism, religion, ecological sustainability, biodiversity, globalization, animal rights, and political considerations. Students will be asked to explore case studies and develop a project investigating environmental issues of local, regional, or global significance.

SUS 533: Energy Policy and Sustainability (3 credits)

This course will examine the energy utilization patterns and policies of developed and developing nations. Readings and course assignments will focus on managed transition between fossil fuels and alternative/renewable energy sources; transportation fuels; sustainable energy growth; environmental impacts of energy conversion technologies; and technological developments in the field. Students will be asked to critically examine a wide range of case studies and current research and investigate alternatives to current limitation in energy development and utilization.

SUS 544: Global Ecology (3 credits)

This course presents foundational readings and studies related to ecological dynamics on the regional and global scales. Students will be asked to consider a wide range of issues that may affect the stability or dynamics of the global ecosystem with respect to atmospheric chemistry, desertification, population dynamics, food resources, and natural bio-geochemical cycles. The course will facilitate detailed explorations of these topics as well as specific issues related to the student's area of emphasis.

SUS 551: Developing Leadership in Reskilling through Green Entrepreneurship (3 credits)

This course examines effective routes to development of effective leadership in reskilling through green entrepreneurship to settle the Coronomics. Topics examine the leadership roles in reskilling including the developing green entrepreneurship for green job creation, managing curriculum and instruction to promote decent and green workplace, green entrepreneurs and ultimately green society, serving as change agent.

SUS 552: Leadership and Team Building in Sustainability Education (3 credits) This course explores the foundations of organizational leadership and the development of educational leaders who create school cultures conducive to student learning on greening the life and livelihood in a sustainable way. Topics examine the characteristics of leadership and the exhibiting it in making

change happen. Participants seek to improve leadership skills for establishing successful and high-performing educational teams for sustainable green education.

SUS 553: Literacy in the Developing World (3 credits)

Participants understand the impact in the facts that over 48 percent of the underdeveloped world's adult population are illiterate and in 23 percent of the poorest nations over 70 percent of adults is functionally illiterate. This represents a multi-dimensional cultural, social and political problem. Participants examine an overview of the problem of literacy in the developing world, study in detail a selected area probably the environment related sectors, and prepare a research paper that presents the problems and issues related to literacy including green literacy in the selected area, including recommendations for interventions

SUS 562: Preventative Medicine (3 credits)

In China a patient used to pay the doctor as long as the patient remained in good health. When the patient got sick, he stopped paying the doctor. What are we doing in our medical systems about preventative medicine. Many insurers will reimburse you for expenses when you get sick, but not cover preventative measures. What do we understand about how to prevent illnesses? This course enables the interested student to explore this area.

SUS 563: Disease Prevention and Human Nutrition (3 credits)

The course deals with applying nutritional science to public health and disease prevention issues, including assessing community needs for nutritional services, reaching out to those at high risk, help develop community and state nutritional policies, serving women, infant and children, promoting the health of the adults. It also discusses providing nutritional services in primary care, planning and evaluating nutritional services, marketing nutritional programs and services, providing nutritional education, helping change eating habits for good nutrition, and safeguarding food supply. The course deals with various aspects of nutrition, including: foundations of community nutrition, nutrition policy and health care reform, food borne illnesses, nutrition for pre-schoolers, nutrition for school-age children, adults and their nutrition needs, primary prevention of diseases, secondary and tertiary prevention of diseases, i.e. coronary heart disease, cancer, diabetes mellitus, hypertension, obesity, osteoporosis, alcoholism, arthritis, & renal disease. The course gives knowledge about nutrition & disease prevention including contribution of greening the life and livelihood.

SUS 564: Spiritual Health and Healing in Sustainability (3 credits)

The objective of this course is to provide students with the opportunity to explore the relationship between spirituality, health, and healing given perspectives from world religions. This course focuses on the physiological, neurological, and psychological effects of healing resulting from spirituality. It will also elaborate how the green initiative contributes in immunity system and natural healing. In addition to topics of interest initiated by the learner, the topics explored in this study include; African, Buddhist, Jewish, Catholic, Islamic, Hispanic-Pentecostal, Christian Science, Nursing, Intercessory Prayer, Neurobiological aspects related to the placebo-effect, and the power of belief.

AKAMAI UNIVERSITY ACCREDITATION



Akamai University is accredited by the Accreditation Service for International Schools, Colleges and Universities (ASIC). Akamai has been designated as an ASIC Premier University for demonstrating several quality areas of strength and good practice. ASIC is a member of the British Quality Foundation (BQF), sits on the Quality Standards Group of UK NARIC, and is one of a number of international accrediting bodies listed in the international directory by the Council for Higher Education Accreditation (CHEA) in the USA and is a member of the CHEA International Quality Group (CIQG). ASIC is an approved accrediting body in compliance by the UK Border Agency (UKBA). ASIC Accreditation provides reassurance to the UK Border and Immigration Agency that the college meets their strict requirements for overseas students and, in general, does not harm the perceived quality of the United Kingdom education provision.

[ASIC Premier University Certificate of Accreditation](#)
[Akamai University Listing in ASIC Accredited Colleges Directory](#)

According to the ASIC Accreditation Handbook, page 10: Colleges which are deemed by the Accreditation Committee to have satisfied a number of indicators of commendable provision in identified sub-areas in each Area of Operation will be awarded a commendable grade for that Area and those colleges which are awarded commendable grades in at least six Areas, normally including Areas B, C, D and E, will be awarded Commendable overall. These colleges will have ASIC Premier College status.

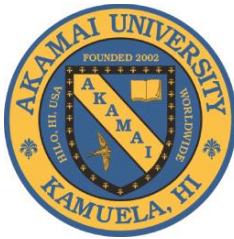
Under Hawaii law HRS446E, universities not yet accredited within the USA must publish the following disclaimer relative to its accreditation, even when highly recognized accreditation is achieved overseas. Akamai respects the State of Hawaii Office of Consumer Protection, in its attempt to protect the public and our potential students, and therefore Akamai shall continue to publish the disclaimer, now, even with ASIC Premier University accreditation.

Akamai University is not accredited by an accrediting agency or association recognized by the US Department of Education. Before undertaking any program of studies in higher education or training, Akamai University strongly advises interested applicants to consult with licensing authorities, professional associations, colleges and universities, and prospective employers to determine with clarity if the desired degree program will meet their professional requirements.



Resources for Accreditation and Recognition

[American Academy of Project Management](#)
[International Boards of Standards](#)
[Global Universities In Distance Education](#)
[Global Academy of Finance and Management](#)
[Learnteria](#)
[Millennium Project](#)
[United States Distance Learning](#)
[United Nations Global Compact](#)
[World Peace Society](#)



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