

# Akamai University

## School of Innovations Impacting

### Nursing, Medicine, Health & Wellness

Launched 2022- 2027



Innovations are needed to transcend existing ways of doing business in the health care industry of practice, education and research. There are currently many challenges to face and overcome to get to where we need to be locally, nationally, and internationally.

The School of Innovations is designed to capture the needed focus to inspire, empower and activate the hidden talent that is waiting to be born to address today's and tomorrow's future challenges.

Join with our diverse population experts in their chosen foundational career work to uplift society to new possibilities whether it be practice, education or research. Inspired innovators are being called to address the challenges imposed by today's many demands including food shortages, extreme financial hardships, war, relocations, disasters, abuse and lack of empowerment, racial injustice, and lack of equality for all.

Society needs innovators with creative juice to uplift society with new strategies that transcend current thinking of those in control. By creating a collective "force field of dedicated professionals", the energy will be inspired and have the right "volume" to overcome obstacles.

The future includes the following topics: empowerment of the individual in life choices, partnerships to identify and walking the path called life vs being manipulated by others to do what they want you to do with your life rather than helping you discover your unique path.

Changes are required to include efficiency, economic imperative, public demand, public satisfaction, safety, efficacy, access, ethics, humanitarian, and socio-religious-cultural perspectives as well as the usual criteria laid down for practitioners, educators and researchers.

At AU we are prepared to work with students to be on the cutting edge of innovation, expertise, and competency through this unique program to set the highest standards of practice, teaching, and research in education to lead the way.

The following questions are formulated to guide the way:

- What are some of the innovations in the delivery of health care needed?
- Describe the published evidence to document this.
- What are the qualifications needed to be an innovator?
- Where do professional regulation impact these innovations fit in?
- How are we to collaborate and communicate with one another?
- How do we deepen and extend our current models of practice, education & research?
- How should media and information resources for the public be planned, coordinated, and integrated into these changes.?

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All these questions and more, demand critical reflection and systematic inquiry. Akamai University's programs are strategically placed to address them and provide leadership to the future of education at multiple levels of achievement.

What questions are of interest to you? They ARE the kind of questions we encourage you to explore with us through our degrees and certificate diploma programs in matters of health and healing.

We welcome you and will do whatever we can to make your journey of development, learning and discovery an enjoyable one!

We hope you join Akamai University's Graduate Degrees in the School of Innovations Impacting Nursing, Medicine, Health and Wellness!

Dr. Mary Jo Bulbrook, BSN., RN, MEd., EdD, CEMP/S/I, HTCP

Program Director, [mj.bulbrook.au@gmail.com](mailto:mj.bulbrook.au@gmail.com)

1.919.724.9657 AU office phone

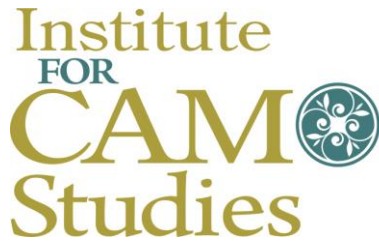
**TARGET AUDIENCE**

School of Innovators Impacting Nursing, Medicine, Health, and Wellness are designed to serve the needs of a broad array of health care professional focusing on her/his educational goal of learning for health / wellness care of delivery.

Concentration Options:

- End of Life Care, Care, Comfort for Individuals, Families and Health Care Professionals
- Addressing Needs of Diverse Cultures, Values and Beliefs
- Addressing Racial Inequalities and Abuse, Trauma and Sexual Violations
- Quality Assurance, Ethics & Standards of Practice to Address
- Innovative Curriculum Development for Licensed Practitioners
- Organizational & Family Dynamics
- Integration of CIH / CAM Approaches for Health Professionals in Practice, Education & Research

**Institute Affiliated Partners:**



Dr. Mary Jo Bulbrook, EdD  
President Emeritus, Akamai University

Dean, Institute of CAM Studies  
3211 Gibson Road, Durham, NC 27703,  
USA 1.919.724.9657 / [Akamai University](http://Akamai University)









Dr. Mary Jo Bulbrook, Ed.D, President  
1 (919) 381.4198

[maryjo@energymedicinepartnerships.com](mailto:maryjo@energymedicinepartnerships.com)  
[Energy Medicine Partnerships](http://Energy Medicine Partnerships)

Welcome to  
**Akamai University**

**INTERNATIONAL RECOGNITION**

**Akamai University is recognized by the following international associations**

-  World Federation of UN Associations
-  Institute for Global Education
-  World Peace Society
-  International Vocational Education and Training Association
-  Institute of Certified E-Commerce Consultants
-  Accreditation Service for International Schools, Colleges & Universities - ASIC League

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.

**Millennium Project**



Millennium Project provides an international capacity for early warning and analysis of global long-range issues, opportunities, and strategies. The project is not a one-time study of the future, but provides an ongoing capacity as a geographically and institutionally dispersed think tank. Akamai University was first granted institutional affiliation with the Millennium Project on 2 January 2003. [Millennium Project Email](#) [Millennium Project](#)

[Website](#)

**Institute for Global Education** The Institute for Global Education is a special NGO consultant to the United Nations Economic and Social Council. Its goal is to educate those who desire to participate in a world where peace is a way of life. Educating and Counseling With Nature: The Institute of Global Education Department of Integrated Ecology. Akamai University was awarded formal affiliation on 2 January 2003.



[Statement of Affiliation \[Click to View\]](#)  
[Institute Email](#)  
[Institute Website](#)

**World Peace Society**



World Peace Society is a dynamic multinational institution dedicated to advancing world peace by non-violent means. Akamai University was

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offered affiliation with the Places of Peace Program and World Peace School on 3 May 2004. Please be encouraged to make contact with this essential group.

[World Peace Email](#)

[World Peace Website](#)

## **International Vocational Education and Training Association [IVETA]**

IVETA is a membership association and network of vocational skills training organizations, business and industrial firms, vocational educators and other individuals and groups interested or involved in vocational education and training worldwide.



IVETA is dedicated to the advancement and improvement of high-quality vocational education and training wherever it exists and wherever it is needed.

Akamai University was first admitted to membership on 4 March 2005. [IVETA Website](#)

## **PROGRAM FACULTY**

- Dr. Mary Jo Bulbrook, EdD, RN, BSN, MED, CEMP/S/I, HTCP  
Primary focus: International Practice & Teaching Worldwide & Relationship with Indigenous Healers; Innovative Models of Education
- Dr. Greg Pacific, PhD, Education Specialist, Inner City Schools, Impart Technology of Students
- Dr. Medani Prasad Bhandari, Ph.D. Editor in Chief, The Strategic Planning for Energy and the Environment (SPEE) Denmark, Ukraine Connections, Citicens High School (CHS)
- Dr. Harvey Menden, PhD, Education, Finance, Religious Studies
- Dr. Christine Bair, RN, ThD, PhD, Lpc, LMFT, Energy Therapy, Heart Field  
Complementary & Alternative Medicine
- Dr. Owen Owunwanne, Ph.D., CMRM, MA, MBA, EFM, Energy Psychology, Education in Business, Psychology, CAM Therapies, Support Chronic Diseases
- Dr. Douglass Capogrossi, PhD, Educational Leadership
- Dr. Melinda Connors, PhD, Executive Director AU Research
- Dr. Antonio Cardona, MPA, MA, CPM, CWDP, GCF Diversity Management & Planning, Diversity and Race Relationships and Anti-discrimination Programing
- Dr. Austin Mardon, , CM, MSc, Med, PhD, LLD, KCSS, FRSC, FRCGS, Antarctic Meteorite Expedition and Research for NASA and National Science Foundation as well as Advocate and Activist for People with Mental Illness
- Dr. Traian D. Stanculescu, PhD, Interdisciplinary Academic Formation, Architecture, Philosophy, History, Psychology and Sociology) Biophotonics, Hermeneutics.”Connection Energy” Preservation from Romania
- Dr. Man BK, PhD, Expert in World Hunger, Fulbright Scholar, Microfinance
- Dr. Rhonda Yates, PhD, Christian Studies, Complementary and Alternative Medicine, Counseling, Whole Person Health

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- Dr. Effie Chow, RN, PhD, Lac(CA, DiplAc (NCCANA) Acupuncturist Innovator with Traditional Chinese Medicine and National Institute of Health
- Dr. James L. Oschman, PhD, Author of Award Winning work in Complementary and Alternative Medicine
- Dr. James Johnson, MD, Naturopathic Medicine including working with many types of holistic practitioners and programs
- Dr. Delphine Rossi, PhD, Intuitive Wellness consultant, Educator and Licensed, Organized Minister in Spiritual Healing.
- Dr. Stephen Rosenblatt, MD, PhD, Lac, California Acupuncture College President and Acupuncture Research and Legislative Expert
- Dr. Anthony Payne, NMD, MD (hon.) Paleoanthropology and Biological Anthropology, Pastoral Psychology, Nutrition Educator Medical Diagnostic and Treatment Clinica
- Dr. Jim Morningstar, PhD, Licensure Clinical Psychologist and Pioneer in integration of Psychotherapy of Mind/Body Techniques
- Dr. Jamie Hicks, PhD, Spiritual, Trans-Cultural and Faith Traditions, Christian Studies, Clinical Pastoral Counselor
- Dr. Christine Ross, PhD, CAM Research & Clinical Innovator, Board Certified Polarity Practitioner and Pioneer in Energy Medicine with Degrees in Psychology and Physics

## **ENTRY REQUIREMENTS**

### **Master's Program**

As prerequisites for acceptance to the master's program, applicants should have completed the equivalent of a recognized baccalaureate degree in an appropriate field of study and have several years of meaningful professional experience.

Applicants are expected to be proficient in collegiate English language skills and are expected to have access to a computer, email and the Internet, and outside library resources for the full extent of their program.

Completed training from a recognized practitioner program is highly desired and can be applied toward the diploma or used as elements of the major concentration for the Master of Science in Complementary Therapies.

## **DEGREE REQUIREMENTS**

### **Master's Program**

Students in the Master of Science in Education or Masters in Education Degree will complete a minimum of 40 credits above the baccalaureate level including comprehensive examinations and a thesis or scholarly project. The coursework requirements include the academic major, the major concentration, research preparation, the thesis or major project, and additional electives, as needed, to satisfy the minimum credit requirements.

The finishing activities for master's students include completion of a comprehensive examination at the conclusion of the academic coursework; preparations of a formal thesis or

project proposal, complete the thesis or project, and prepare the manuscript for faculty review. Master's students also complete an oral review of thesis or project at the conclusion of the physical manuscript review.

The Master's degree expectations include the following elements of 40 credits above the bachelor's degree:

Core Elements of Academic Major (Required: 18 credits minimum)

Major Concentration (Required: 9 credits minimum)

Research Preparation (Required: 3 credits minimum)

Finishing Activities

Comprehensive Examination (Required: 2 credits)

Thesis Proposal (Required: 2 credits)

Thesis Project (Required: 4 credits)

Oral Review of Thesis (Required: 2 credits)

### **CORE COMPETENCIES (the following 18 credits)**

Master's students must complete 18 graduate credits in core coursework comprising an academic major or the equivalent from another institution or another related department of AU.

Foundational competencies are in theories, principles, practices, research, historical, philosophical, and social-cultural implications of Education. These courses represent the core competencies and essential elements, which define your field of study and establish the underlying foundations upon which you may base your advanced professional development.

### **Required courses: (18 credits) or the equivalent transferred in credits.**

INV 501: Leadership in Educational Institutions (3 credits)

INV 502: Organizational Dynamice (3 credits)

INV 503: Innovative Models of Teaching and Learning (3 credits)

INV 504: Human Resource Management (3 credits)

INV 505: Innovative Health / Wellness Strategies including Ethics (3 credits)

INV 506: Multi-Dimensional Development (3 credits)

**Major Concentration (Required: 9 credits)** Participants complete a major concentration comprised of nine credits of specialized studies selected:

INV 507 Effective Strategies in Delivering Care (3 credits)



INV 508 Research Base for Innovators (3 credits)

INV 509 Field Study (3 credits)

Students begin the course of determining appropriate transfer credits with the preparation of a brief training proposal and identification of selective course work and training materials in support of the training. Approved training requires a completion certificate or letter of affidavit from the trainer or training organization. Training may also take the form of an on-the-job training, on-site internship, an apprenticeship or other formal or semi-formal training activity including professionally presented seminars, conferences, workshops, symposia, and retreats that can document partial or all credits to be used.

**RESEARCH PREPARATION (Required: Minimum 3 credits)**

Master's students must pursue studies providing advanced research knowledge necessary for success in their final projects (thesis or major project in lieu of thesis). At least three semester credits of research preparation coursework is required and this might focus upon quantitative and qualitative methods or participatory action research techniques including subject selection, research design, and statistical analysis, as appropriate to each student's proposed project. Through this requirement, students learn to effectively define applied problems or theoretical issues and articulate the rationale for the study. They should learn to present an effective scholarly review of the academic literature and implement quantitative, qualitative or participatory action methods for evaluating academic issues.

**Required: RES 591 Research Basics in Health Care**

**COMPREHENSIVE EXAMINATION (Required: 2 credits)**

Once students have completed the coursework elements of their degree, they will be asked to schedule the Comprehensive Examination. The primary mentor and a faculty member representing the secondary academic area conduct both the written and oral components of the examination. The written portion is open book style with selected essay questions requiring creative responses that reach for the higher levels of cognition. Your answers are expected to draw from both the primary and secondary competencies of your program with proper referencing of the scholarly literature. The oral part of the examination is normally completed by telephone conference and is intended to allow detailed investigation of your written responses.

**Required: EXM 880: Comprehensive Examination (Required: 2 credits)**

**THESIS for MS or MAJOR PROJECT for MEd PROPOSAL (Required: 2 credits)**

You are expected to prepare a formal proposal related to your concept for research under the direction of your primary faculty advisor and according to university expectations. At a minimum, your research proposal should clarify the thesis statement and methodology (including the data gathering instruments and data analysis techniques) and provide an effective overview of the scholarly literature that sets the foundation for the thesis. Your research proposal should also include a brief manuscript outline that demonstrates how you will present in written form the various elements of the research project.



**Required: RES 885: Thesis or Project Proposal (Required: 2 credits)**

**THESIS (MS) OR MAJOR PROJECT (MEd) (Required: Minimum 4 credits)**

Following approval of your thesis proposal, you will begin your research project. Your thesis may take the form of a traditional research project or it may be a major scholarly project of the type appropriate to the discipline. Whichever approach to the thesis is chosen, the resulting project must demonstrate mastery of a body of knowledge in the major field of study, be your original work and represent a meaningful contribution to the betterment of the human condition or an improvement to the professional field. Your thesis research may be conducted via quantitative, qualitative, or participatory action research. The body of your thesis manuscript, structured according to a set of approved manuscript guidelines, should exceed 75 double spaced, typewritten pages. If your thesis takes the form of a scholarly project, it must follow the guidelines provided by the University.

**Required: RES 890: Thesis (MS) or Project (MEd) (Required: 4 credits)**

**ORAL REVIEW OF THE THESIS (MS) OR MAJOR PROJECT (MEd) (Required: 2 credits)**

Once you have prepared the thesis manuscript, you will be asked to schedule the formal review process. Your primary faculty advisor and a faculty member representing the secondary academic area will conduct both the formal physical review of the thesis manuscript and the oral review of thesis.

The physical review of the thesis manuscript usually takes the review committee four to six weeks. Each reviewer will prepare questions and commentary relative to your underlying review of the literature, the thesis methodology, the mechanics of your project, and your presentation of the findings, conclusions and recommendations.

The Oral Review of Thesis is conducted under the direction of your primary faculty advisor with the assistance of one qualified member of the faculty. The examination is carried out by telephone conference call and is designed to allow detailed investigation of your thesis. The faculty reviewers explore with you issues related to your thesis including methodology, review of literature and interpretation of the findings.

One outcome of the thesis review process is a set of final expectations directing you through the remaining tasks for completing the thesis manuscript. Once your final manuscript is approved, you will submit the formal document to an approved bindery and later ship the bound thesis to the University for archival storage.

**Required: EXM 895: Oral Review of Thesis (MS) or Project (MEd) (Required: 2 credits)**

**THE THESIS COMMITTEE**

**Formation of Thesis Committee**

Master's students have a Thesis Committee of two qualified graduate faculty appointed to oversee and govern the student's program structure, progress of studies, comprehensive examinations and thesis / project

### **Responsibilities of Thesis / Project Committee**

Under leadership of the Committee Chair, responsibilities of the committee are as follows:

- Directing the preparation and approval of the student's plan for study, clarifying the timeline
- Assignment of faculty to provide instruction and to assist with the functions of the Thesis or Major Project Committee.
- Providing direction regarding the student's foundational studies, core studies, specialization, and research preparation coursework.
- Providing leadership by integrating appropriate research preparation coursework or assignments within the plan for study, distributing the coursework to appropriate faculty for instruction and advisement.
- Providing leadership for the written and oral components of the student's comprehensive final examination.
- Providing oversight, direction, and mentorship during the conduct of the student's research or project and manuscript preparation.
- Providing leadership for the physical and oral reviews of the research manuscript.
- Assist the student in making formal changes in the plan study and timeline for completion, by written addendum, as needed to assure effective progress throughout the program of study.
- Providing final approval for the student's thesis / project and overall degree program and cooperate fully in building the appropriate archival records for the University.

### **Committee Appointment Schedule**

The Committee Chair is appointed immediately following the student's registration and continues in charge of the student's program until final completion is recorded at the school of record. While the secondary and tertiary members of the Thesis Committee are identified and confirmed at the onset of the program, and listed in the plan of study, they become active later, just prior to the activities for which they are asked to participate.

### **Building the Student's Plan for Study**

Immediately following registration, graduate students begin work with their assigned Committee Chair and Program Director to structure their formal plan for study. The process determines and formalizes the elements of the student's Master's program and the timeline for completion.

The plan for study includes the following essential elements:

- Designation of the degree major for the Study Plan
- Identification of the required array of coursework for each element of the program.
- Identification of the secondary and tertiary members of the Thesis Committee.
- Appointment and notification of the course module instructors
- Acceptance of transfer courses for the student's program.

### **Timeline for completion of the degree program**

These activities require active participation in program planning by the student and may take considerable time to complete the dialogue and exchange of information. Students are strongly advised to discuss in detail the elements in the plan for study including the coursework, the examinations, and elements of research including the manuscript guidelines.

Once all the decisions have been made concerning the plan for study, the student and Committee Chair sign the formal document. Copies of the document are sent to the University headquarters for entry to the permanent student record. The plan for study is then distributed to the participating schools and becomes the document that determines effective progress toward the degree. When the expectations laid out in the plan for study have been successfully accomplished, the student is recommended for the degree by the Committee Chair.

Students are alerted that the University can make no commitment to inclusion of course modules and assignment of instructors to a student program until after the plan for study has been fully processed and approved.

## **COURSE MODULES DESCRIPTIONS**

### **Research Preparation Options**

#### **RES 500: Survey of Research Methods in Health Care (3 credits)**

This course inspects the foundational techniques of scholarly research. Topics explore sources of scholarly research literature, proper methods for evaluating research reports, fundamentals of qualitative and quantitative research methods.

#### **RES 508: Qualitative Research (3 credits)**

This course provides detailed study of qualitative research methods. Topics survey historical and theoretical foundations of qualitative research, explore major qualitative research strategies, and build an understanding of the art and science of collecting, analyzing, and interpreting qualitative information. The course provides background on qualitative research, the politics and ethics of qualitative inquiry, and the major paradigms informing qualitative research.

#### **RES 510: Participatory Action Research (3 credits)**

This course provides the foundational principles of participatory action research. Topics survey theoretical foundations of action research, the methodology and applications of PAR in contemporary culture. Students assess the rigor and usefulness of participatory action research.

#### **RES 520: Social Science Research Methods (3 credits)**

This course examines essential issues in social science research. Topics include assessment of data gathering techniques using selected case studies from journal articles. Students learn to measure attitudes and performance, use tests in data gathering, contrast and compare uses of statistical and qualitative methods, and evaluate focus group research

### **Finishing Activities**

**EXM 880: Comprehensive Examination (2 credits)**

Master's students complete this comprehensive examination as a required element of their academic program, prior to undertaking the thesis. The examination usually includes both written and oral components and is confined to the programs of studies completed by the student.

**RES 885: Thesis / Project Proposal (2 credits)**

This course is required of all master's students designed to guide them through the formal research proposal process for their final projects, including the development of the research methodology, data gathering device and data analysis techniques. Students also prepare annotated bibliographies of the major scholarly works underlying their project.

**RES 890: Thesis / Project (4 credits)**

This course governs the conduct of the thesis project for the Master's level student. The Master's thesis is the demonstration of the mastery of a body of knowledge in a given field and is presented in a manuscript usually 75 or more pages in length. The final project may take any of several forms, depending upon the field of study and the expectations of faculty. This may be quantitative or qualitative research, participatory action research, or a major project demonstrating excellence. Master's students re-enroll for this course for no-credit, as needed.

**EXM 895: Oral Review of Thesis / Project (2 credits)**

This examination is an oral review of the Master's thesis conducted by the graduate committee immediately following their reading of the thesis manuscript.

**Program Costs:**

Total Cost is \$300 per credit x 40 credits = \$12,000 US. If transfer of credits or equivalency from other work is done there is a \$100 deduction per credit for all course except the finishing activities of 10 credits. The most that can be deducted is \$3000 or \$9,000 for the degree. Flexible payments are possible and limited scholarships are available for qualified students. The application fee is \$50 and transcript evaluation is \$150 or \$200 non refundable fee for enrollment.

## **DOCTOR OF PHILOSOPHY BY COURSE WORK or BY DISSERTATION FOR INNOVATORS IMPACTING NURSING, MEDICINE, HEALTH AND WELLNESS**

### **ENTRY REQUIREMENTS**

As prerequisites for acceptance to the Doctor of Philosophy by Dissertation in the School of Innovators, applicants should have completed the equivalent of a recognized Master's degree in an appropriate field of study and have several years of meaningful professional experience. Applicants admitted missing some elements of preparation must complete the missing elements as part of the initial program of studies at the doctoral level. These elements of preparation are discussed in the Master of Science program overview and can include participating in the MS program in the School of Innovations and building on the previous MS Program of Study

Applicants are expected to be proficient in collegiate English language skills and are expected to have access to a computer, email and the Internet, and outside library resources for the full extent of their program.

Completed training from a recognized practitioner program is highly desired, and can be applied toward the diploma or used as elements of the major concentration for the Doctor of Philosophy in Energy Medicine. Some higher level programs of training are eligible for transfer for credit as part of the requirements for the major academic elements discussed below.

### **Key CAM & Energy Medicine Program Faculty**

- Mary Jo Bulbrook, EdD, RN, BSN, MEd, CEMP/S/I, HTCP  
Dean, Integrative Health College  
Founder of the Institute of CAM Studies  
Primary focus: International Practice & Teaching CAM Worldwide & Relationship with Indigenous Healers
- Douglass Capogrossi, PhD, Energy Medicine, Research
- Christine Bair, RN, ThD, PhD, Lpc, LMFT, Energy Therapy, CAM Program Director
- Delphine Rossi Knowlton, MS, ThD, Rev. CAM Practice & Research
- Suchinta Abhayaratna, Th.M, ThD, Rev. Transformational Psychology
- James L. Oschman, Ph.D., Energy Medicine
- Bernie Siegel, MD, Innovator in Health Care
- Dan Benor, MD, Energy Psychology Psychiatrist
- Beverly Rubik, Ph.D, Research
- Ronald Boivin, Ph.D., Energy Psychology, Energy Medicine
- Owen Owunwain, Ph.D., Energy Psychology, Energy Medicine, Complementary Therapies
- Christina Ross, PhD, Energy Medicine, Energy Dynamics, Integrative Health, Research

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- Kimberly Burnham, PhD, Energy Medicine, Integrative Health
- Melinda Connors, PhD, AU Executive Director of Research, Expert in Energy Therapies
- Ester Coronel De Iberikleid, PhD, Energy Psychology, Energy Medicine

**DEGREE REQUIREMENTS**

Students in the Doctor of Philosophy in Health Care Innovations will complete a minimum of 52 credits above the master's level including comprehensive examinations and a dissertation or major scholarly project. The coursework requirements include the academic major, the major concentration, research preparation, the dissertation or major scholarly project, and additional electives, as needed, to satisfy the minimum quality expectations.

The finishing activities for doctoral students include completion of a comprehensive examination at the conclusion of the academic coursework; preparations of a formal dissertation (or project) proposal, complete the dissertation (or major scholarly project), and preparation of the manuscript for faculty review. Doctoral students also complete an oral review of dissertation (or project) after the review of the physical manuscript.

The Doctoral degree expectations include the following elements of 52 credits above the master's degree:

Core Elements of Academic Major (Required: 18 credits minimum)

Major Concentration (Required: 12 credits minimum)

Research Preparation (Required: 6 credits minimum)

Comprehensive Examination (Required: 2 credits)

Dissertation Proposal (Required: 4 credits)

Dissertation Project (Required: 8 credits)

Oral Review of Thesis (Required: 2 credits)

Courses for the Masters Degree in School of Innovations Impacting Nursing, Medicine, Health and Wellness can be used for the PhD and will provide for the collaborative approach for the innovators to work at various levels of cooperation. Also the doctoral courses in CAM or other Schools can be used.

**CORE COMPETENCIES (the following 18 credits)**

Doctoral students in INV must complete 18 graduate credits in core coursework comprising an academic major or the equivalent from another institution. These are the foundational competencies in theories, principles, practices, research, historical, philosophical, and social-cultural implications of the complementary medicine. These courses represent the core competencies and essential elements, which define your field of study and establish the underlying foundations upon which you may base your advanced professional development.

## **DEGREE REQUIREMENTS For by Dissertation Only**

The following seven elements, including the three doctoral tutorials, the comprehensive examination, dissertation proposal, dissertation project, and oral review of dissertation, are required aspects of the Doctor of Philosophy by Dissertation, totaling the v of 52 semester credits.

RES 641: Dissertation Tutorial I - Basic Research Methods (12 credit equivalency)

RES 642: Dissertation Tutorial II - Literature Review (12 credit equivalency)

RES 643: Dissertation Tutorial III - Research Presentation (12 credit equivalency)

EXM 980: Doctoral Comprehensive Review (2 credits)

RES 985: Dissertation Proposal (4 credits)

RES 990: Conduct of Dissertation Project (8 credits)

EXM 995: Oral Review of Dissertation (2 credits)

## **DOCTORIAL TUTORIALS**

The doctoral research tutorials are designed to help the student to expand the quality of their literature search, build the competencies for scholarly argument and establish high-level research and presentation skills. As an element of each tutorial, students are expected to pursue instructor directed, as well as self-directed scholarly readings that extend understanding of the theories, principles, and practices in their defined field of study and research. Students are expected to comprehend the critical features of sound quantitative or qualitative research including subject selection, research design, and statistical analysis in order to develop a sound dissertation or project proposal.

Students will be expected to define an applied problem or theoretical issue to investigate, articulate a rationale for the study of the problem or issue, and formally propose and implement a quantitative or qualitative method of evaluation of the issue or problem. Students will demonstrate the ability to complete a thorough scholarly literature review on the topic they wish to present. Students are encouraged to select research methodologies that will assure valid and reliable evaluations of the effects of variables on individuals or groups being studied. The intent is to ensure that students have the competency to examine applied or theoretical issues in their fields of study and implement programs of intervention that are cogent, scholarly, and that make an original contribution to the body of information available in their field of study. Each student must clearly address issues related to research with human subjects and live animals.

Students are directed to undertake theoretical and practical discussions with their faculty advisors at Akamai and colleagues at outside institutions involved with the student's field of study. Students submit written plans for University approval relative to these ongoing discussions. Students are expected to submit scholarly written work (approximately 10,000 words) in each tutorial as directed by the instructor. These papers must reflect high-level



information gathering skills, quality written work, with effective academic argument with proper citations and referencing of the literature. The student submits the scholarly paper for instructor evaluation and detailed follow-up discussions. It is expected that work in the doctoral tutorials be directly related to and supportive of the proposed dissertation project that will follow the tutorials.

Students are also expected to demonstrate successful skills in the formal verbal presentation of their work (in increasingly more formal and detailed manner) before their professional colleagues. Presentations may be made at professional conferences, tutorials, workshops or retreats or at scholarly symposia organized by the student via formal written invitation. Students may also make arrangements to speak before college classes or meetings of professional associations, fraternal organizations, non-profit and community membership organizations. Under certain carefully monitored circumstances, students may arrange to make presentations in an innovative manner through videoconference, production and distribution of video- or audiotapes and other electronic, distance and online means. As an alternative, doctoral students may have the paper accepted for publication in the Akamai Journal for Human Advancement. Each research tutorial is summarized by asynchronous conference, permitting detailed oral review and follow-up of the tutorial activities.

**RES 641: Doctoral Research Tutorial I: Literature Search (12 credits equivalent)**

The first research tutorial is designed to help in expanding the student's literature search, building competence in scholarly argument and high-level verbal and written skills. This tutorial includes an emphasis in formatting the presentation of the literature review, written argument for research. For this tutorial, students submit an annotated bibliography for mentor approval, and progress to complete the readings in preparation for the literature review of the dissertation. Students prepare a draft of their literature review for evaluation by the instructor and at least one outside academic. Students finalize the literature review for approval and publication in the Akamai Journal for Human Advancement.

**RES 642: Doctoral Research Tutorial II: Research Methodology (12 credits equivalent)**

The second research tutorial is designed to guide students in building effectiveness in research design, data gathering and presentation of statistics. Students are expected to prepare a draft of their dissertation research methodology for review by the instructor and at least one outside academic. Should the instructor find gaps and inefficiencies in the proposed research methodology, the student may be directed to complete appropriate course modules in research methodologies or directed readings under the instructor's guidance.

**RES 643: Doctoral Research Tutorial III: Referencing and Presentation (12 credits)**

The third research tutorial is designed to help students construct proper citations and referencing of the literature and effectiveness in describing the findings and stating the conclusions and recommendations from their study. Students complete a report discussing the methods to be used for citation and referencing of the literature, explaining guidelines for effective presentation of findings, conclusions and recommendations.

## **FINISHING ACTIVITIES**

### **EXM 980: Comprehensive Examination (2 credits)**

This is the traditional comprehensive examination of doctoral students conducted by the graduate committee immediately following completion of the academic coursework and prior to undertaking the dissertation. The examination usually includes both written and oral components and is confined to the programs of studies completed by the student.

### **RES 985: Dissertation Proposal (4 credits)**

Participants prepare a formal dissertation research proposal according to publish University policies and guidelines.

### **RES 990: Dissertation (8 credits)**

This course governs the conduct of the dissertation project for the Doctoral level student. The dissertation is a major undertaking that is a demonstration of mastery of a field of study and an original contribution to the field usually 150 or more pages in length. The dissertation project may take any of several forms, depending upon the field of study and the expectations of faculty. This may be quantitative or qualitative research, participatory action research. Doctoral students may re-enroll for this course for noncredit, as needed.

### **EXM 995: Oral Defense of Dissertation (2 credits)**

This examination is an oral defense of the doctoral dissertation conducted by the graduate committee immediately following their reading of the dissertation manuscript. The process follows guidelines published by the University

## **COURSE MODULE DESCRIPTIONS**

### **Doctoral Tutorials**

#### **RES 641: Doctoral Tutorial #1: Basic Research Methods (12 credits)**

The first tutorial instructs the participant in foundational theories, principles, and practices specific to the proposed dissertation research, thus clarifying the underlying principles and justifications that support the proposed concept for research. As a minimum element of this tutorial, participants must complete suitable courses selected from the appropriate Center research offerings. Participants must pass a quality review examination conducted by the graduate committee, and if deemed essential, complete additional research methodology coursework to satisfy preparation requirements.

<http://www.akamaiuniversity.us/RES%20641%20Doctoral%20Tutorial%20I%20Research%20Methodology.pdf>

**RES 642: Doctoral Tutorial #2: Literature Review (12 credits)**

This second research tutorial is designed to guide the participant in conducting a thorough and effective search of the scholarly literature in relation to a project of research. Participants examine the quality of existing scholarly literature in their field of research and participate in a quality review under the guidance of the doctoral committee.

<http://www.akamaiuniversity.us/RES%20642%20Doctoral%20Tutorial%20II%20Literature%20Search.pdf>

**RES 643: Doctoral Tutorial #3: Research Presentation (12 credits)**

The third tutorial is intended to guide the participant in understanding the requirements for effective written argument, referencing and citations of the scholarly literature, and presentation of the findings from research.

<http://www.akamaiuniversity.us/RES%20643%20Doctoral%20Tutorial%20III-%20Referencing%20and%20Presentation.pdf>

**Optional Research Preparation for RES641**

[Course Descriptions for Research Preparation](#)

Research Support Online:

RES 500: Survey of Research Methods (3 credits)

RES 502: Understanding Research Journal Articles (3 credits)

RES 504: Introductory Research Statistics (3 credits)

RES 506: Advanced Research Statistics (3 credits)

RES 508: Qualitative Research (3 credits)

RES 510: Participatory Action Research (3 credits)

RES 512: Effective Data Analysis (3 credits)

RES 520: Social Science Research Methods (3 credits)

RES 591: Research Basics for Evaluating CAM (3 credits)

**Finishing Activities**

**EXM 980: Comprehensive Examination(2 credits)**

This is the traditional comprehensive examination of doctoral students conducted by the graduate committee immediately following completion of the academic coursework and prior to undertaking the dissertation. The examination usually includes both written and oral components and is confined to the programs of studies completed by the student.

[http://akamaiuniversity.us/EXM980\\_ComprehensiveExamination.pdf](http://akamaiuniversity.us/EXM980_ComprehensiveExamination.pdf)

**RES 985: Dissertation Proposal (4 credits)**

Participants prepare a formal dissertation research proposal according to publish University policies and guidelines.

[http://akamaiuniversity.us/RES985\\_DissertationProposal.pdf](http://akamaiuniversity.us/RES985_DissertationProposal.pdf)

**RES 990: Dissertation (8 credits)**

This course governs the conduct of the dissertation project for the Doctoral level student. The dissertation is a major undertaking that is a demonstration of mastery of a field of study and an original contribution to the field usually 150 or more pages in length. The dissertation project may take any of several forms, depending upon the field of study and the expectations of faculty. This may be quantitative or qualitative research, participatory action research. Doctoral students may re-enroll for this course for noncredit, as needed.

[http://akamaiuniversity.us/RES990\\_DissertationProject\\_2013.pdf](http://akamaiuniversity.us/RES990_DissertationProject_2013.pdf)

**EXM 995: Oral Defense of Dissertation (2 credits)**

This examination is an oral defense of the doctoral dissertation conducted by the graduate committee immediately following their reading of the dissertation manuscript. The process follows guidelines published by the University

[http://akamaiuniversity.us/EXM995\\_OralDefenseofDissertation.pdf](http://akamaiuniversity.us/EXM995_OralDefenseofDissertation.pdf)

**THE DISSERTATION COMMITTEE**

**Formation of Dissertation Committee**

Doctoral students have a Dissertation Committee of three qualified graduate faculty appointed to oversee and govern the student's program structure, progress of studies, comprehensive examinations and thesis / dissertation project

**Responsibilities of Dissertation Committee**

Under leadership of the Committee Chair, responsibilities of the Committee are as follows:

- Directing the preparation and approval of the student's plan for study, clarifying the timeline
- Assignment of faculty to provide instruction and to assist with the functions of the dissertation committee.
- Providing direction regarding the student's foundational studies, core studies, specialization, and research preparation coursework.
- Providing leadership by integrating appropriate research preparation coursework or assignments within the plan for study, distributing the coursework to appropriate faculty for instruction and advisement.
- Providing leadership for the written and oral components of the student's comprehensive final examination.
- Providing oversight, direction, and mentorship during the conduct of the student's research project and manuscript preparation.
- Providing leadership for the physical and oral reviews of the dissertation manuscript.

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- Assist the student in making formal changes in the plan study and timeline for completion, by written addendum, as needed to assure effective progress throughout the program of study.
- Providing final approval for the student's dissertation and overall degree program and cooperate fully in building the appropriate archival records for the University.

### **Committee Appointment Schedule**

The Committee Chair is appointed immediately following the student's registration and continues in charge of the student's program until final completion is recorded at the school of record. While the secondary and tertiary members of the dissertation committee are identified and confirmed at the onset of the program, and listed in the plan of study, they become active later, just prior to the activities for which they are asked to participate.

### **Building the Student's Plan for Study**

Immediately following registration, graduate students begin work with their assigned Committee Chair, in structuring their formal plan for study. The process determines and formalizes the elements of the student's doctoral program and the timeline for completion.

The plan for study includes the following essential elements:

- Designation of the degree major for the Study Plan
- Identification of the required array of coursework for each element of the program.
- Identification of the secondary and tertiary members of the dissertation committee. ▪ Appointment and notification of the course module instructors ▪ Acceptance of transfer courses for the student's program.

### **Timeline for completion of the degree program.**

These activities require active participation in program planning by the student and may take considerable time to complete the dialogue and exchange of information. Students are strongly advised to discuss in detail the elements in the plan for study including the coursework, the examinations, and elements of research including the manuscript guidelines.

Once all of the decisions have been made concerning the plan for study, the student and Committee Chair sign the formal document. Copies of the document are sent to the University headquarters for entry to the permanent student record. The plan for study is then distributed to the participating schools and becomes the document that determines effective progress toward the degree. When the expectations laid out in the plan for study have been successfully accomplished, the student is recommended for the degree by the Committee Chair.

Students are alerted that the University can make no commitment to inclusion of course modules and assignment of instructors to a student program until after the plan for study has been fully processed and approved.

### **International Student Fee**

All students residing outside the United States of America are assessed an international student fee of \$200 in addition to the standard tuition, payable at the time of registration. This fee is used to cover long distance communication expenses (telephone, post and courier) of the University and its faculty.

### **Standard Tuition and Registration Fees**

The standard tuition rates for all students at your degree level are stated below. The Registration Fee acts as down payment toward the total program tuition. Once received, it is deducted from the Total Tuition, and is to be paid with the submission of registration enrollment materials.

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<b>Degree Level</b>	<b>PhD in INV</b>
<b>Standard Tuition</b>	<b>\$15,600 US (\$300 per credit hour and 52 credits required)</b>
<b>Registration Fee</b>	<b>\$3000 payable as tuition down payment at Registration</b>
<b>Balance Due</b>	<b>\$12,600 Please indicate option desired as identified below plans</b>

**Transfer credits accepted as appropriate and will result in credit reductions.**

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### **Available Tuition Installment Agreements**

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Students may select from established payment arrangement Plan A, B, or C, or have the option of negotiating an alternate written agreement, prior to registration, as shown in Plan D. ***Please note that installment amounts shown below reflect payments made toward a student's net tuition balance after payment of the required Registration Fee.***

*Check the box to select the desired plan*

**Plan A: Single Payment**

Students paying the balance of their tuition in full are afforded a 5% discount. This discount is calculated and applied to the Net Tuition Balance after payment of the Registration Fee.

**Plan B: Monthly Installments**

Monthly installments begin the month following registration and may extend for the minimum enrollment period at each degree level, including the accounting service fee for each installment.

**Plan C: Quarterly Installments**

Quarterly installments begin the month following registration and extend for the minimum enrollment period at each degree level, including the accounting service fee for each installment.

NOTE: Each installment includes a \$25 accounting services fee. Installments are due and payable on the first business day of the month in which the payment is due. If paying by credit card there is a 3.9% additional charge.
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### AKAMAI 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



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