

Collegium Spiritus

THE INTEGRAL EDUCATION CERTIFICATE PROGRAM

The Integral Education Certificate Program is designed to implement a learning community that enables individuals to live originally, realizing the completeness of human potentiality. Each individual is trained to spontaneously participate as an Integral Community leader on all levels of scale: neighborhood, area, region, and global.

Program Purpose and Design

Humanity is psychologically, spiritually, and historically in search of soul. Fiercely competitive individuals have caused extreme disparity and fragmentation throughout the world, which is becoming ruinous, even portending death. Our purpose is to be One (integral), first with oneself, and then with others, realizing the astonishing vision of a world becoming One.

The perfection we seek is Spirit involving and evolving. The goal of the Integral Education Certificate Program is for graduates to create integral community based on cosmic awareness. Microcosmic humans can mirror the cosmos, which is both ulterior and ultimate, by creating the spiritual or divine mind. What greater meaning can we give ourselves than establish a social order based on the One, integrating Spirit into life? This point of view depends on transcending objectification, trusting an artistic appreciation of symbols rather than the factual analysis of cultural phenomena. We are working to evolve higher levels of consciousness, not dependent on conceptual thought but on transcendental imagination.

In order to change the world, it is essential to leave the world, since transcendence occurs only as free and responsible individuals contact an original experience of power, justice, and love. This process is best understood as withdrawal and return, overcoming and overreaching the objectified world. We create meaning, having an awakened cosmological capacity.

A principle tenant of Integral Education is we cannot help others unless we can help ourselves, putting our spirit into what we teach (viz. Only whole people will create a whole world). There can be no professional enhancement without personal awareness; and also, we cannot grow personally, unless we are sharing what we have with others responsibly. This emphasis on enhancing personal responsibility begins immediately, and also participating in a growing community of individuals taking responsibility for the welfare of our planet.

CERTIFICATE PROGRAM OBJECTIVES

Graduates of the Integral Education Certificate Program will be able to:

- a. Bring heightened awareness and growing mastery to the interplay between spirit and mind in shaping life and service to the world,
- b. Develop a daily practice, which grounds people sector leaders on their spiritual path and centers them in their 'great work',
- c. Apply spiritual centering through the dialogical process' of body awareness, symbolic thought formation, emotional monitoring, and responsibility in communications in their life work and career,
- d. Be a teacher and model of self-creativity and transcendental responsibility as a participant in a global spiritual community.

The program has various stages designed to prepare leaders for various levels of the learning community. The training is designed into the learning community itself; or in other words, training is the learning community. Each individual negotiates with other individuals, and not with the whole, in order to facilitate mutual advantage within the planetary community.

Stage 1. Contemplative Circles support withdrawal and return, so individuals are able to leave containment and find a personal center from which to live originally.

Stage 2. Collaborative Circles provide educational resources to support synergy among self-creative people, in order to develop an integral community.

Stage 3. The Collaborative Council supports a process by which the resources of society are made responsive to people who are creating integral community.

Stage 4. Community Learning Centers organizes a learning community, so people live in creative communion with others, region to region throughout the world.

STAGE ONE: EDUCATOR

Personal Integration prepares students to be effective transformational agents in the process of the world becoming One. Dialogue becomes the primary way of actualization, through cosmic understanding of personality and community. Educators meet regularly with five or more men and women for discussion, research, exchange of experience, or for anything that supports the process by which an individual becomes self-transcending.

The work is to complete a personal autobiography, paying attention to body, mind, emotion and spirit, while maintaining support for others to do the same. Support for this work will be instruction in keeping an Intensive Journal and in methods for communicating center to center. Each student demonstrates competency in the constructive and integrative processes of self-transformation, in order to awaken creativity on the level of Being.

The context for the work is initiating and sustaining a Contemplative Circle. This is essentially 'withdrawal and return' by which friends gather to support each other within the greatwork of becoming One, first with oneself, and then with others, to create global community as One.

Stage One: Educator: The Contemplative Circle

The Educator learns to initiate a small dialogue group that supports the process of withdrawal and return by which people learn to live from the inside out. Based on the Integral Education process of self-awareness, the small group enables the individual to shift from external support to inner self-support, discovering the power of the Self. Searching deep within, individuals seek to integrate the soul level of existence by which the personality becomes integral, doing that which is their greatwork.

Core Competencies (Required: 9 credits)

ED 101: Living Originally: part one: Integral Spirituality (3 credits)

ED 102: Dialogue Journal (3 credits)

ED 103: Systemic Approaches to Core Integration (3 credits)

Practicum:

Contemplative Circle

Vision Forum

Faculty Consultations

Mid-year Intensive I

Year-end Intensive I

STAGE TWO: COLLABORATOR

With vision, charisma, and a following, Collaborators become the faculty within the regional learning community. Supporting the process of becoming One individually, and as community, they lead others into the world as transformative agents, applying Integral Education competencies to transform the community into a learning community.

Focused in all areas of interest and concern, they support 'going public', enabling individuals with shared vision to become the "creative minority". Intensity in personal relating provides the dynamic, transformative energy by which the alienation and fragmentation of the world can be overcome. A regional learning community forms, providing significant support and resource for individuals and small groups of individuals to awaken 'conviviality' (viz. If we want a friendlier world, let's make friends.).

Collaborators are continuously given learning experiences to be significant visionary leaders, enabling them to realize their own vision, while empowering more and more people to be self-transcending. Knowing one's calling and manifesting one's life goals in a demonstrable integral fashion, each student shows proficiency in self-referencing, setting goals and evaluating in personal growth, relationships, and service.

The context for the work is initiating and sustaining a Collaborative Circle in conjunction with other Collaborators. Collaborators primarily develop the Collaborative Circle, working with ten Educators, conducting Open Space meetings, Co-operacy, and awareness seminars.

Each Collaborator contributes one course per year of their own design within the regional learning community. They attend and support dialogue at the weekly Vision Forum and initiate and promote special Guest Lecture sessions. As the regional community matures into a global community, opportunity for global leadership will develop as well.

Stage Two: Collaborator: The Collaborative Circle

The Collaborator is a faculty member, working with the Associate Deans to create a regional learning community. The following courses are taught by the Collaborators to the Educators within their own Collaborative Circle:

Core Competencies

CO 201: Living Originally: part two: Integral Community (3 credits)

CO 202: Group Facilitator Training (3 credits)

CO 203: Living Your Purpose (3 credits)

Practicum

Intensive Journal

Co-operacy

Open Space Meetings

Collaborator Course

Guest Lecture Groups Sessions

Electives

Mid-year Intensive II

Imperative Self Consultation

Year-end Intensive II

STAGE THREE: COLLABORATIVE COUNCIL

The primary strategy for overcoming the fragmentation of modern society is a regional approach in developing integral community. Getting beyond 'containment', the world becomes a self-organizing process in which order occurs without domination and coercion. Instead of huge administrative structures, a more personal, organic approach is desired, in which people are responsive to each other.

The Regional Collaborative Council, a consortium of the People, Public, and Private sectors, has responsibility for initiating and sustaining dialogue by which a responsive community forms. More than an advisory council, each sector brings resources to facilitate the shared vision of the Heartland being an integral community.

Deans, each of whom developed a faculty of ten Collaborators, work to coordinate training and participation in the regional learning community. This continuous effort is to support living from the inside-out, first with peer groups, then with subcultures, and then with minor subcultures (region), and finally with major subcultures (global).

The Associate Deans devote themselves to facilitating the learning community, meeting regularly for intense dialogue. The dynamic relation between contemplation and action, inward and outward, Divine and human is facilitated, creating a field of energy by which the entire community awakens to Vision. Universal consciousness bases action in the collective life upon an inner sense of reality and oneness, an inner experience and an inclusion of others in our own being. Mutual consciousness becomes communion

The weekly Vision Forum will be the occasion within which leaders from all sectors come together to envision the life we want together. Friendships will form beyond isolated efforts to effect a united social consciousness through a spiritual Consciousness that allows for forms expressing the One to emerge spontaneously .

The weekly Vision Forum will mature into conferences, both in person and electronically; until a perpetual conference will be hosted to implement creative forces worldwide. All efforts in the region will be greatly enhanced through the many friendships that will emerge

Stage Three: Collaborative Council

Core Group

Support Group based on weekly Vision Forum

Electives

Intensive Retreats

Courses initially taken will be those listed above taught to the Collaborators and Educators.

Spirituality and psychology are seeking a shift from the mental to intuitive consciousness and control of things. Emergence of the One requires spiritual dialogue and negotiation, since the level of consciousness involved is beyond the mental. Beyond course work, learning will be a collaborative effort to realize a union of consciousness, since unity, mutuality, and harmony is the Reality we seek.

Advanced Studies in the contemplative life:

CO 220: Integrating Spiritual Leadership Skills

CO 221: Transformational Psychology

CO 222: Shared Vision

CO 223: Sacred Traditions

STAGE FOUR: COMMUNITY LEARNING CENTER

Integral Community in all regions of the world is the bold vision we share. We are not alone, people in all parts of the world are seeking this consciousness. Dialogue is urgently needed among a few who can get beyond the mental, vital, physical claims and urges which have resulted in a complex political, social, administrative, economic, cultural machinery, an organized collective means for intellectual, sensational, aesthetic and material satisfaction.

Beginning with the whole rather than with the parts, every effort to celebrate person to person and community to community will be made. All participants will be encouraged to share the connections they have with others within the region, as well as worldwide. We will learn that we are already more global than we realized.

The Deans will initiate and sustain a dialogue to enable integral community to form, from which we will provide leadership. As we continuously bring global activists to a weekly Vision Forum to teach global consciousness, we will invite them to become global advisors, helping build the global network.

Leaders from the Public and Private sectors will be given opportunity to contribute significantly to this magnificent vocation. Heartland to Heartland throughout the world, people will become meaningfully involved with friends, developing an enabling, unified understanding by which the world will become an integral community.

Stage Four: The Global Exchange

Developing a perpetual global dialogue will be context for the work. The conference will be designed according to the following ethical concerns, so the world will come to an enabling, unified understanding by which to be One.

GLOBAL When we have found our wholeness, we concern ourselves with the whole beyond the parts, and begin creating global community.

TRANSCULTURAL Culture goes beyond ego-centric, ethno-centric, racial-centric, and nationalism, beyond tolerance of multi-culturalism, to the thrill of a community in which diverse people live to capacity and creativity.

PARTICIPATION Sovereignty begins and ends with each person as participatory democracy matures. Community becomes an evolutionary responsibility to move beyond totalism and individualism to synergism and dialogue.

ENABLING When we shift from coercive to enabling power (i.e. Instead of making each other do what we would not do, we enable each other to do what we could not do), life is open.

SYSTEMIC essential in 'composing community' is using constructive means: art, communication, community, education, environment, health, justice, resources, science, and spirituality.

SPIRITUAL With freedom and responsibility, each goes beyond self-interest to passionate, self-transcending concern. spiritual work is education in which a living culture brings people together in stimulating, meaningful, and challenging ways.

A worldwide training program for people sector leadership will be built into the conferencing. People from all areas of the world will come to be trained to initiate Integral Education Certificate programs in their regions.

