MAHARISHI UNIVERSITY OF MANAGEMENT

CATALOG

2016–2017

Undergraduate and Graduate Programs

Consciousness-Based Education

Fairfield, Iowa
Letters of inquiry about Maharishi University of Management should be addressed to:

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Maharishi University of Management  
Fairfield, Iowa 52557  

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Nondiscrimination Policy

Maharishi University of Management believes that all educational and employment decisions should be based on an individual’s performance and qualification and not on irrelevant factors such as personal characteristics or happenstance of birth unrelated to academic or job performance. The University considers irrelevant factors regarding sex, age, race, religion, color, national or ethnic origin, disability, veteran’s status, sexual orientation, and gender identity.

In addition, the University is committed to compliance with all applicable laws regarding nondiscrimination including Title VII of the Civil Rights Act of 1963, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. The application of this policy ensures that every individual at the University will be treated with equal dignity and that opportunity is equal for all persons.

Anyone who has any concerns or inquiries regarding this policy should feel free to contact the General Counsel’s Office, Maharishi University of Management, Fairfield, Iowa 52557, (641) 472-1175, bgoldstein@mum.edu, or the U.S. Department of Education Office for Civil Rights Lyndon Baines Johnson Department of Education Bldg. 400 Maryland Avenue, SW Washington, DC 20202-1100 Telephone: 800-421-3481 FAX: 202-453-6012; TDD: 877-521-2172 Email: OCR@ed.gov.

Important Notice

The University reserves the right to change, at any time, without prior notice, programs of study, course offerings, academic requirements, the academic calendar, codes of student conduct, tuition, room and board charges, and other fees, policies, and procedures. The University will determine the times at which all such changes are effective. Changes may apply not only to prospective students but also to those who are already enrolled in the University.

The Maharishi University of Management Catalog of Courses is published for informational purposes and should not be construed as the basis of a contract between a student and Maharishi University of Management. Every effort is made to provide information that is accurate at the time the Catalog is prepared. However, information concerning regulations, policies, fees, curricula, courses, and other matters contained in this Catalog is subject to change at any time.
during the period for which the Catalog is in effect. The Registrar’s Office can be contacted at any time for current information on these matters.

Maharishi University of Management makes available to the public, upon request, all consumer information required by the Office of Education Rules and Regulations. Consumer information about the University includes, but is not limited to, the following: academic programs, educational costs, financial aid, academic progress requirements, student retention rates, and crime statistics. This information is available from the Registrar’s Office, Enrollment Center, Dreier Building (mailing address: Fairfield, Iowa 52557).

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT**

Under the “Family Educational Rights and Privacy Act of 1974,” the following categories of “Directory Information” may be made public unless students desire to withhold disclosure of it:

**CATEGORY I**
Name, address, telephone number, dates of attendance, class

**CATEGORY II**
Major field of study, awards, honors (including Dean’s List), degree(s) conferred (including dates), previous institution(s) attended

**CATEGORY III**
Past and present participation in officially recognized sports and activities, physical factors (height, weight of athletes), date and place of birth

Students may withhold any category of “Directory Information” by notifying the Registrar’s Office in writing within two weeks after the first day of class during the fall registration period. Forms for this purpose are available from the Registrar’s Office and must be filed annually in that office to withhold any “Directory Information.”

The University ensures students access to their official University records and maintains the confidentiality of personally identifiable information in accord with federal law.
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Message from the Founder

MAHARISHI MAHESH YOGI

“If we look into the process of gaining knowledge we find there are two sides to knowledge: the object of knowledge, that which we seek to know, and the subject of knowledge, the knower. What the present system of education provides is knowledge of the object; what it misses is knowledge of the subject, knowledge of the knower in the knower’s infinite capacity. When the knower is ignorant about the Self, the whole structure of knowledge is as if baseless.

“Education at Maharishi University of Management enlivens in every student’s awareness the common basis of knower and known, the unified field of natural law. Every part of knowledge is connected with the whole discipline, and the whole discipline with the unified field of natural law, which students experience directly as the deepest level of their own intelligence during the practice of my Transcendental Meditation® program.

“As a result of this educational approach, students grow in the awareness that all streams of knowledge are but modes of their own intelligence. They come to feel at home with everyone and everything. Their creative genius blossoms with increasing confidence and self-sufficiency. They cease to violate natural law, and grow in the ability to accomplish anything and spontaneously to think and act free from mistakes — the fruit of all knowledge.”
Message from the President

DR. BEVAN MORRIS

Maharishi University of Management was founded by His Holiness Maharishi Mahesh Yogi in 1971 to make education complete, so that every student enjoys great success and fulfillment in life. By integrating professional excellence and development of higher consciousness, education at the University unfolds the creative genius of its students, and prepares them to be leaders of their nations, competent to create a prosperous, progressive, and peaceful world.

Our unique Consciousness-BasedSM system of education has also created a high quality of life on campus, full of happiness, harmony, and enthusiasm for knowledge, and free of the problems and stress that trouble other universities throughout the world.

We are fortunate to have highly qualified faculty and bright, focused students who have come from more than 130 countries and almost every state of the United States. Our faculty achievements in research, publication, and grants, and the achievements of graduates in business and professional careers are outstanding; their positive impact on society is remarkable.

In addition, our model school, Maharishi School of the Age of Enlightenment, is one of the world’s outstanding primary and secondary schools, as measured both by the students’ academic achievements and by their happiness and highly enlightened consciousness and behavior.

Most important, since 1980 the University through its Golden Domes has continually created coherence in the collective consciousness of the United States, generating waves of positivity, harmony, and peace for the whole nation and the world.

As president of this University, I am so proud of the dedicated, brilliant, and highly idealistic individuals who have made all these achievements possible. Throughout all the golden times ahead for humanity, Maharishi University of Management will always be the place to which students from every nation can come to rise to leadership of the world enjoying heaven on earth.

We look forward to welcoming you at Maharishi University of Management. It is a University worthy of the great name it bears, the name of its founder, Maharishi.
INTRODUCTION TO THE UNIVERSITY

THE MISSION OF THE UNIVERSITY

Maharishi University of Management was founded in 1971 by Maharishi Mahesh Yogi to fulfill the highest ideals of education. Foremost among these ideals is developing the full potential of consciousness in every student — helping students develop the ability to think and act in accord with natural law and to live fulfilled and successful lives. This fulfills the long-sought goal of education: to produce fully developed individuals, citizens who can fulfill their own aspirations while promoting all good in society.

The University has pioneered a unique system of higher education, Consciousness-Based education that systematically cultures a student’s full creative intelligence, the basis of learning.

Consciousness-Based education gives traditional academic study a proper foundation: complete knowledge of consciousness coupled with simple, natural, scientifically validated technologies for developing consciousness. These technologies are the Transcendental Meditation and TM-Sidhi® programs, including Yogic Flying®.

This integrated approach develops students’ ability to manage their lives successfully, to grow steadily in health, happiness, and wisdom, and to achieve professional success and personal fulfillment.

Our unique educational programs are designed to fulfill a commitment to four broad areas of responsibility:

- **Holistic development of students** — cultivation of consciousness, mind, body, and behavior
- **Academic excellence** — training at the forefront of knowledge in each discipline and in the ability to think critically and act effectively and ethically
- **Scholarship that expands the domains of knowledge**, expressed in all four areas of scholarship — discovery, teaching and learning, integration, and application.
- **Improved quality of life** for the individual, the nation, and the world.
PURPOSES AND OUTCOMES

We meet our goals of educational excellence and improving the quality of life by helping students achieve specific outcomes during their academic careers. Three of these outcomes are the basis of institutional assessment.

Self-development

Development of consciousness means developing the innermost nature of the individual. Consciousness-Based education systematically develops students’ intelligence, nourishing and unfolding all aspects of life simultaneously — mind, body, behavior, and environment. Students grow in personal fulfillment and professional success and bring increasing fulfillment to society.

Our Consciousness-Based approach has been found to produce increased intelligence and creativity; improved health (mental, physical, and social); increased field independence and moral maturity; increased problem-solving ability; improved speaking and writing ability; greater self-actualization, self-esteem, personal identity, emotional health, and ego development; increased neurophysiological integration; and the experience of greater inner wakefulness.

Ability to integrate new knowledge effectively in any field and profession

Our unique approach to education enables students to feel increasingly comfortable with all fields of knowledge — to recognize the interconnections among fields of knowledge and the connection between knowledge and themselves. We also expect that all students will continue developing their intellectual skills and capacities, develop creative and critical thinking abilities, understand multiple modes of inquiry and approaches to knowledge, and cultivate societal, civic, and global knowledge.

Scholarship and service

We are also committed to developing new knowledge through research and to disseminating that knowledge through presentation and publication of our scholarly work. We will also assist other educational organizations, nationally and internationally, whose purposes are consistent with our mission. The primary responsibility for scholarship and service lies with our faculty. Their progress is assessed in terms of their teaching ability, creation of curricula and instructional materials, and contributions to developing and disseminating new knowledge.
ABOUT THE UNIVERSITY


The programs of the Business Administration department are accredited by the International Assembly for Collegiate Business Education (P.O. Box 25217, Overland Park, KS 66225, (913) 383-6205): the PhD in Management, Master of Business Administration, and Bachelor of Arts in Management.

Academic programs include PhD, master’s, and bachelor’s programs in a range of disciplines, including PhD programs in Management and Maharishi Vedic ScienceSM. Students come from almost every state and have come from more than 130 countries around the world, representing nearly every culture, race, and religion. The student body is a world family, living in peace and harmony, excited about knowledge, openhearted and friendly, and dedicated to making the world a better place.

The faculty includes internationally recognized scholars and researchers with degrees from such universities as Oxford, Harvard, Stanford, and Yale.

Graduates are successful in careers in business, education, the arts, and the sciences. Many have founded their own companies or have been hired by leading corporations such as American Express, AT&T, Bell Labs, Apple, Citibank, Ford, Hewlett-Packard, IBM, Microsoft, Motorola, and Xerox.

The Maharishi University of Management campus is located in Fairfield, Iowa, 50 miles west of the Mississippi River in the central U.S. The 361-acre campus, with 1.2 million square feet of teaching, research, recreational, and living space, is situated on gently rolling hills.

Maharishi University of Management is respected for its excellence in education, its healthy and harmonious environment, and its high quality of life. It is unique in adding to traditional education systematic programs to develop the full potential of the student. Our students make rapid progress, not only in academic achievement, but also in developing their creativity, intelligence, and good health and laying the foundation for personal fulfillment and professional success.
ACADEMIC PROGRAMS

GENERAL EDUCATION

At Maharishi University of Management students gain the knowledge and skills they need for professional success, personal fulfillment, and responsible citizenship in a rapidly changing world.

All undergraduates acquire seven Essential Learning Outcomes by the time they graduate. They have abundant opportunities to exercise and strengthen these skills throughout their time here, building the foundation for a successful professional and personal life.

Our students have a unique advantage in developing these skills, namely the inner growth they gain through Consciousness-Based education. By directly experiencing the field of pure consciousness, pure creative intelligence — the source of all knowledge, total natural law — students grow in creativity and intelligence, happiness and peace. They feel increasingly at home with all knowledge and enjoy growing support of natural law for fulfilling their own desires and creating a better world.

ESSENTIAL LEARNING OUTCOMES

• Development of consciousness
• Holistic thinking
• Creativity
• Analytical reasoning
• Communication
• Problem solving
• Teamwork and leadership
• Local and global citizenship
• Major field competence

DEVELOPMENT OF CONSCIOUSNESS

Graduates are able to . . .

Display improvements in perception, thinking, feeling, and overall growth of consciousness.
These improvements are verified through both subjective experience and objective measures — through self-reported experiences in and outside of Transcendental Meditation practice, measures on the Brain Integration Progress Report, and behavioral indicators of mental and physical wellness.

**HOLISTIC THINKING**

*Graduates are able to . . .*

Apply unifying principles within and across disciplines to synthesize ideas, integrate divergent perspectives, and understand what they have learned in light of their own consciousness.

This outcome is assessed in the Senior Project, where students reflect on their work using the integrating principles that emerged in the process.

• Assessment: American Association of Colleges and Universities (AACU) Integrative Thinking VALUE Rubric

**CREATIVITY**

*Graduates are able to . . .*

Combine or synthesize existing ideas, images, or expertise in original, imaginative ways, characterized by a high degree of innovation, divergent thinking, and risk taking.

This outcome is measured as a dimension of any in-class product that requires originality and imagination, going beyond what is given and creating something new.

• Assessment: AACU Creative Thinking VALUE Rubric

**ANALYTICAL REASONING**

*Graduates are able to . . .*

Form independent judgments based on reliable information, logic, evidence, ethical values, and openness to alternative assumptions and points of view.

This outcome is measured in classroom or standardized tests of critical thinking, scientific reasoning, and logical analysis; classroom debates and presentations; and research papers or other writing where students argue for a position.

• Assessment: AACU Critical Thinking and Information Literacy VALUE Rubrics

**COMMUNICATION**

*Graduates are able to . . .*

Listen to and express, ideas, feelings, and information in speech, text, and other media.
This outcome is measured through classroom or standardized measures of oral presentations, in-class writing, reports, research papers, and multi-media presentations.

- Assessment: AACU: Oral Communication and Written Communication VALUE Rubrics

**PROBLEM SOLVING**

*Graduates are able to . . .*

Design and implement a strategy to answer an open-ended question or achieve a desired goal. In mathematics and the sciences this goal is often practical or knowledge-oriented, in the arts often expressive or aesthetic.

This outcome is measured through any challenge to students where there is no standard formula or protocol to be applied. It is assessed by analyzing the process students apply together with the quality of the end product.

- Assessment: AACU: Problem Solving VALUE Rubric

**TEAMWORK**

*Graduates are able to . . .*

Contribute to a group task while facilitating the contributions of diverse teammates in a constructive team climate.

This outcome is assessed in any group assignment where teammates evaluate each other’s contributions or where the teacher observes and rates individual contributions and group interaction.

- Assessment: AACU Teamwork VALUE Rubric

**LOCAL AND GLOBAL CITIZENSHIP**

*Graduates are able to . . .*

Act in the local arena — with a global perspective — to address world economic, cultural, social, and environmental challenges.

This outcome is assessed in any practical service or problem-solving activity or simulation where students’ thoughts and actions affect the wider world.

- Assessment: AACU Global Learning VALUE Rubric

**MAJOR FIELD COMPETENCE**

*Graduates are able to . . .*
Demonstrate comprehensive understanding of an academic field of study — its essential concepts, modes of inquiry, styles of communication, most advanced theories, and deepest principles.

This outcome is assessed in standardized exams, comprehensive exams designed by departments, and Senior Projects.

**SPECIAL FEATURES OF THE CURRICULUM**

- **Development of Consciousness**, which includes the required twice-daily practice of the Transcendental Meditation program or the Transcendental Meditation and TM-Sidhi programs. Students will learn the Transcendental Meditation technique as part of their first course if they have not learned before arriving.

- **Required general education courses**, in the Science and Technology of Consciousness, Physiology is Consciousness, Physics and Cosmology, mathematics, writing, and Forest Academies.

- **Distribution requirements** in the fine arts, humanities, applied social sciences, and mathematics.

- **An exercise program** in which students are tested for their fitness and create their own daily exercise regimen based on fitness goals.

- **A health education program** that includes a required two-credit course that introduces students to the principles of proper rest, nutrition, and time-management.

- **The Rotating University program**, our study abroad option that complements our global mission by offering students the opportunity to study in foreign countries. Courses have been taught in Greece, Australia, New Zealand, Switzerland, Italy, South Africa, and India. The purpose of the program is to help students learn to live and work in cultures and geographies different than their own.

- **Forest Academies**, the first two weeks of each semester, which provide opportunities for more extended practice of the Transcendental Meditation technique, and for those qualified, the TM-Sidhi program. The Forest Academies also provide the opportunity for exploring the application of Maharishi Vedic Science to areas ranging from the arts to the sciences.

The specific credit requirements for all these programs are listed in Academic Policies section of the Catalog.

**Critical and Creative Thinking Seminars**

A special feature of the general education at the University is an emphasis on critical and creative thinking:
• **Critical thinking** refers to the habit of analyzing reasons given for a conclusion, including evaluating evidence in its favor. It also refers to an attitude of being open-minded and fair in examining arguments you don’t agree with.

• **Creative thinking** refers to the ability to envision alternate explanations for conclusions, so that all sides of an argument can be examined. It also applies to the ability to come up with unique solutions to problems — solutions that may involve, for example, lateral thinking.

Developing creative and critical thinking abilities helps students during their time as a student and leads to greater success after they graduate.

Therefore, an important part of the general education curriculum at Maharishi University of Management is a two-course sequence that all entering students take to promote the habit and skills associated with deep thinking.

1. **The Science and Technology of Consciousness (STC) course** — Following instruction in the Transcendental Meditation technique, this is the first course every new undergraduate student takes at the University. This course introduces student to three fundamental sources of knowledge that can be used together to evaluate any idea: personal experience, scientific reasoning, and traditional wisdom. On the basis of evidence from all three sources, a new consciousness-based framework is introduced that introduces new ways of viewing the world and new approaches to meeting its challenges.

2. **Critical and Creative Thinking seminars** — Students also select one of these seminars in their first year of study. Most of the undergraduate majors offer one of these courses, but students can use a seminar in any subject to satisfy this general education requirement. Students will focus on key issues or topics in the field of study — and learn the vocabulary and develop the skills associated with systematic, open-minded reasoning in that field.

**GENERAL EDUCATION GRADUATION REQUIREMENTS**

The general education program is designed to begin developing the Essential Learning Outcomes identified above and introduce ideas fundamental to the consciousness-based framework brought out in the Science and Technology of Consciousness course. Courses in this program bring to light, for example, new discoveries of modern theoretical physics and contemporary neuroscience. Also included are foundational courses in areas such as mathematics and writing.
Required courses in the general education program are:

• MVS 100 or ED 101 The *Transcendental Meditation* Program
• STC 108 or 109 Science and Technology of Consciousness *(These first two courses are prerequisite for all other courses taken at the University.)*
• A course from the Critical and Creative Thinking Seminars (described above) offered immediately after the required STC course. *(Students may petition to waive based on transfer credits.)*
• WTG 191 College Composition 1 *(May be waived based on the results of a diagnostic assessment.)*
• WTG 192 College Composition 2 *(Students may petition to waive based on transfer credits.)*
• PH 101 Physiology of Consciousness *(Recommended taken in the first semester)* or ED 420 Neurophysiology of Learning and Development in Children *(4 credits)* *(Prerequisite: WTG 192)*
• PHYS 110 Foundations of Physics and Cosmology
• FOR 431 Higher States of Consciousness *(MVS 202 can substitute for Forest 431)*
• FOR 103 Health-Related Fitness *(2 credits)* *(Recommended taken at the beginning of second semester; not repeatable)*

**The distribution courses:**
4 credits from Fine Arts
4 credits from Humanities
4 credits from Applied Social Sciences
4 credits from Mathematics *(Math 153 or higher)*

Courses that may be used to satisfy distribution requirements are listed in the “Academic Policies” section under the requirements for the bachelor’s degree. Visit the departmental sections of the catalog to learn more information about each of the distribution courses. Course descriptions for the required courses are listed in their respective sections.

**FOREST ACADEMY and SCIENCE AND TECHNOLOGY OF CONSCIOUSNESS**

**Forest Academy Vision**

Forest Academies are two-week courses offered at the beginning of each semester that provide the opportunity for students to explore more deeply the principles associated with the development of their own inner intelligence—through their daily TM and TM-Sidhi practice—and to understand how that intelligence can be practically applied to specific areas of life. The goal of these academies is to connect the knowledge of the rest of the
curriculum with universal principles of natural law, and transform it into a living and useful dimension of the students’ lives.

During most Forest Academies students have the option to participate in a TM retreat (or World Peace Assembly for those who have completed instruction in the TM-Sidhi program). These TM retreats are periods of time (three days or more) during which students enjoy deeper and more frequent periods of meditation along with lectures and discussions that deepen their intellectual understanding of the development of consciousness. TM retreats and World Peace Assemblies also accelerate the release of deeper layers of fatigue and stress, which leads to more profound experience of pure consciousness. After each Forest Academy students experience a new wave of freshness in body and mind, returning to their studies with an expanded awareness.

FOREST/STC GRADUATION REQUIREMENTS

General University

All students are required to take a Forest Academy in each semester they are enrolled in at least 12 credits of classes.

Undergraduate Students

In their first semester, students take the Science and Technology of Consciousness course (STC 108) as a prerequisite to all subsequent course work at the University. This course takes the place of a Forest Academy in that semester. During their second semester, all undergraduate students complete FOR103 Health-Related Fitness, a prerequisite for all other Forest Academies. FOR 431 Higher States of Consciousness is recommended to be taken in the third semester. Thereafter, in all following semesters, students take a Forest Academy of their choice from those being offered at that time.

To graduate with a bachelor’s or associate’s degree a student must successfully complete one Forest Academy for each semester enrolled full time (12 or more credits). One Forest Academy can be waived for students who are enrolled in degree programs of three or more semesters. For certificate programs, this requirement varies. Please consult the certificate program listing in this catalog for details.

Graduate Students

In their first semester, graduate students take the Science of Creative Intelligence (FOR 500). This course is a prerequisite to all subsequent course work at the University. To graduate with a master’s or doctoral degree, a student must successfully complete one Forest Academy for each semester enrolled, including FOR 500. One elective Forest
Academy may be waived for students who are enrolled in degree programs of three or more semesters.

NOTE: Students not in daytime graduate programs may have different Forest Academy requirements. Any deviation from the general requirement is listed with the individual program’s degree requirements.

COURSES

STC 108 Science and Technology of Consciousness
This course orients students to the University and to Consciousness-Based education. Students learn the Transcendental Meditation technique, and begin to explore the theoretical foundation for higher states of consciousness available through practice of the Transcendental Meditation program. If students already practice Transcendental Meditation, this course includes a review of the principles and mechanics of the practice, based on their experience and questions. This course discusses the full range of consciousness from individual experience to a fundamental field of intelligence that underlies all of life and how this is unfolded through Consciousness-Based education. As part of this course, students participate in a 3-4 day base camp that focuses on team building, group processes, and leadership skills. (6 credits)

STC 508 Science and Technology of Consciousness
This course explores the theoretical foundation for higher states of consciousness available through practice of the Transcendental Meditation program. Students study the full range of consciousness from individual experience to a fundamental field of intelligence that underlies all of life and how this is unfolded through Consciousness-Based education. (4 credits)

STC 508A Science and Technology of Consciousness (Part 1)
This course introduces the concepts of Consciousness-Based education on which all graduate programs at MUM are based. Scientific research on the benefits of the practice of the Transcendental Meditation technique complements theory from Maharishi’s Science of Creative Intelligence. Topics include: the nature of mind and body, the qualities and development of creative intelligence, enlightenment and higher states of consciousness, and collective consciousness and the Maharishi Effect. (2 credits)

STC 508B Science and Technology of Consciousness (Part 2)
This course continues STC 508A by examining the theory and applications of Maharishi Vedic Science. Topics include: the structure of Veda and the Vedic literature, the philosophy of science and religion, and the applications of Maharishi Vedic Science to
human physiology and health, architecture, and music. Prerequisite: STC 508A (2 credits)

**STC 509 The Science and Technology of Consciousness Applied to the Creative Process**
This course introduces the study of consciousness through personal experience, scientific reasoning, and traditional authoritative sources. It explores a new paradigm in which consciousness is primary and has a profound impact on the development of creativity in the cinematic arts. The course is taught with an emphasis on exploring the links between the practice of the Transcendental Meditation technique and the creative process. (4 credits)

**FOR 100 Science of Creative Intelligence: Understanding and Experience of the Source, Course, and Goal of Creative Intelligence in Your Own Pure Consciousness as the Basis of All Knowledge and Success in Life**
In the Science of Creative Intelligence, students study the structure of the field of pure intelligence, from which all fields of knowledge arise. Only from this most fundamental level can knowledge be unified. This course examines how the creative intelligence displayed in every grain of creation arises in a systematic and sequential fashion from within that one basic universal field. Students also examine how one can access and use that universal field of intelligence to bring fulfillment to their own lives and to life on earth. In 1972, Maharishi laid out the main principles of this new science in a 33-lesson, videotaped course. He integrated the understanding of nature’s intelligence provided by modern science (through its objective approach) and by ancient Vedic Science (which utilizes both objective and subjective approaches to gaining knowledge). Students not yet instructed in the Transcendental Meditation program learn this simple, effortless technique as part of the SCI course. (4–6 credits)

**FOR 103 Health-Related Fitness: Physical Activity to Promote Longevity and Fitness for Life**
This course presents the latest knowledge from Western science and the Maharishi Consciousness-Based Health Care℠ program concerning the optimum daily routine for establishing the foundation for lifelong excellent health and growing enlightenment. The major focus is on the details of the ideal routine of sleep, diet, exercise, meaningful activity, recreation, and the importance of the regular experience of pure consciousness for optimum health and evolution. This course combines both lectures and physical activity labs. (Not repeatable) (2 credits)
FOR 399 Directed Study
(variable credits) Prerequisite: consent of the MVS department faculty and the Academic Standards Committee

FOR 400 A Glimpse of Total Knowledge
In this course students explore how the knowledge Maharishi has brought to the world is the ancient traditional knowledge of all cultures. Students learn how Maharishi Vedic Science is universal knowledge, knowledge based entirely on experience that is the same across all cultures. (2 credits) Prerequisite for undergraduates: FOR 103

FOR 403 Creativity and the Image in Studio Art: Engaging the Dynamics of Natural Law
Visual expression in works of art reveals the artist’s connection with the deep laws fundamental to seeing and creating visual images. In this course students explore art through a variety of videotape offerings presenting perspectives on creativity and the arts. Students see tapes of Maharishi speaking on the creative process and engage in discussions related to topics in creativity. Tape and discussion sessions are complemented by studio exercises that address the development of image in two dimensions, allowing students to focus on the creative process and experience it as a part of themselves. Lab Fee $10 (2 credits) Prerequisite for undergraduates: FOR 103

FOR 404 Total Knowledge
In this course Peter Warburton presents a unique and comprehensive vision of Total Knowledge, taking the awareness from infinity to a point and back again. This course was developed under Maharishi’s direct guidance. The course makes advanced aspects of knowledge from Maharishi accessible to everyone, presenting an integrated framework of the unmanifest and all its manifestations. It provides a unique understanding and experience of Wholeness, Totality, Brahm, and includes rare tapes of Maharishi. This course entails a two-week World Peace Assembly. (2 credits) Prerequisite: open to those who have learned the TM-Sidhi program

FOR 406 Communication: Heart-Mind & Mind-Heart
In this course students will learn to make subtle distinctions between effective and ineffective communication, in order to refine and develop further their communication skills. Communication, an exchange of feelings and thoughts, is a two-way flow from one’s own inner heart and mind through outer behavior to another person’s mind and heart. Healthy effective communication, facilitated by careful attention and listening, involves being clear about one’s own feelings and thoughts as well the thoughts and feelings of others. This course will offer a practical approach to communication, lectures by Maharishi on communication skills, and enjoyable daily in-class exercises to
develop them. Includes a required 3-day TM retreat or World Peace Assembly (2 credits) **Prerequisite for undergraduates:** FOR 103

**FOR 409 The Spiritual Quest in Media, Myth, and Myself: The Hero’s Journey as the Development of Consciousness**
Students explore their own spiritual quest in the light of the wisdom shared in great mythic stories, focusing on an ancient epic (the Rāmāyana), mythology, and modern films. Students identify the universal stages of the quest archetype: the hero’s journey as he or she evolves to higher states of awareness. Students critically evaluate theories of consciousness, including the Maharishi Science and Technology of Consciousness, analyzing how these theories can illuminate mythic stories and their own lives. In the culminating course project, students create a mythic story that reflects their personal vision and the transformation of consciousness. (2 credits) **Prerequisite for undergraduates:** FOR 103

**FOR 412 Creativity and Memoir Writing**
From the standpoint of the Maharishi Vedic Science, creativity expresses the fundamental characteristic of nature itself — to expand through the process of evolution and find full expression. In this course students explore the full range of creativity, from the creative dynamics within the pure, self-referral level of consciousness, through self-expression in the arts and other fields, and culminating in Self-expression in unity consciousness. This rich and stimulating course, developed by faculty in the Departments of Fine Arts and Literature, includes tapes of Maharishi speaking on the creative process and a wide range of other creative activities. (2 credits) **Prerequisite for undergraduates:** FOR 103 and ART, LIT, or MC major, or permission of instructor

**FOR 413 Is the Soul Immortal?**
The question of the immortality of the soul is as old as humanity and has been considered by almost everyone, regardless of religious persuasion or cultural background. In this course almost as much consideration is given to the meaning of the question itself as to its answer. Although materialism is the prevailing mainstream paradigm in contemporary philosophy of mind, neuroscience and cognitive psychology, traditional views have not generally regarded the soul as a product of the material brain and body. We will review the history of the concept of soul in Western philosophy, featuring the perspectives of Plato and Aristotle, Augustine, Aquinas, Descartes, Leibniz, Locke, Reid, Hume and Kant, among others. This will be supplemented with readings from the Upanishads and other Eastern works
FOR 414 Becoming a Professional Human Being
Whether we work for ourselves or lead a small team or an entire organization, we are the first beneficiaries of everything we think, do, and say. It’s not what happens to us; it’s what happens in us. Since we spend about 60–70% of our lives on the job, this course gives us an opportunity to examine how our approach to our work can be adjusted during these stressful times. (2 credits)

FOR 418 The Story of film
In this course students will be exposed to cinema as a language through the evolution of film. We will explore films from the birth of cinema to current films and revisit important innovations and breakthroughs in cinematic and storytelling techniques. We will watch a wide range of films in class and discuss them in the light of filmmaking, consciousness, evolution and the Self.

FOR 419 Enlightened Film: Classic Films from the Golden Age of American Cinema
This course will focus on American films from the 1930’s thru the 1960’s. After watching each film students will discuss it on its own merits and also for those enlightened qualities they have learned in the study of Maharishi Vedic Science and the Science of Creative Intelligence. (2 credits) Prerequisite for undergraduates: FOR 103

FOR 422 Human Relations in a Diverse Society
This course develops an awareness of and appreciation for the values, life styles, history, and contributions of various identifiable subgroups in our society. Activities and discussions will help students recognize and deal with dehumanizing biases such as sexism, racism, prejudice, and discrimination and become aware of the impact that such biases have on interpersonal relations. (2 credits) Prerequisite for undergraduates: FOR 103

FOR 423 Leadership for Community Building: Progressing Together to Enjoy Fulfillment Together
This course focuses on providing students with tools and techniques to be effective leaders and exceptional group participants. The course has an emphasis on improving communication skills and developing greater self-awareness. Students learn about individual tendencies, team dynamics, mediation and facilitation. They also learn how to recognize subtle body language in communication and how to recognize and address the needs and concerns of diverse individuals they are working with. Together students explore what it means to be a leader in our communities and specifically in the Maharishi University of Management community. The class is interactive and provides students with time to experience the lessons through various planned activities. All students
interested in being part of the Peer Mentorship must take this course. (2 credits)

*Prerequisite for undergraduates: FOR 103*

**FOR 424 Professional Success: Skill in Action**

The goal of this course is to familiarize students with soft skills — intrapersonal and interpersonal — that determine a person’s ability to excel or at least fit in a particular social structure, such as a project team or a company. These skills include competencies in areas such as communication, personal habits, time-management, personal relations, etiquette, self-motivation, self-discipline, persuasion, etc. Students will understand cultural orientation of the U.S. i.e., how people in the U.S. speak, act, negotiate and make decisions. They will also learn how these skills arise from their common source in the eternal laws of nature as explained by the Science of Creative Intelligence. (2 credits)

*Prerequisite for undergraduates: FOR 103*

**FOR 425 Maharishi on Literature and Language**

In this course students view lectures by Maharishi on literature and language. Students also read transcripts of each lecture in the book *The Flow of Consciousness: Maharishi on Literature and Language*, edited by Rhoda Orme-Johnson. (2 credits) *Prerequisite for undergraduates: FOR 103*

**FOR 429 Maharishi’s Principles of Success: Developing Purity of Consciousness and Aligning Behavior with Natural Law as the Foundation of Success in Every Area of Life**

Success in life is based on profound knowledge that guides action to produce the desired achievement to bring fulfillment. This course explores key themes of knowledge that highlight the contributions of Maharishi Vedic Science and Technology to individual and professional success and fulfillment in life. (2 credits) *Prerequisite for undergraduates: FOR 103*

**FOR 430 Topics in Maharishi Vedic Science**

This course presents the knowledge in Maharishi Vedic Science, as formulated by its Founder, Maharishi Mahesh Yogi, and as applied to all streams of knowledge by the University faculty. (2 credits — may be repeated for credit) *Prerequisite for undergraduates: FOR 103*

**FOR 431 Higher States of Consciousness in Maharishi Vedic Science: The Awakening of Total Knowledge in Human Awareness**

This course explores the unfoldment of higher states of human consciousness — the full realization of your own limitless potential — as described by Maharishi and as experienced naturally and spontaneously by Transcendental Meditation practitioners and
by people throughout history. The course examines the experiences belonging to each state, the developmental processes that culture each state, pertinent research, and practical outcomes of these experiences in daily life, thereby providing an overview of the range of possible experiences on the way to full enlightenment. This course is question- and discussion-driven, with an emphasis on connecting this understanding of higher states to your own experiences. This course is a General Education graduation requirement for all students (see MVS 202 as an alternative). (2 credits) Prerequisite: FOR 103 or PH 101.

FOR 432 Philosophy of Action: Transcending the Field of Activity as the Basis for Right Action and Fulfillment in Life
This course investigates the explanation in Maharishi Vedic Science of the role of action in the development of higher states of consciousness and how action performed from the level of pure consciousness spontaneously gains the support of all the laws of nature for maximum success. (2 credits) Prerequisite for undergraduates: FOR 103

FOR 433 Women, Wisdom, and the World: Enlivening the Creative Light of Consciousness in Our Lives
This course will look at the wisdom of women in the world and explore essential qualities of womanhood springing from the deepest part of ourselves. Students will learn how knowledge and technologies of Maharishi Vedic Science create an innate and natural wisdom that becomes central to who women are as individuals. How women apply, and equally important, how women protect these qualities in the world is what makes a woman great and what brings her fulfillment in every area of her life. (2 credits) Women only. Prerequisite for undergraduates: FOR 103

FOR 436 World Peace: How Maharishi Technologies of Consciousness Can Create Peace for the World Family
This course explores the principles and dynamics of collective consciousness and introduces the evidence verifying beneficial changes in individual and social life produced by the group practice of the Transcendental Meditation and TM-Sidhi programs. (2 credits) Prerequisite for undergraduates: FOR 103

FOR 437 Becoming a Leader: Strengthening Your Relationship with Your Self to Rise to True Leadership
Delving into Maharishi’s knowledge of leadership, students hear leaders interpret their leadership experiences, and leadership consultants speak on the success of consciousness-based leadership. Students examine their own experiences of leadership and discover the principles of consciousness at work in those experiences. They also consider how to apply this knowledge of leadership in their future career. (2 credits) Prerequisite for undergraduates: FOR 103
FOR 438 Ideal Relationships: Improving Your Relationships by Exploring the Principles of Natural Law That Operate in All Relationships

We live our lives in relationships, beginning with our mother, father, and family, expanding to our friends, spouse, and children, our business associates, our fellow citizens, and on to all the people of the world. Handling these relationships with wisdom, appropriateness, and love is central to our good fortune. The Science of Creative Intelligence and Maharishi Vedic Science provide insights into how all relationships have their source in the self-referral dynamics of consciousness, our own Self — and guidelines for ensuring that our relationships are in accord with the natural evolution of life in accord with natural law. The course features tapes of Maharishi, guest presentations, group projects, and practical knowledge of etiquette. (2 credits)

Prerequisite for undergraduates: FOR 103

FOR 442 Maharishi Self-Pulse Assessment: The Touch of Three Fingers on the Pulse — Finding and Correcting Imbalance and Creating Health

Maharishi has encouraged every individual to learn the Maharishi Self-PulseSM program as a technology for structuring more ideal health for themselves and their entire family. This course is the most comprehensive course offered to date. During the course the following topics are discussed:

• How the intelligence within the physiology is reflected in the pulse
• Feeling the influence of cosmic cycles in the pulse
• Feeling imbalances in the pulse
• The stages of imbalance
• Causes and effects of imbalance
• How the body’s inner intelligence protects against imbalance
• Restoring and maintaining balance through proper diet and through daily and seasonal routine. (2 credits) Prerequisite for undergraduates: FOR 103

FOR 445 Maharishi Consciousness-Based Health Care: Creating Perfect Health by Understanding the Human Physiology as the Expression of Veda and Vedic Literature

This course presents the wholeness of the Maharishi Vedic Approach to HealthSM, which is rooted in the historic discovery of the Veda and Vedic Literature in human physiology, brought to light by Professor Tony Nader, MD, PhD, under the guidance of Maharishi. Students learn:

• how the intelligence of nature, as expressed in the Veda and Vedic Literature, forms the basis of the structure and function of the physiology, and
• how human physiology forms a perfect replica of nature’s intelligence, the Constitution of the Universe.
This knowledge, together with the technologies that arise from it, represents the complete knowledge of perfect health — and the key to perfection in every area of life. (2 credits)

*Prerequisite for undergraduates:* FOR 103

FOR 451 Building a Maharishi Sthāpatya Veda Home
This course will outline basic principles of Maharishi Sthāpatya Veda℠ (MSV) design, show how these principles can guide the design of a new home and how that design can be authentically expressed as a finished structure through care and precision during the construction process. The course will feature presentations by experts in this field, a tour of MSV homes, and a step-by-step review of a special country cabin project. (2 credits)

*Prerequisite for undergraduates:* FOR 103

FOR 452 Maharishi Gandharva Veda℠ Music: The Eternal Rhythms and Melodies of Nature
Gandharva Veda is the music of the ancient Vedic civilization, known today as North Indian classical music. Traditionally, its goal is to create balance and harmony in the physiology and environment through resonance with the frequencies of natural law. Taught from the perspective of Maharishi Vedic Science, this survey course introduces the basic of Gandharva music through listening, recitation, singing, playing, rhythm practice, and simple improvisations. Prior musical training is not necessary. (2 credits)

*Prerequisite for undergraduates:* FOR 103

FOR 454 Yoga Sūtra: Textbook for the Science and Technologies of Consciousness
In this Forest Academy, students read the Yoga Sūtra in Sanskrit and in English, and learn Vedic Expressions from the Yoga Sūtra emphasized by Maharishi. Students view tapes by Maharishi on Yoga and the Yoga Sūtra. Students have the opportunity to practice extended sessions of TM and the TM-Sidhi program for the entire two weeks. (2 credits — may be repeated for credit) **Prerequisite:** MVS 102, **Prerequisite for undergraduates:** FOR 103

FOR 458 Āyurvedic Cooking
This course provides principles and practical knowledge of how to promote good health through proper nutritious diet. Students learn to select their own specific diet based on their body type and according to time of day and season, to achieve balanced digestion in order to promote optimal nourishment and health. Topics include: cooking method and its effect on quality, the right time to cook and eat, the cycle of seasons as well as life’s seasons, the effects of food on the development of higher stages of consciousness. (2 credits) **Prerequisite for undergraduates:** FOR 103
FOR 462 Maharishi Yoga Āsanas
The goal of this course is to enhance physiological balance and mind-body coordination through simple Maharishi Yoga℠ Āsanas program postures and breathing exercises. This course gives a comprehensive understanding of the nature and attainment of Yoga, which is the unification of individual and cosmic life. (2 credits) Prerequisite for undergraduates: FOR 103

FOR 463 Rāmāyaṇa
In this course students study the Rāmāyaṇa, one of the great epics of the Vedic Literature. Students read the Rāmāyaṇa in Sanskrit and English, and see videos of the Rāmāyaṇa. Students see videotapes by Maharishi on topics related to the Rāmāyaṇa and create presentations on the Rāmāyaṇa. (2 credits) Prerequisite for undergraduates: FOR 103

FOR 466 Introduction to Consciousness-Based Education
In this course students explore the depth, breadth and practicality of Consciousness-Based education. Topics include: Components of Consciousness-Based education; Maharishi’s principles of ideal teaching, communication, and behavior; Quiet Time programs; and designing an ideal school. (2 credits) Prerequisite for undergraduates: FOR 103

FOR 467 The Upanishads
In this course students study the Upanishads, one of the most important aspects of the Vedic Literature. Students read the Upanishads in Sanskrit and English, see videotapes by Maharishi on the Upanishads, and learn Vedic expressions from the Upanishads. (2 credits) Prerequisite: MVS 102, Prerequisite for undergraduates: FOR 103

FOR 469 Maharishi on God and Religion
This course focuses on Maharishi’s knowledge on the nature of God, religion, prayer, ritual, scripture, spiritual development, devotion and service, the relationship between science and religion, right and wrong, the kingdom of God on Earth, and the state of God-realization. The course includes extended group practice of the Transcendental Meditation program. (2 credits) Prerequisite for undergraduates: FOR 103

FOR 470 Maharishi Vedic Science and Sustainability
In this course students explore a topic in sustainability such as food and agriculture, energy, water or environmental management, and how it relates to the larger Self and Maharishi Vedic Science. The course is suitable for all Maharishi University of Management students. (2 credits) Prerequisite for undergraduates: FOR 103
FOR 476 Music Fundamentals through Improvisation for Beginners: Enlivening Creative Intelligence Within
Woven throughout the course, students will view Maharishi videos on creativity, music and consciousness and the junction point of silence and dynamism. Students will learn western music notation and how to play basic scales and chord structures on a keyboard. Also, there will be daily improvisation exercises to develop listening and rhythmic skills. This course will enable the student to explore both their inner innate musical nature and the outer expression of it. (2 credits) Prerequisite for undergraduates: FOR 103

FOR 477 Vedic Dance: Introduction to Bharata Nātyam
Students will enjoy daily lessons in the beginning dance steps of Bharata Nātyam, as well as presentations on the unique components of this ancient form and the underlying principles of Vedic Dance in light of Maharishi Vedic Science. Daily practice sessions include instruction in beginning Adavus (basic units of dance), Hasta Mūdrās (hand positions), and Shlokas (a short expressive dance piece). The course also includes dance demonstrations and presentations of knowledge on the origins, evolution, and composition of Bharata Nātyam as well as the health benefits of Vedic Dance Therapy. Course fee: $40. Prerequisite for undergraduates: FOR 103. Women only; no previous dance training necessary.

FOR 478 Consciousness in the Environment: Creating an Intimate and Personal Relationship with Nature
In this course students learn to understand and experience how the Maharishi Vedic Procedures of Agriculture and Environmental Management can be used to awaken the consciousness and inner intelligence of plants and animals, so that their growth, health-giving, and life-nourishing properties are maximized to create a quality of food capable of promoting full human potential in higher states of consciousness—Vedic food for Vedic consciousness. Students learn how to use the skilled hand of nature—Total Natural Law—to quietly organize the infinitely complex network of factors influencing food production; thus maintaining harmony, balance, and sustainability in our all agriculture practices. (2 credits) Prerequisite for undergraduates: FOR 103

FOR 479 Maharishi Vāstu Architecture: Supporting an Ideal Physiology through Natural Law-Based Design and Construction
In this course, students will be introduced to the range and application of Maharishi Vāstu architecture. Students will learn how the principles of Sthāpatya Veda apply with equal relevance to their own physiology, the layout of buildings and cities, the arrangement of galaxies in the universe, and the structuring dynamics of consciousness. Students will also become acquainted with natural and energy-efficient construction, and will understand the relationship of these contemporary interests with the timeless
knowledge of Vedic architecture. This course alone does not prepare students sufficiently to start designing Vāstu houses. (2 credits) Prerequisite for undergraduates: FOR 103

FOR 481 Enlightened Leadership International Summit
The ELI Summit is an opportunity for the next generation of leaders to connect with other young leaders from around the world. The goal is to create peace and build friendships while increasing leadership skills. ELI Summit participants enjoy deep inner silence and experiences that come from extended practice of the Transcendental Meditation and TM-Sidhi program, plus profound knowledge from Maharishi and class sessions with Maharishi’s top leaders, all done in an engaging, dynamic way. (2 credits) Prerequisite for undergraduates: FOR 103

FOR 490 World Peace Assembly: Creating World Peace from the Least Excited State of Your Own Consciousness
In this Forest Academy, students participate in a World Peace Assembly that allows them to refine their own consciousness while creating coherence in national consciousness through the Maharishi Technology of ConsciousnessSM. (0.5 credits — may be repeated for credit) Prerequisite for undergraduates: FOR 103

FOR 496 World Peace Assembly (men)
In this Forest Academy, students participate in a World Peace Assembly with the Maharishi PurushaSM program in the forested mountains of West Virginia. The profound silence of Purusha allows students to refine their own consciousness while creating coherence in national consciousness. Additional fees involved. (2 credits) Prerequisites for undergraduates: FOR 103; Additional prerequisites: TM-Sidhi Program, men only, additional travel expenses

FOR 497 World Peace Assembly (women)
In this Forest Academy, students participate in a World Peace Assembly with the Mother DivineSM program in a location such as Maharishi Vedic City or upper New York State. The profound silence of the Mother Divine program allows students to refine their own consciousness while creating coherence in national consciousness. Additional fees involved. (2 credits) Prerequisites for undergraduates: FOR 103, TM-Sidhi Program, women only

FOR 498 Teaching Practicum
Students expand, express and apply their growing knowledge of Maharishi Vedic Science by functioning as professional exponents of Consciousness-Based Education, the educational system based on Maharishi Vedic Science. Prerequisite for undergraduates: FOR 103 and consent of department
FOR 500 The Science of Creative Intelligence: Understanding and Experience of the Source, Course, and Goal of Creative Intelligence in Your Own Pure Consciousness as the Basis of All Knowledge and Success in Life
In the Science of Creative Intelligence, students study the structure of the field of pure intelligence, from which all fields of knowledge arise. Only from this most fundamental level can knowledge be unified. This course examines how the creative intelligence displayed in every grain of creation arises in a systematic and sequential fashion from within that one basic universal field. Students also examine how one can access and use that universal field of intelligence to bring fulfillment to their own lives and to life on earth. In 1972, Maharishi laid out the main principles of this new science in a 33-lesson, videotaped course. He integrated the understanding of nature’s intelligence provided by modern science (through its objective approach) and by ancient Vedic Science (which utilizes both objective and subjective approaches to gaining knowledge). Students not yet instructed in the Transcendental Meditation program learn this simple, effortless technique as part of the SCI course. (4 credits)

FOR 503 Health-Related Fitness: Physical Activity to Promote Longevity and Fitness for Life
This course presents the latest knowledge from Western science and the Maharishi Consciousness-Based Health Care program concerning the optimum daily routine for establishing the foundation for lifelong excellent health and growing enlightenment. The major focus is on the details of the ideal routine of sleep, diet, exercise, meaningful activity, recreation, and the importance of the regular experience of pure consciousness for optimum health and evolution. This course combines both lectures and physical activity labs. (Not repeatable) (2 credits)

FOR 510 Maharishi’s Absolute Theory of Management, Wholeness on the Move
This course explores various topics in Maharishi’s Absolute Theory of Management. Students learn that every manager can harness the organizing power of nature and spontaneously act in accord with natural law through the practice of the Transcendental Meditation and TM-Sidhi programs. Nature always takes the path of least resistance; managers can learn to do less and accomplish more as they develop their consciousness and become more in tune with the managing power of nature. (1–4 credits) This course may be repeated for credit with different topics.

FOR 521 Consciousness in Filmmaking: Unleashing the Unbounded
In this course students will explore the connection between consciousness and filmmaking. This will be accomplished through a series of film industry guest lecturers, creative exercises, short film analysis, and Maharishi tapes on creativity and
consciousness. Included in the course is a three-day TM retreat, specifically geared towards the DLMFA in Film students. (2 credits) 

**FOR 523 Sustainable Research and the Self**
What is a Unified Field Chart? It is a deeply comprehensive, unified overview of a discipline, and in this course you will learn how to construct one for your areas of interest in sustainable living, based on your own experience in the classroom as well as on the campus, in the city of Fairfield, or in rural Jefferson County. Beginning with the most abstract, fundamental bases of knowledge and proceeding through more and more elaborated and concrete manifestations of community and global sustainability, this exercise will allow you to not only see and own various elements of sustainable living, but also the wholeness of it at a glance. (2 credits) **Prerequisite:** MA in Sustainable Living students only

**FOR 524 Advanced Topics in Field Sustainability**
Topics revolving around deep sustainability as they relate to field experiences will be the subject of this Forest Academy during your second year of study. If your fieldwork takes place outside Fairfield, you will take time out of your regular work to conduct a self-designed version that delves deeply into some aspect of their field experience in consultation with your adviser. (2 credits) **Prerequisite:** MA in Sustainable Living students only

**FOR 538 Ideal Relationships: Improving Your Relationships by Exploring the Principles of Natural Law That Operate in All Relationships**
We live our lives in relationships, beginning with our mother, father, and family, expanding to our friends, spouse, and children, our business associates, our fellow citizens, and on to all the people of the world. Handling these relationships with wisdom, appropriateness, and love is central to our good fortune. The Science of Creative Intelligence and Maharishi Vedic Science provide insights into how all relationships have their source in the self-referral dynamics of consciousness, our own Self—and guidelines for ensuring that our relationships are in accord with the natural evolution of life in accord with natural law. The course features tapes of Maharishi, guest presentations, group projects, and practical knowledge of etiquette. (2 credits) **Prerequisite:** S. Africa, Neotel MBA students only

**FOR 598 Faculty Training Course: Learning the Techniques of Consciousness-Based Education to Deliver Education for Enlightenment**
This course introduces new MUM faculty to the principles and practices of Consciousness-Based education, with particular attention to the instructional charts that
characterize the presentation of knowledge in Consciousness-Based higher education. Topics include the learning cycle of Knowledge-Action-Achievement-Fulfillment, the Course Overview, Unified Field, Main Points and Unity Charts, principles of ideal teaching, and the structure of an effective lesson. (2 credits) Prerequisite: consent of instructor

FOR 700 Vedic Science Research: Using Maharishi Vedic Science to Illustrate Fundamental Principles in Dissertations
This course provides an opportunity for PhD students to investigate the relation of Maharishi Vedic Science to their dissertations. What students produce in the course forms the seeds for sections in their final dissertations. During this course students create a Unified Field Chart and a Ṛicho Akshare line for their dissertation, refine their ability to write about Maharishi Vedic Science, and enjoy a lively interchange with fellow PhD students from all departments in the University. (2 credits — may be repeated for credit) Prerequisite: Students must be in a doctoral program and have completed their Qualifying Exam
DEPARTMENT OF ART

FACULTY

- James Shrosbree, MFA, Chair, Professor of Art
- Matthew Beaufort, MA, MA, Associate Chair, Associate Professor of Humanities
- Dale Divoky, BFA, Associate Professor of Art
- Gyan Shrosbree, MFA, Assistant Professor of Art
- Gillian Brown, MFA, Adjunct Assistant Professor of Art
- Doug Beube, MFA, Adjunct Assistant Professor of Art
- Paul Neil Moore, MFA, Adjunct Assistant Professor of Art
- Mara Winningham, MA, Adjunct Assistant Professor of Art
- Several faculty in Media and Communications teach courses eligible for art credit

INTRODUCTION

The Department of Art is dedicated to nurturing the deepest values of creative expression in our students. Students discover their own inspiration by accessing the unbounded source of creativity within themselves. The department provides a uniquely life-supporting environment in which the students’ personal inspiration can attain artistic realization. Living within this extraordinary community, students discover their artistic genius and begin to unfold their full potential.

Our arts programs are unique. They integrate practical training in studio art, profound intellectual understanding, and the progressive development of consciousness — the basis of all creativity. The fine arts are the creative self-expression of consciousness, articulating the awareness of the artist and enlivening the awareness of the audience. To realize the finest values of art, the artist and the viewer must experience the most expanded values of consciousness. While mastering the skills and knowledge of art, our students become well acquainted with consciousness and the mechanics of creativity, thereby enjoying more effortless, stress-free, and spontaneous creative expression.

The faculty support students’ enlivened creativity by encouraging them through their successes — a teaching method that strengthens the students’ natural inspiration. Our faculty, who exhibit and lecture around the country, have been recognized for excellence in both art-making and teaching. Our students have been accepted into top-level graduate programs in art including Cranbrook Academy of Art, the University of Iowa, and the University of California at Davis. Others have gone on to successful careers as artists,
educators, art therapists, arts administrators, designers, animators, and in video
production, advertising, and Web design.

Traditionally, the arts have celebrated the most glorious possibilities for human life. The
arts have articulated high ideals of beauty, harmony, and wholeness. These ideals are now
beginning to become realities of creative expression and daily life for students at
Maharishi University of Management.

Comments on our faculty and students by a Visiting Evaluator

Aribert Munzner, Professor Emeritus at the Minneapolis College of Art and Design,
observed, “The faculty is a totally dedicated, professional community that reveals
sensitivity and understanding of every student’s needs, exhibits professional competency
in each of their respective areas. . . . The students are profoundly committed,
authentically motivated, genuinely curious. . . . They emerge into the world with the
skills necessary for a career in art and even more important — as individuals with an
awareness of the opportunities for positive contributions to humanity.”

Programs Offered

• Bachelor of Arts (BA) in Art
• Bachelor of Fine Arts (BFA) and BFA Graduation School Preparation Track
• Special one-year BFA program for students who already have a BA in Art
• Post-Baccalaureate Certificate in Art for students who already have a BFA
• Minor in Art

SPECIAL FEATURES

Students explore their creativity in the most refined fields of personal expression,
mentored by accomplished faculty artists who are experts in guiding aspiring artists.

Students:

• Interact with visiting artists from around the country and with established artists in the
  Fairfield area who have given the town a regional reputation as a center for the arts.
• Explore the greatest art of the past and present in the light of consciousness, and gain
  inspiration to develop their artistic genius.
• Take field trips to major cultural centers such as Chicago and New York and explore
  the universal and unique values of consciousness expressed in the art of many cultures.
• Develop tools for self-evaluation and career development, forming the basis for professions in the arts.

Painting and Drawing Courses

• Explore painting and drawing as a special means to see and express one’s self in relation to the world.
• Explore the nature of painting — its forms, tools, materials, and processes.
• Develop a deep knowledge of the language of painting and the overarching visual principles that connect all forms of painting.
• Learn from in-depth interactions with faculty in small classes.

Ceramics Courses

• Relate the knowledge and experience of ceramics to the growth and evolution of one’s own consciousness.
• Develop knowledge of materials, processes, and traditions that have fostered the creation of clay pottery, sculpture, and tile.
• Work in a fully equipped studio, which allows students to develop experience with a variety of methods of working in clay — including handbuilding, wheelthrowing, and moldmaking. Firing methods include low-fire, high-fire stoneware, soda, and raku.

Sculpture Courses

• Learn the underlying principles that apply to the space/mass, proportion, size, scale, and light, and the formal language that is fundamental to sculpture.
• Gain knowledge of materials, structure, and forming methods.
• Address a range of topics that include knowledge of the figure, surface possibilities in relation to form, narrative development, installation, and site-specific outdoor work in nature.
• Use facilities for plaster, clay, wood, and metal work.

Photography/Video/Digital Media

• Explore the language of sight and sound and its relation to the inner value of consciousness. Creatively apply computer, photographic, and video technologies in well-equipped digital media and photo labs.
• Develop fundamental photographic skills in well-equipped facilities, which include group B/W darkroom, photo studio, film processing room, and advanced color
Students can also learn the basic principles and techniques of digital commercial photography.

- Integrate traditional photography methods (aperture, shutter speed, focus, film speed) with new possibilities presented by using computer technologies to explore layering, adding text, hand drawing, or other digital manipulation.

- Develop a deeply interdisciplinary perspective, which prepares students for the digital, communications-intensive career world.

**DEPARTMENTAL REQUIREMENTS**

**Programs Offered**

Students may take a Minor in Art, a BA in Art, or a BFA. The 48-credit BA program allows students to also take another major for a double major. For students who want to create a foundation for a career in the arts, the art faculty highly recommend the Bachelor of Fine Arts (BFA), a professional degree program. In their final spring semester, BFA students do independent studio work in one of these areas: painting and drawing, ceramics, and sculpture. Students may choose to do an additional 3-9 months of independent studio work in the BFA Graduate School Preparation Track. During the semesters of specialization, students work to develop a direction with their work that is instrumental in finding their own voice as an artist. Under the guidance of faculty, students complete a body of work that can lead to graduate school or a career path in the arts. During the BFA, students also interact with a Visiting Reviewer (an art professor from another university) and with visiting artists.

Students who have a BA from Maharishi University of Management or another university may take a special program that allows them to upgrade their BA to a BFA degree. The Art Department also offers a Post-Baccalaureate program for BFA students or BFA graduates. The Post-Bacc, which can be taken for one or two semesters, offers students an opportunity to further their artistic development while preparing for graduate school in a lively studio environment with faculty guidance.

**Academic Standards for the Art Major**

To qualify for the art major and to remain in the major, students need to receive a grade of B- or higher in art classes. Students with a grade lower than B- may be put on probation by the Department of Art to motivate them to improve their performance.
Graduation Requirements for the Bachelor of Arts (BA) in Art

The requirements for the major are 48 credits of course work (12 art courses, each course worth 4 credits) as follows:

8 credits from these courses to be taken in the first or second year:
• FA 205 Principles of Design
• FA 301 Drawing 1
• FA 311 Painting 1

plus 12 credits from the following art history and art criticism courses:
• FA 203 Understanding Art
• FA 381 Prehistoric to Medieval Art
• FA 382 Renaissance to Contemporary Art
• FA 384 Traditions of World Art
• FA 385 Modern Art, 1880-1945
• FA 386 Modern and Contemporary Art, 1945-1989
• FA 470 Contemporary Art and Criticism Seminar (highly recommended for the BFA)

plus 4 credits of either:
• FA 341 Ceramics 1
• FA 351 Sculpture 1

plus 4 credits taken in the final year of:
• FA 475 BA Portfolio and Final Project

plus 20 credits (5 courses) of electives in art
The 20 credits of electives may include up to 12 credits from courses in Media and Communications.

Entrance Requirements for the Bachelor of Fine Arts Degree

Students interested in the BFA program apply to the Department in the middle of the junior year or the beginning of the senior year. Students entering the program submit a portfolio of previous course work. Admission to the BFA program is based on the application proposal, portfolio, and a GPA of 3.0 in art classes. Applications are available from the Art Department office manager. Continued participation in the program requires a 3.0 GPA or higher in art classes.
Graduation Requirements for the Bachelor of Fine Arts (BFA)

The requirements for the standard BFA degree are 80 credits (20 one-month courses); the requirements for the BFA Graduate School Preparation Track are 92-116 credits.

12 credits of these courses to be taken ideally in the first or second year:
• FA 205 Principles of Design
• FA 301 Drawing 1
• FA 311 Painting 1

plus 8 credits from the following art history and art criticism courses:
• FA 203 Understanding Art
• FA 381 Prehistoric to Medieval Art
• FA 382 Renaissance to Contemporary Art
• FA 384 Traditions of World Art

plus 8 credits from the following art history and art criticism courses:
• FA 385 Modern Art, 1880-1945
• FA 386 Modern and Contemporary Art, 1945-1989
• FA 470 Contemporary Art and Criticism Seminar (highly recommended for the BFA)

plus 4 credits of either:
• FA 341 Ceramics 1
• FA 351 Sculpture 1

plus 4 credits of either:
• FA 302 Drawing 2
• FA 304 Drawing Studio

plus 4 credits of this art theory course:
• FA 414 Artist as Philosopher (Critically Reading Visual Experience)

plus 28 credits of art electives
Up to 16 credits in Media and Communications may be counted toward the 28 elective credits in the BFA.

plus 16 credits to be taken during the spring semester of the senior year:
• FA 483 Intermediate and Advanced Contemporary Studio (For the BFA, this course is repeated 4 consecutive times for credit.)
BFA Graduate School Preparation Track

In addition to the standard BFA requirements, 12–36 more credits in:
• FA 483 Intermediate and Advanced Contemporary Studio (this course is repeated for credit)

NOTE: Students interested in this track should first check with their Graduation Director to make sure they can complete the track. (The maximum number of credits allowed towards a bachelor’s degree is 192.)

Graduation Requirements for the Bachelor of Fine Arts (BFA) for BA Graduates

This program allows the holder of a Bachelor of Arts degree in Art to receive the BFA degree. The degree requirements are slightly different for a graduate of Maharishi University of Management who will already have taken STC 108.

Students who have a BA in Art from Maharishi University of Management must complete:
• One Forest Academy course (2 credits) in each semester they are enrolled for at least 12 credits.
• 28 credits of art courses including FA 414, a modern art history course (FA 385, FA 386, or FA 470), and 16 credits of specialization as described below.

Students who do not have their BA degree from Maharishi University of Management must complete 42 credits, including the following courses:
• FOR 500 or STC 508 (4 credits) This course is the first course taken at the University and constitutes a prerequisite for all other courses.
• One Forest Academy course on the topic of Higher States of Consciousness (2 credits)
• FA 414 Artist as Philosopher: Critically Reading Visual Experience (4 credits)
• A modern art history course (FA 385, FA 386, or FA 470) (4 credits)

plus 12 or more elective credits in Art or Media and Communications

plus 16 credits of specialization to be taken during the final spring semester of:
• FA 483 Intermediate and Advanced Contemporary Studio (this course is repeated 4 consecutive times for credit)

Entrance Requirements for the Post-Baccalaureate Certificate in Fine Art

This post-baccalaureate certificate program is intended to provide an intensive fine arts studio experience to BFA graduates who may need more studio time to prepare a portfolio for application to an MFA program, or who need more experience working in their own studio to develop a body of work. All students will be encouraged to achieve a
level of work that reflects an in-depth exploration during the two semesters of the program.

**Graduation Requirements for the Post-Baccalaureate Certificate in Fine Art**

The degree requirements are slightly different for a graduate of Maharishi University of Management who has already taken STC 108.

**Students who have a BFA from Maharishi University of Management must complete 36 credits including the following:**

- One Forest Academy course (2 credits) in each semester where they are enrolled for at least 16 credits.
- FA 414 Artist as Philosopher: Critically Reading Visual Experience

*plus 28 credits from among the following:*

- FA 472 Intermediate Studio in Painting and Drawing
- FA 472 Intermediate Studio in Sculpture
- FA 473 Intermediate Studio in Ceramics
- FA 474 Intermediate Studio in Photography
- FA 483 Intermediate and Advanced Contemporary Studio

**Students who do not have their BFA degree from Maharishi University of Management must complete 38 credits, including the following:**

- SCI 508 Graduate SCI (4 credits) This course is the first course taken at the University and constitutes a prerequisite for all other courses.
- Forest Academy course on the topic of Higher States of Consciousness (2 credits) (This is a General Education requirement)
- FA 414 Artist as Philosopher: Critically Reading Visual Experience (4 credits)

*plus 28 credits from among the following:*

- FA 472 Intermediate Studio in Painting and Drawing
- FA 472 Intermediate Studio in Sculpture
- FA 473 Intermediate Studio in Ceramics
- FA 474 Intermediate Studio in Photography
- FA 483 Intermediate and Advanced Contemporary Studio
- Advanced studio courses in Media and Communications, approved by the Academic Advisor for the Art Department.
Graduation Requirements for the Minor in Art

To graduate with a minor, students must successfully complete 20 credits of course work as follows:

4 credits of one of these courses:
• FA 141 Art of the Self
• FA 201 Art and Nature
• FA 205 Principles of Design
• FA 301 Drawing 1

plus 4 credits of one of these courses:
• FA 203 Understanding Art
• FA 381 Prehistoric to Medieval Art
• FA 382 Renaissance to Contemporary Art
• FA 384 Traditions of World Art
• FA 385 Modern Art, 1880-1945
• FA 386 Modern and Contemporary Art, 1945-1989

plus 12 credits of art electives.

Teaching Major Available within the Art Major

Students in Art may select courses that prepare them to gain an Iowa teaching license when combined with a major in secondary education. Students should consult the Education Department early in their planning to organize their college sequence of courses. Those wishing to become secondary art teachers must take a minimum of 24 credits in the Art major.
NOTE: Materials fees are an estimated cost for the supplies that the student needs to provide for that course. Lab fees are required payments that must be made before the class begins, or at the beginning of a class. Field trip fees are payable before the trip.

**FA 141 Art of the Self: Awakening the Transcendental Basis of Artistic Genius by Expressing the Full Range of Life in a Self-Portrait**

Students delve into the creative process with focus on the self-portrait. To learn about the history of the self-portrait, they view some of the most famous self-portraits in Western art by Dürer, Rembrandt, Van Gogh, Anguissola, Vigee-Lebrun, Kollwitz, Escher, and others. Then they create their own. Through lectures and readings on art by Maharishi, students come to appreciate art from the deepest perspective — that all art originates within the Self of the artist, and they verify this from their own experience as artists. **Topics include:** principles of design and drawing. Students learn to use and combine the simple elements of line, shape, tone, and change of direction to foster self-expression. (2–4 credits)

**FA 201 Art and Nature: Expressing Art from the Source of Natural Law through Interdisciplinary Exploration of the Beauty and Wonder of Nature**

Students gain an appreciation for the mechanics of creation as experienced in the natural world and within the realm of one’s own awareness as they engage in creative expression and the making of art. Through the experience of an ongoing interdisciplinary project, inspired by their observation of nature, students prepare a unique aesthetic presentation. **Topics include:** drawing from nature, photographing nature, design and camouflage, math in nature, music in nature, the language of nature — Sanskrit, perceptual exercises, bird-watching, and earth and environmental artists, including Goldsworthy, Long, and the Harrisons. Materials fee: $35. (4 credits)

**FA 203 Understanding Art: Culturing Aesthetic Sensibility by Appreciating the Arts as Expressions of the Heart, Mind, and Universal Self**

Art and media are crystallizations of consciousness. This course cultures a deep appreciation for the arts through intellectual knowledge and direct experience. Slide lectures, discussions, readings, and workshops reveal that art is structured in the multilayered consciousness of the artist and the audience, and in the collective consciousness of the culture. The greatest art works give glimpses of the goal of all creativity — the universal Self in higher states of consciousness — and thus continue to inspire people throughout time. **Topics include:** the fundamentals of art — creativity, form, function, and symbolism; the great achievements of sacred art; archetypes of
consciousness in the arts; and traditional and contemporary approaches to evaluating and interpreting art. Course includes field trips to art museums. Field trip fee: $50. (4 credits)

**FA 204 CCTS: The Spiritual Quest in Media, Myth, and the Self—The Hero and Heroine’s Journey as the Development of Consciousness**

Students explore their own spiritual quest in the light of the wisdom shared in great mythic stories, focusing on mythology and modern films. Drawing upon the insights of scholars of myth like Joseph Campbell, students identify the universal stages of the quest archetype: the hero’s journey as he or she evolves to higher states of awareness. Students analyze how theories of consciousness can illuminate mythic stories and their own life. In the culminating course project, students create their own mythic stories that reflect their personal vision and the transformation of consciousness. Topics include: the power of myth, archetypal characters and events, the inspiration of ancient myths, adapting ancient stories to modern contexts, plot structure and character development. Textbook and materials fee: $25 (4 credits) Prerequisites: STC 108, taken during students’ first semester, or consent of the Department faculty

**FA 205 Principles of Design: The Quest for Balance and Unity in Art and Life**

This course provides the knowledge and practical experience of how visual elements are organized by principles universal to the fine and applied arts. Topics include: examining and applying design principles and vocabulary such as figure/ground, interdependence, symmetry, rhythm, shape, and texture; understanding how these principles and their components apply to the scope of the visual arts, including drawing, sculpture, ceramics, photography, graphic design, architecture, fabric design, and landscaping; and understanding and expressing how design principles can be correlated to the balance and order of the universe and to individual life and living. (4 credits)

**FA 301 Drawing 1 — Drawing from Within: Engaging the Principles of Observation through the Action of Drawing**

In this course, students develop powers of observation and imagination, abilities that are vital for all the arts. Students focus on establishing the use of principles of drawing through observational methods. Topics include: still life, figure drawing, interior and landscape. Art majors take drawing courses as they advance through the curriculum. May be repeated for credit with permission of the instructor. Materials fee: $35. (1-4 credits)

**FA 302 Drawing 2 — Drawing from Within: Exploring New Materials and Possibilities for Self-Expression**

Students learn to use the power of drawing to convey a story, thus revealing in a visual narrative the sequential unfoldment of consciousness. Students engage the fundamental principles of drawing while introducing a variety of methods and materials; this sustains
aesthetic unity while encouraging diversity in the discovery process and the resulting image. Taught in an open studio situation, the course allows the teacher to address both the general needs of the group and the specific needs of the individual student to advance in the experience of drawing as a means of self-expression. Materials fee: $35. (1–4 credits) **Prerequisite:** FA 301

**FA 304 Drawing Studio: Exploring Alternate Viewpoints of Consciousness**
Students explore drawing with an emphasis on process, and its result, as a response to nature and the environment. Different applied viewpoints may include: illustration, graphics, animation, architecture, site-specific sculpture, industrial design, painting, and sculpture. The theme of the course depends on the instructor. Materials fee: approximately $75, which includes field trips. (1-4 credits) **Prerequisites:** at least two of the following courses: FA 205, FA 301, FA 302, FA 311, FA 312.

**FA 308 Screenprinting: Exploring Multiple Images of Consciousness**
Students explore images through silkscreen printing. The emphasis is on learning the process and developing possibilities with a multiple image derived from drawn, painted, collaged, printed and photographed images. Different applied viewpoints may include: illustration, graphic design, painting, sculpture, and ceramics. Materials fee: approximately $30. (4 credits) **Prerequisites:** one of these courses: FA 205, 301, 304, 311, 331, or 361.

**FA 311 Painting 1: Growth of the Artist through Refinement of Perception and Enhancement of the Ability to Discriminate and Integrate**
Painting expresses the artist’s connection with the deep laws fundamental to seeing and creating visual images. Students are immersed in the fundamentals of drawing and painting from nature and a variety of other subject matter. The curriculum addresses the students’ development of formal and technical skills along with a conceptual and critical understanding of the language of painting as preparation for independent studio work. May be repeated for credit with permission of the instructor. (1–4 credits) **Prerequisite:** a previous art course and consent of the instructor

**FA 312 Painting 2: Growth of the Artist through Refinement of Perception and the Expansion of Flexibility, Subtlety, Expression, Spontaneity, and Evenness by Means of the Brush**
Painting expresses the artist’s connection with the deep laws fundamental to seeing and creating visual images. Students are immersed in the fundamentals of drawing and painting from nature and a variety of other subject matter. The curriculum addresses the students’ development of formal and technical skills along with a conceptual and critical understanding of the language of painting as preparation for independent studio work.
May be repeated for credit with permission of the instructor. (1–4 credits) Prerequisites: a previous art course and consent of the instructor

**FA 315 Painting 1 & 3: Growth of the Artist through Refinement of Perception and the Expansion of the Methods and Materials of Painting**
Students at different skill levels are in the same course but are given different assignments and projects to appropriately develop their formal and technical skills, guided by the faculty member. Students also gain a conceptual and critical understanding of the language of painting as preparation for independent studio work.

**FA 316 Painting 3: Growth of the Artist through Refinement of Perception and the Expansion of the Methods and Materials of Painting**
Painting expresses the artist’s connection with the deep laws fundamental to seeing and creating visual images. Students are immersed in the fundamentals of drawing and painting from nature and a variety of other subject matter. The curriculum addresses the students’ development of formal and technical skills along with a conceptual and critical understanding of the language of painting as preparation for independent studio work.
May be repeated for credit with permission of the instructor. (1–4 credits) Prerequisites: a previous art course and consent of the instructor

**FA 331 Photography 1 — Capturing Moments of Light: Learning the Essentials of the Darkroom and Appreciating Photography as a Tool for Refined Artistic Expression**
Students learn to use the photographic medium as a tool for exploring and expressing the finest values of awareness. Students develop their work by learning basic camera techniques and darkroom procedures, while they are also introduced to a broad range of fine art photography. Students are provided with a 35mm camera. May be repeated for credit (with more advanced projects) with permission of the instructor. Lab fee: $150–$200 (1–4 credits)

**FA 332 Photography 2 — Capturing Moments of Light: Developing Photography as a Tool for Refined Artistic Expression**
Students learn to use the photographic medium as a tool for exploring and expressing the finest values of awareness. Students develop their work by learning basic camera techniques and darkroom procedures, while they are also introduced to a broad range of fine art photography. Students are provided with a 35mm camera. May be repeated for credit (with more advanced projects) with permission of the instructor. Lab fee: $150–$200 (1–4 credits) Prerequisite: FA 331 or consent of the instructor
FA 338 Photography and New Media 1: Exploring the Boundaries of Photography, Technology and Consciousness

Students explore the basics of digital image making through traditional photographic methods (aperture, shutter speed, focus, film speed) while being introduced to a variety of techniques to manipulate and alter the digital image. The use of scanners, digital cameras, tablets and software programs such as Photoshop and Illustrator, present a powerful capacity for the artist to create an integrated language of self-expression that starts with the photograph. One of the main goals for the course is for the student to become comfortable moving back and forth between digital and real-world, hand-made methods of image-making. Learning to integrate digital techniques with the richness of texture and layers available from real-world materials allows the student to add a level of depth that cannot be achieved with digital techniques alone. The course is structured through a series of short exercises to introduce photography, digital software and digital manipulation techniques. Students then explore a series of work that shows a clear progression and development of techniques and themes. Topics include: digital vs. physical methods of image-making, how the integration of digital and physical methods affect image-making and meaning, image transfer techniques, photo-manipulation techniques. Lab fee: $30. (4 credits)

FA 339 Photography and New Media 2: Integrating Photography, Technology and Consciousness

This course explores the outer boundaries of photography by integrating traditional photography methods (aperture, shutter speed, focus, film speed) with new possibilities presented by using the computer to explore layering, adding text, hand drawing, or other digital manipulation. The use of scanners, digital cameras, tablets and software programs such as Photoshop and Illustrator, present a powerful capacity for the artist to create an integrated language of self-expression that starts with the photograph. Students will harness the power of both digital tools and physical methods of making to create works that satisfy their artistic aspirations. For example, work could be done mostly in the digital realm while being supplemented and enriched by hand-drawing, scanned items/textures, etc., or the computer could be used just as a way to research and test images that then are created in the physical world. Students explore and refine their creative process in a series of work that shows a clear progression and development of techniques and themes. Topics include: appropriate use of digital techniques, the photograph vs. reality, how meaning relates to methods of image making, how photo-manipulation affects meaning, presentation of work to the public. Lab fee: $50 for materials. (4 credits) Prerequisite: FA 338 or consent of the instructor.
FA 341 Ceramics 1 — Shaping the Unmanifest: Clay Forming, Glazing and Firing through Handbuilding Methods
Students learn the entire process of ceramics from making clay to firing pottery, providing them with the basic skills necessary to express consciousness in matter in this medium. Topics include: addressing the vessel with handbuilding methods such as pinch, coil and slab construction; basic glazing methods; earthenware, stoneware, and raku firing methods; examples from the history of ceramics. Lab fee: $45. (4 credits)

FA 342 Ceramics 2 — Shaping the Unmanifest: Throwing Pottery Forms on the Wheel
Wheelthrowing opens a new dimension of experience for the student potter. The challenge to center and form a pot while the clay is spinning through the hands leads to a synchronicity that powerfully connects potter and pot, consciousness and matter, in the process of creation. This intensive course focuses on establishing the student’s basic wheelthrowing skills with simple forms. Topics include: addressing form, glazing and function in wheelwork. Lab fee: $45. (4 credits) Prerequisite: FA341 or consent of the instructor

FA 343 Ceramics 3 — Shaping the Unmanifest: Integration of Surface and Form through Enlivening Color and Pattern
The integration of surface and form is a further development of the connection of inner and outer aspects of the ceramic form. Students continue to develop and integrate handbuilding and wheelthrowing methods of forming. Topics include: specific focus on exploring glaze, and surface possibilities such as drawing, color, texture, and their relation to the aesthetic and functional components of ceramics; examples from the history of ceramics. Lab fee: $45. (4 credits) Prerequisites: FA 341 and FA 342 or consent of the instructor

FA 344 Ceramics 4 — Shaping the Unmanifest: Developing Sculptural Possibilities in Ceramic Form
Sculpture has a natural relationship with the development of ceramics in that it extends the 3-dimensional play and enriches the possibilities of storytelling — consciousness revealing its process of unfoldment — in clay forms. Topics include: focusing on the various visual, functional and conceptual considerations (including tile, bas relief, freestanding form, and installation) that take ceramics in a sculptural direction. Lab fee: $45. (4 credits) Prerequisites: FA 341 and FA 342 or consent of the instructor

FA 351 Sculpture 1 — Bas Relief: Breathing Life into Matter
By exploring organic forms and creating designs from imagination, students make original sculptural surfaces that emerge from a two-dimensional plane. Exercises that expand the capacity to envision and create give students a deeper appreciation of the
nature, creation, and function of sculpture, and thus the opportunity to express the fundamental laws that structure form in the natural world. **Topics include:** low, middle and high relief; organizing principles of two and three-dimensional design (balance, rhythm, economy, etc.); light and shadow; transforming clay reliefs into plaster reliefs; the history of relief sculpture. Materials: paper/cardboard, clay and plaster. Materials fee: $40. (4 credits)

**FA 352 Portrait Sculpture: Mirroring the Self**

Students continue the exploration and expression of form on a more personal level —they have the opportunity to mirror the different layers of their own consciousness in lifelike self-portraits. Students experience the controlled creation and evolution of their portrait as they sculpt in clay, transform the portrait into plaster, and cast the finished work in porcelain. **Topics include:** drawing the portrait (contour and tonal); sculpting the portrait; working from observation; organizing principles of three-dimensional design; proportion; form relationships; making plaster molds; slip casting; photographing sculpture; and the history of portrait sculpture. Materials: clay, plaster, and porcelain slip (liquid clay). Materials fee: $40. (4 credits) **Prerequisite:** FA 351

**FA 353 Figure Drawing and Sculpture: Embodying the Fullness of Consciousness**

This course emphasizes sculpting the human figure, which has the potential to embody the fullness of consciousness within the cosmos. Students continue to explore the principles that structure form. In addition, they develop skills and gain the technological know-how for sculpting, mold making, casting, making limited editions, and mass production. **Topics include:** drawing the figure (contour and tonal); principles of three-dimensional design; making an armature; sculpting the figure in clay; working from observation; form/space relationship; proportion; anatomy (skeletal and musculature); mold-making, casting slip (liquid clay); the history of figure sculpture. Materials: clay, plaster and slip. Materials fee: $40. (4 credits) **Prerequisites:** FA 351 and FA 352

**FA 355 Environmental Art: Harmoniously Enriching and Giving Meaning to the Environment**

In this studio course students gain knowledge of earthworks and land art from prehistoric civilizations to today’s contemporary artists, including Stonehenge, the Adena Serpent Mound, Robert Smithson’s Spiral Jetty, Maya Lin’s Wave Field and Viet Nam Memorial, Christo’s Running Fence, etc. Working individually and as a group, students explore a number of assignments/projects and create environmental art that considers the delicate balance between form, function and place. Course Fee: $25. (4 credits)
FA 357 Alternative Approaches to Sculpture: Engaging Infinite Correlation
This course will allow students to explore possibilities of alternative conditions for making sculpture. Through the use of event-based and performative processes, students will ask questions and experiment with the balance of control and freedom in the creative process as well as the occurrence of art forms that seem to happen spontaneously and seemingly in the absence of any obvious design. Consideration of form, process, and idea will play an important role in structuring each student’s creative method. Art historical references include: John Cage’s experimental processes, fluxus events, collage, readymade, performance and participatory artwork. Class hours will be split between hands-on fabrication, group-discussion, and critique. Materials fee: $50 (4 credits)

FA 373 Visiting Artist Studio: Exploring the Relationship of Parts to Whole in the Work of Art
This is an opportunity to study with visiting faculty who present topics in two-dimensional, three-dimensional, time-based and/or new media disciplines. The course is tailored to all levels — beginning through advanced. Topics include: formal and conceptual approaches, contrasting contemporary with historical viewpoints, exploring materials, tools, and methods, and developing the creative process. This course will emphasize the development of a broad comprehension and the ability to focus — the relationship of parts to whole in the work of art. (1-4 credits)

FA 373 The Artists’ Book and Bookwork: Exploring Meaning and Structure through Consciousness (Visiting Artist Studio, Spring 2017)
This class challenges common assumptions about the nature of the book and offers participants an opportunity to make their own artists’ books and bookwork, which can incorporate ceramics, collage, digital arts, mixed media, painting, photography, sculpture and writing. Students are encouraged to be as exploratory and inventive as possible relying upon personal narrative. A primary focus of the course will be on how a book functions as a sequence of complex ideas that employs found and unusual materials in three-dimensional book objects that integrate alternative binding structures. By exploring a few basic alternative structures, the physical properties of a book, and sequential relationships, students will create both paginated works that include imagery and text, as well as sculptural objects. The class will study the contemporary Book Arts medium and how changing concepts of the field reflect changes in culture and consciousness. (1-4 credits)

FA 381 Prehistoric to Medieval Art: The Quest for the Divine in Western Sculpture, Painting, and Architecture
Students explore the great achievements of art and architecture in prehistoric cultures and in the ancient civilizations of Egypt, Greece, Rome, Byzantium, and the European Middle Ages. In each of these cultures, the quest for the divine created art that continues to
inspire human consciousness. Students explore how contemporary artists have been influenced by art from these periods. **Topics include:** sacred sites that connected humanity with the cosmos, images of the sacred feminine from Mother Goddesses to Mother Mary to a modern return to Goddess imagery, the development of styles in Greek art and how they mirror stages in the evolution of consciousness, and the creation of a heavenly kingdom on Earth in Christian art and architecture. A highlight of the course is a 4-5 day field trip to an art center such as New York, or St. Louis/Kansas City. Field trip fee: $200-250 (4 credits)

**FA 382 Renaissance to Contemporary Art: The Search for Integration in Art and Life from the Renaissance to Modernism to Postmodernism**

Delve into the most inspiring creations of Western art and architecture from the 1400s to the present. Discover how artists have expressed both sacred and secular values in their quest for perfection in art and fulfillment in life. We will look at this epoch’s art in terms of four cultural worldviews and visual paradigms: Idealism/Naturalism (as begun in the Renaissance), Modernism, Deconstructive Postmodernism, and Revisionary Postmodernism—an art of expanded awareness. We will explore these questions: How are art and consciousness transformed in each paradigm? What artists, styles, symbols, cultural values, and aspects of awareness typify these major paradigms? How has the art of the past influenced modern artists? A highlight of the course is a 4–5 day field trip to a major art center such as Chicago. Field trip fee: $200-250 (4 credits)

**FA 384 Traditions of World Art: Exploring Ancient Art that Transcends Time and Place by Embodying the Wholeness of Life**

Students journey through the glorious traditions of world art, including Indian, Chinese, Islamic, African, and Native American art. All traditions reflect both unique cultural values and universal values, such as the aspiration to embody higher states of consciousness. Students explore how the arts of these cultures continue to inspire modern artists. **Topics include:** The world views and art of traditional cultures compared to Western culture; the nature and functions of sacred art; images of enlightenment in Indian art and the art of yoga; and the expression of forces of nature in Indian art, Taoist and Buddhist painting and sculpture, Islamic design and architecture, African masks and ritual objects, and Native American art and artifacts. A highlight of the course is a 4-5 day field trip to an art center such as Chicago to experience original world art in person. Field trip fee: $200-250 (4 credits)

**FA 385 Modern Art, 1880-1945: The Search for Transcending in Art, Culture, and Consciousness**

This class is about fascinating stories, key works, and iconic figures of modern art, from its origins in Post-Impressionism to the beginnings of the New York School. Moving
chronologically students will explore an array of renowned and provocative objects—from paintings that challenged the official Academy and revolutionized the conventions of representation to works that are completely abstract—by such artists as Paul Cézanne, Vincent van Gogh, Constantin Brancusi, Marcel Duchamp, Henri Matisse, Pablo Picasso, and Georgia O’Keefe. Each style is related to the consciousness of the artist and the audience, and the collective consciousness of the culture. Course fee: $125. Field trip fee: $25. (4 credits)

FA 386 Modern and Contemporary Art, 1945-1989: Exploring Possibilities for Art and Consciousness in Modern Culture
This course is a guided experience examining major artists, artworks, and movements in Western art after World War II. Students explore the emergence of the New York School and its links to a new global economy centered in New York, Dada's revival, Pop art's flowering in mass consumer society, and Minimalism's formal refinement and emphasis on spatial context. The course then considers Conceptual art's fundamental questioning of art, the development of multimedia artistic practices and performance art, and the influence of identity politics on art. Each phase of art is interpreted in terms of the consciousness of the artist and the audience, and the collective consciousness of the culture. Course fee: $125. Field trip fee: $25. (4 credits)

FA 398 Fieldwork/Internship: Applying Studio Knowledge in Practical Situations to Strengthen Action, Achievement, and Fulfillment
Students study or apprentice with an artist or art-related professional or facility, with the approval of their major advisor. Students document their experiences in sketchbooks and journals, and connect what they are learning to their knowledge and experience of consciousness. Fieldwork must be completed at least two months before graduation. (1–4 credits) Prerequisite: consent of the art faculty and Academic Standards Committee

FA 399 Art Directed Study: Knowledge Is Structured in Consciousness
Directed study courses are offered in rare circumstances to advanced and academically self-sufficient students who need a course to graduate and are unable to take the regular course due to extraordinary circumstances. (variable credits) Prerequisite: consent of the art faculty and the Academic Standards Committee

FA 414: Artist as Philosopher — Critically Reading Visual Experience: Approaching an Integrated Whole
Students critically analyze, interpret, and contextualize art in terms of the history of art, art theory, and culture. They study some of the most significant writings by modern art critics, theorists, and artists. They then write a research essay contextualizing a modern artist or a contemporary issue and relating art and ideas to the larger context of
consciousness. Textbook fee: $75 (4 credits) Prerequisite: BFA student or consent of instructor

**FA 470 Contemporary Art and Criticism Seminar: Deepening Artistic Experience and Intellectual Understanding for Creative Growth**
Students examine the vocation, role, and responsibility of the contemporary artist and art critic in the light of their own artistic aspirations. This seminar focuses primarily on contemporary art and art criticism to develop the integration of intellectual understanding and studio practice. The concentrated experience of reading and writing about art cultures the habit of going more deeply into the substance of works of art, which nurtures the ability to more clearly apply and realize the highest values of visual expression. A highlight of the course is a field trip to a major art center, such as Chicago. Field trip fee: $250–300 or more. (4 credits) Prerequisite: BFA student or consent of the instructor

**FA 471 Intermediate Studio in Painting and Drawing: Finding a Personal Voice in the Language of Painting and Drawing**
Students have the opportunity to build on the experience of previous painting courses through the further development and deeper understanding of their own expression with paint. The focus of this course is to allow the student to form a strong personal direction and develop a personal conceptual framework in their studio exploration in painting. Topics include: exploring different methods and materials in painting, research in the history and current developments in the field of painting. Lab fee: $45. (4 credits — may be repeated for credit) Prerequisites: FA311, FA312, and FA 313

**FA 472 Intermediate Studio in Sculpture: Finding a Personal Voice in the Language of Sculpture**
Students have the opportunity to build on the experience of previous sculpture courses through the further development and deeper understanding of their own expression in three-dimensional form. The focus of this course is to allow students to form a strong personal direction and develop a personal conceptual framework in their studio exploration of 3D media. Topics include: exploring advanced methods and materials in clay, plaster, wax, resin, etc. Students will also be engaged in researching the history and current developments in the field of sculpture. Lab fee $35 (4 credits — may be repeated for credit) Prerequisites: FA 341, 342, and 343

**FA 473 Intermediate Studio in Ceramics: Finding a Personal Voice in the Language of Ceramics**
Students have the opportunity to build on the experience of previous ceramics courses through the further development and deeper understanding of their own expression in clay. The focus of this course is to allow the student to form a strong personal direction
and develop a personal conceptual framework in their studio exploration in ceramics. Topics include: exploring advanced methods and materials in clay and glaze, firing kilns, research in the history and current developments in the field of ceramics. Lab fee $45. (4 credits — may be repeated for credit) Prerequisites: FA 341, 342, and 343

FA 474 Intermediate Studio in Photography: Finding a Personal Voice in the Language of Photography
Students have the opportunity to build on the experience of previous photography courses through the further development and deeper understanding of their own expression using photographic media. The focus of this course is to allow the student to form a strong personal direction and develop a personal conceptual framework in their studio exploration, with the goal of producing a cohesive body of work. Topics include: exploring and refining photographic methods and materials, as well as research in the history and current developments in the field of photography. Lab fee: $150 or more (4 credits) Prerequisites: FA 331, FA 332

FA 475 BA Portfolio and Project
The BA Portfolio and Project, taken in the final semester, completes the BA degree in art. Guided by faculty, BA candidates work independently in the studio to create a series of work. They then photograph their work to create a digital portfolio. Students also keep a journal and reflect on their experience studying in the Department of Art. The portfolio, journal, and written reflection form the basis of a 7-minute oral presentation sharing the student’s growth of creativity, art, and consciousness while at MUM.

FA 482 Teaching Practicum
In this class advanced art students assist a faculty member in teaching a studio or art theory and criticism course. Responsibilities may include: guiding discussions, reviewing essays of other students and giving feedback, assisting in studio critiques, preparing course materials, doing research and writing essays. The student will write a short essay reflecting on their experience in the light of the growth of communication skills and consciousness.

FA 483 Intermediate and Advanced Contemporary Studio: Connecting the Parts to the Whole
Advanced students work with an idea-based structure that allows them to go deeply into their work at the final stage of their degree requirements. This course is designed to forward studio work by capitalizing on students’ strengths through intensified pure studio time coupled with personal contact with faculty. During these months the student connects thinking with action in the artist’s statement and receives direct support for presentation, installation, and documentation of thesis work. Required for the BFA.
degree. Materials costs will vary with the student. (4 credits). This course is repeated for credit. Prerequisite: For BFA students only or with specific consent from the professor.
FACULTY

- Scott R. Herriott, PhD, Dean of the College of Business Administration, Professor of Management
- Victoria Alexander Herriott, JD, LLM, Chair of the Department of Management, Professor of Law and Government
- Andrew Bargerstock, PhD, CPA, Chair of the Department of Accounting, Director of the MBA Program, Associate Professor of Accounting,
- Dennis P. Heaton, EdD, Professor of Management, Director of the PhD Program
- Jane Schmidt-Wilk, PhD, Professor of Management, Dean of Teaching and Learning
- Yunxiang Zhu, MBA, DWP (*honoris causa*), Professor of Management, Vice-President of Asian Expansion
- Kenneth Cavanaugh, PhD, Emeritus Professor of Applied Statistics
- Lakshman Chandrashekar, PhD, Associate Professor of Management
- Anil Maheshwari, PhD, Associate Professor of Management Information Systems
- Maxwell Rainforth, PhD, Associate Professor of Statistics
- Ripunjay Bhargava, BA, LLB (Hons), LLM, Assistant Professor of Law and Government
- William W. Graff, MBA, CPA, CMA, Assistant Professor of Accounting
- Ayako Huang, PhD, Assistant Professor of Management
- Bruce McCollum, PhD, Assistant Professor of Management
- Morad Malekghasemi, PhD, Assistant Professor of Business Administration
- Sabita Sawhney, PhD, Assistant Professor of Management
- Edi Shivaji, PhD, Assistant Professor of Management
- Wang Zhanpo, MBA, Assistant Professor of Business Administration
- Ye (Lin-lin) Shi, MBA, Instructor of Accounting
- Naveed Abbasi, MBA, Instructor of Accounting
- Sun (Kevin) Liang, MBA, Instructor of Business Administration
- Surya Zeeb, MBA, Instructor of Business Administration
- Clifford Rose, BA, Instructor of Business Administration
INTRODUCTION

The College of Business Administration, through the Departments of Management and Accounting, offers a Bachelor of Arts in Business Administration, a Master of Business Administration, and a PhD in Management. Each of these degree programs is oriented toward the achievement of specific student learning outcomes through active learning projects that take the student into the real world of business.

The bachelor’s program develops the knowledge needed by an entrepreneur and culminates in the presentation of a business plan developed by the student. In the MBA program, students apply their knowledge to improve the performance of an organization through a specialization in sustainable business with options for additional specialization in business process improvement, accounting, and human resource development. The PhD in Management prepares researchers who can enrich the understanding and practice of sustainable business with new knowledge about the highest levels of performance for the individual, the team, and the organization as a whole.

All of these programs are taught in the light of Maharishi Vedic Management™ — the knowledge of the total intelligence of nature and its organizing power. By studying the theoretical and practical aspects of Maharishi Vedic Management, including the Transcendental Meditation program, students personally grow in better health, clearer thinking, greater creativity, moral development, and wisdom. They integrate the study of contemporary developments in the discipline with the practice of the Transcendental Meditation program, and the principles that underlie the structure and function of the world around them.

Research has shown that a natural result of the practice of the Transcendental Meditation technique is an appreciation of one’s environment and more harmonious interpersonal relationships. As a result, students in the business department naturally have a broadened awareness of their place in the world and understand the importance of making a positive, sustainable contribution to society.

SPECIAL FEATURES

- **Concept to Market Institute** — The programs and courses of the College of Business Administration are oriented around real-world, active learning projects. Undergraduate majors and MBA students write business plans for their own entrepreneurial ventures in our unique Concept to Market Institute (CTMI). Our Concept to Market Institute teaches young creative thinkers how to stimulate, recognize, and develop innovative, socially and environmentally conscious ideas — and transform them into realities.
• **Specialization in Enterprise Resource Planning (ERP) – SAP Finance** This new specialization in the MBA was designed to give students hands-on experience with one of the world’s leading integrated information system platforms, students will learn about powerful reporting and data analysis tools for decision-making including use of SAP BusinessObjects enterprise software. These courses will prepare students for SAP certification exams and for professional positions.

• **Real World Experience** - Students in the MBA program consult with local businesses and organizations providing improvements to their business processes and measuring and improving their sustainability. These projects often lead to future employment.

• **Ethics and Sustainability** — The curriculum explores issues of ethical integrity, social responsibility, and environmental sustainability to prepare business leaders to be stewards of society and the environment.

• **Management by Natural Law** — Management training in the College of Business Administration makes use of the latest discoveries about how natural law administers all levels of creation, and trains students to gain the support of nature, good fortune, to enable them to most easily fulfill their goals.

• **Enlightenment and World Peace** — Maharishi University of Management is the leading university in the world specializing in development of human consciousness. It is an ideal place to learn how to create and study the transformation of organizations and society through developing and utilizing full human potential.

**Bachelor of Arts in Business Administration**

Courses in the business curriculum encompass an international perspective to help prepare graduates to function effectively in the world’s varied cultural and business settings. Students are trained to be broad thinkers, harmonious contributors to teams, and experts in creative change. The undergraduate courses are grouped into a core curriculum and two tracks. In the **Core Curriculum**, students learn practical skills for successful functioning in the modern world as well as gain an understanding of the legal, economic, and social environment of business life. In the **Accounting Track**, students develop the knowledge and skills to become professional accountants. In the **Management Track**, students gain knowledge of starting and growing companies by studying management and creating business plans.
Graduation Requirements for the Bachelor of Arts Degree in Business Administration

To graduate with a BA in Business Administration, students must successfully complete all general requirements for the bachelor’s degree. (Please refer to “Degree Requirements” in “Academic Policies.”) As part of these requirements, 52 credits of course work in business administration must be completed in the following modules:

Required: 34 credits in the *Core Curriculum*
- MGT 346 Career Strategies (2 credits)
- MGT 201 Business Communication Skills (4 credits)
- MGT 220 CCTS: Sustainable Economics (4 credits) *This satisfies the University’s Critical and Creative Thinking Seminar requirement.*
- MGT 316 Managerial Accounting (4 credits)
- MGT 314 Statistics for Business and the Environment (4 credits)
- MGT 350 Financial Management (4 credits)
- MGT 378 Marketing Management (4 credits)
- MGT 428 Business Law and Ethics (4 credits)
- MGT 429 Human Resource Management (4 credits)

Required: 16 credits in one of the following *Tracks*

**Management Track: 16 credits**

*Choose 12 credits from the following courses:*
- MGT 200 Growing a Business
- MGT 335 Forming and Funding a Nonprofit Organization (4 credits)
- MGT 336 Social Entrepreneurship (4 credits)
- MGT 341 Management Information Systems (4 credits)
- MGT 382 Management and Organization (4 credits)
- MGT 405 Cross-Cultural Communication (4 credits)
- MGT 431 Entrepreneurship (4 credits)
- MGT 484 Mediation and Negotiation (4 credits)
- MGT 481 Internet Marketing (4 credits)
- MGT 494 Socially and Environmentally Responsible Investing
- MGT 498 Internship in Management (variable credits)

*plus one of the following capstone courses*
- MGT 402 Managing for Sustainability (4 credits)
- MGT 432 Entrepreneurship Project (4 credits) prerequisite MGT 431
Accounting Track: 16 credits

12 credits of the following required courses:
- MGT 315 Financial Accounting (4 credits)
- MGT 440 Intermediate Accounting 1 (4 credits)
- MGT 441 Intermediate Accounting 2 (4 credits)

plus 4 credits from the following elective courses:
- MGT 341 Management Information Systems (4 credits)
- MGT 495 Internship in Accounting (4 credits)
- MGT 496 Preparation for CPA/CMA Exam (4 credits)

Business Electives: at least 2 credits from among the following
- Any course with an MGT designation not used to meet a Core or Track requirement
- FOR 437 Becoming a Leader (2 credits)
- FOR 405 Cross-cultural Communication (2 credits) Not for Business credit if MGT 405 has been taken.
- FOR 414 Becoming a Professional Human Being (2 credits)
- FOR 422 Human Relations in a Diverse Society (2 credits)
- FOR 423 Leadership for Community Building (2 credits)
- FOR 424 Professional Success (2 credits)
- FOR 429 Maharishi’s Principles of Success (2 credits)
- FOR 438 Ideal Relationships (2 credits)
- FOR 463 Ramayana (2 credits)

Students may interview for business positions and earn up to 16 elective credits of internship toward their bachelor’s degree with the approval of the BA program director or department chair. Students at Maharishi University of Management have a particular advantage in the competition for internships nationwide. The block calendar of month-to-month study makes it easy for a student to take off one or more months and work full-time on a business project at any time of the year. Such internships are an opportunity for students to apply the knowledge gained in the Business Administration major in a workplace setting.

Graduation Requirements for the Minor in Business Administration

To graduate with a minor in business, students must complete 20 credits of course work in business including MGT 200 Growing a Business.
Graduation Requirements for the Minor in Government

To graduate with a minor in government, students must complete 20 credits of course work in government (GOV) or the following MGT courses:

- MGT 414 Taxation
- MGT 428 Business Law and Ethics
- MGT 429 Human Resource Management
- MGT 484 Mediation and Negotiation
- GOV 445 Environmental Law

Graduation Requirements for the Minor in World Peace

To graduate with a minor in world peace, students must complete:

- GOV 290 Collective Consciousness and World Peace, and
- MVS/GOV 380 The Individual as the Unit of World Peace

plus 12 credits of course work from the following:

- LIT 207 The Bhagavad-Gita
- LIT 366 The Peace Film
- LIT 370 Literature and the Environment
- MGT 402 Managing for Sustainability
- MGT 403 World Peace Project
- MGT 405 Cross-Cultural Communication
- MGT 484 Mediation and Negotiation
- MVS 302 Bhagavad-Gita — Chapters 1–3
- MVS 303 Bhagavad-Gita — Chapters 4–6
- MVS 304 Application of Maharishi Vedic Science
- MVS 307 Practicum in Maharishi Vedic Science
- MVS 330 Transcendental Meditation-Sidhi® Course
- SL—P101 Sustainable Global Environment

Entrance Requirements for a Certificate in Business Studies

Any student with a high school diploma and a GPA of 2.5 is eligible to apply for a Certificate in Business Studies.

Graduation Requirements for a Certificate in Business Studies

To receive a Certificate in Business Studies, students must complete 18 credits as follows:

- STC 108 (6 credits)
- Any three, 4-credit undergraduate MGT courses (12 credits)
MASTER OF BUSINESS ADMINISTRATION DEGREE

Maharishi University of Management offers the MBA degree in various formats for different types of students. Those who take the MBA in the Day Format program at the Fairfield campus may earn the MBA in a variety of specializations. Other programs available on the Fairfield campus are an evening/weekend program with various specializations and an accelerated MBA for professional accountants. The University also offers options for part-time study and an accelerated MBA program for experienced professionals, managers and leaders.

MBA Specialization in Sustainable Business

Because society increasingly recognizes the importance of sustainability, new opportunities abound, but an entrepreneurial approach is necessary to recognize and implement them. The curriculum of Maharishi University of Management offers a range of business courses to train students to create new businesses that offer life-sustaining products and services. Issues of ethical integrity, social responsibility, and environmental sustainability are integrated into all the business courses.

Maharishi University of Management embraces the vision that business can be “green both ways,” making money and operating in harmony with nature. Examples of green business and “natural capitalism” — often referred to as “the next industrial revolution”—are integrated throughout the MBA curriculum.

At Maharishi University of Management, the theme of sustainability has five key components:

- **Self Sustainability** — Developing your full mental potential, physical health, and leadership abilities through Consciousness-Based education

- **Sustainable Entrepreneurship** — Creating successful “green” businesses that produce real value for society

- **Sustainable Business Solutions** — Learning techniques of continuous process improvement to sustain business success—serving the evolutionary needs of customers while eliminating waste for the business and the environment

- **Sustainable Management** — Practicing the interpersonal and organizational skills needed to successfully carry out transformational change

- **Sustainable Living** — Gaining advanced knowledge and experience in renewable energy production, renewable fuels, energy-saving devices and methods, organic agriculture, waste management, and the other principal fields of sustainable living
The MBA is a general management degree requiring a minimum of 42 graduate credits. For students with no prior study in business, the MBA includes 18 credits of additional study in the various business functions: managing people and organizations, accounting, finance, marketing, operations, management information systems, sustainable business and business law, for a total of 60 credits.

The heart of the MBA consists of a specialization in one field or concentrations in a few fields. Every student must complete either a cross-functional specialization of at least 16 credits or three functional concentrations amounting to 18 credits. The specializations in Sustainable Business, Business Process Improvement, and Accounting are offered every year. Other specializations and concentrations offered in any given year will depend on student demand. Popular areas of advanced study in the recent past have been Marketing, International Business, and Human Resource Development.

**Evening-Weekend MBA Program and Online MBA Program**

This program offers an opportunity for students to earn their MBA degree while working in an internship position at Maharishi University of Management or with another institution. At the Fairfield, Iowa campus and through online education, these students take 20-26 credits per year in the evenings and on weekends rather than the normal 44 credits per year for day program students. By studying in the evenings, their internship work during the day becomes a form of curricular practical training for which they can get academic credit by integrating and applying the knowledge they learn in class. As a result, this program can be completed in three years.

**Accounting Professionals MBA Program**

The Accounting Professionals program is one of the accelerated MBA programs offered to experienced business people. It requires seven months of study on campus and two years of distance education at a quarter-time speed while working full-time. This 57-credit program is designed for students with a strong academic background and professional experience in accounting. The course work for the MBA builds on this background and is intended to prepare students for a career as a Certified Management Accountant (CMA) or Certified Public Accountant (CPA). A distance education component at the end of the program also gives students the opportunity to get practical experience.

**Executive MBA Program**

The Executive MBA is an accelerated version of the MBA, requiring at least 50 credits, which is designed for experienced managers and policy makers and offered typically in a cohort format. At the request of a client organization, the faculty of Maharishi University
of Management can create specialized tracks of the MBA program tailored to the needs of a specific corporation, nonprofit, or public sector organization.

**Entrance Requirements for the Master of Business Administration Degree**

**MBA Day Format Program**

Applicants must have a four-year bachelor’s degree or the equivalent in formal training and work experience. Acceptance is based upon the quality of undergraduate performance, aptitude test scores, work experience and other achievements. All international students must submit official English proficiency test scores (either TOEFL or IELTS) as part of their application. The test must have been taken within the past two years. Students who are from Canada (with the exception of Quebec), the U.K., Australia or New Zealand, and have resided there for a minimum of 2 years, are exempt from this requirement.

Students with scores below 6.5 on IELTS, 575 TOEFL paper-based, 232 TOEFL computer-based, or 90 TOEFL internet-based will be asked to take Intensive English classes before enrolling in degree program classes.

The Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE) is recommended but not required. Before enrolling for the first semester of the MBA, students should be familiar with principles of economics from a prior college course or from reading a principles-of-economics textbook. Knowledge of college algebra is strongly recommended for acceptance into the program. Students who do not have the prerequisite knowledge of mathematics will be required to take MGT 417 Mathematics for Business in a summer session prior to their first semester or as a foundational course.

**Graduation Requirements for the MBA Degree**

MBA students must complete a total of 58 semester-hour credits, consisting of 16 credits to fulfill the MBA Foundation Requirement and 42 credits in a track, a concentration, university requirements, and elective courses, as follows.

**University Requirement** (4 or more credits)

To graduate with an MBA, students must successfully complete all general requirements for a master’s degree, including the introductory course MVS 500 *Science of Creative Intelligence* (2-4 credits) in the first semester at Maharishi University of Management or its equivalent STC 508 Science and Technology of Consciousness, and one Forest Academy course (1–2 credits, designated FOR in the catalog) in each subsequent semester. (Please refer to “Degree Requirements” in “Academic Policies.”)
MBA Foundation Requirement (16 credits)
As a preparation for meeting the requirement of a track or several concentrations, each MBA student must demonstrate a basic competence in the foundational fields of business. This is demonstrated by having a total of 16 MBA course credits earned including at least 2 semester-hour credits in any four of the following seven fields:

- Marketing
- Accounting
- Finance
- Business law
- Management: organizational behavior, human resource management, leadership
- Operations or quality management
- Management information systems

Students may fulfill the MBA Foundation Requirement in whole or in part by having completed equivalent undergraduate course work at an accredited university and earned a grade of at least B.

Students who have taken graduate course work in business administration at another university and have not used those credits for a degree may apply to have those credits transferred to Maharishi University of Management and used as specialization, concentration or elective credits, up to a maximum of 20 credits.

MBA Depth Requirement: Tracks of Advanced Study (16–18 credits)
All MBA students in the Day format program must complete a track of advanced study. A track is a depth of study in one discipline or cross-functional field consisting of at least 16 credits. Examples of specialization topics are accounting and sustainable business. A track includes a seminar or capstone course in which there is a substantial requirement of research and writing. The track will be noted on the student’s transcript, but not on their diploma. Examples of three track options are shown below. Capstone courses are designated by an asterisk (*).

Track in Sustainable Business (at least 16 credits)
- MGT 5010 Organizational Change for Sustainability (2–4 credits)
- MGT 5165 Metrics for Sustainability (2–4 credits)
- MGT 5310 Sustainable Technologies (2–4 credits)
- MGT 5313 Socially and Environmentally Responsible Management (2–4 credits)
- MGT 5552 Employee Health and Wellness (2 credits)
- MGT 5681 Socially Responsible Investing (2–4 credits)
- MGT 5682 Green Investing (2–4 credits)
- MGT 5781 Green Marketing (2–4 credits)
• MGT 5881 Sustainable Community Development (2–4 credits)
• MGT 5952 Strategies for Sustainable Business (4 credits)
• MGT 5020 Business Process Improvement (4 credits)
• MGT 5180 Operations Management for Sustainable Business (2–4 credits)
• MGT 5240 Statistics for Business Process Improvement (4 credits)
  * MGT 5090 Performance Improvement Project (4 credits)
  * MGT 5312 MBA Capstone Project (2–4 credits)

**Track in Accounting (at least 16 credits)**
• MGT 5043 Financial Accounting Analysis (2 credits)
• MGT 5130 Business Law and Taxation for Accountants (4 credits)
• MGT 5141 Intermediate Accounting I (4 credits)
• MGT 5142 Intermediate Accounting II (4 credits) *
• MGT 5152 Auditing for Financial Accountants (4 credits) *
• MGT 5160 Managerial Accounting (4 credits)
• MGT 5168 Computerized Accounting Systems (2 credits)
• MGT 5460 Business Intelligence and Data Mining (4 credits)
• MGT 5852 Lean Accounting Transformation (2 credits)
• MGT 5859 US and International Accounting Practices (2 credits)

**Track in Enterprise Resource Planning (ERP) – SAP Finance (16 credits)**
• MGT 5301 SAP I - Financial Accounting Core (4 credits)
• MGT 5302 SAP II - Financial Accounting Extra (4 credits)
• MGT 5303 SAP III – Reporting in Financials and Analytics (4 credits)
• MGT 5304 SAP IV - Management Accounting (4 credits)

**Self-Designed Track**
A student may petition the MBA program director to have a self-designed track that must consist of a coherently themed program of regular course work and internship courses totaling 16 credits.

**Electives**
Any MGT course at the 5000 level may count as an elective course. With the permission of the department chair, a maximum of 8 elective credits may be taken as graduate courses in other departments of the university or as undergraduate courses designated 400-level or above in other departments of the University. MBA students who take undergraduate courses will be required to do extra work commensurate with graduate-level credit.
Graduation Requirements for Accelerated MBA Programs

Maharishi University of Management currently offers one accelerated MBA program, the Accounting Professionals MBA. Accelerated MBA programs are designed for specific types of students who have substantial training or experience in business, management, or leadership. The accelerated MBA programs therefore have special admission requirements. These programs tend to be offered in a cohort model wherein students are admitted in a batch and take the same set of courses together. The minimum of 50 credits required in the accelerated MBA programs is typically completed in two or two-and-a-half years of study that may be part-time but may have some residential or intensive classroom instruction.

An accelerated MBA program has a core foundational requirement of approximately 20 credits. This ensures that the MBA graduates will have grasped each of the principal business functions — accounting, finance, operations, marketing, and human resource management—and that they are competent in the supporting fields of business law, business research, and information systems. The core also ensures that graduates understand the foundations of management in the Science of Creative Intelligence or Maharishi’s Natural-Law Based Management.

The elective portion of an accelerated MBA is approximately 30 credits and will reflect the specific needs of the target group.

Entrance Requirements for the Accounting Professionals MBA Program

Applicants must have an undergraduate degree or equivalent and at least two years of full-time paid professional work in accounting or training in accounting that includes intermediate accounting and auditing. Preference is given to students who have an undergraduate or master’s degree in accounting, finance, or business with a grade point average of 3.0 on a 4.0 scale or second division rank. English proficiency is required and will be assessed by the Maharishi University of Management Admissions Office. All international students must submit official English proficiency test scores (either TOEFL or IELTS) as part of their application. The test must have been taken within the last two years. Students who are from Canada (with the exception of Quebec), the U.K., Australia, or New Zealand and have resided there for a minimum of two years are exempt from this requirement. Students with scores below 6.5 on IELTS, 575 TOEFL paper-based, 232 TOEFL computer-based, or 90 TOEFL internet-based will be asked to take Intensive English classes before enrolling in degree program classes.

The Graduate Management Admission Test (GMAT) is not required but is highly recommended.
Graduation Requirements for the Accounting Professionals MBA Degree

To graduate with an MBA degree under this option, students must successfully complete all general requirements for a master’s degree. (Please refer to “Degree Requirements” in “Academic Policies.”) Degree requirements for the Accounting Professionals MBA program are a minimum of 57 credits.

Academic Elements
The Accounting Professionals MBA Program consists of three academic elements: (a) Foundational Studies that provide a solid interdisciplinary framework and subjects in key functional areas to build management capabilities, (b) Advanced Studies that provide opportunities to sharpen knowledge in financial or managerial accounting and related areas, and (c) Practicum Internship through co-operative accounting positions with business enterprises or NGOs to enhance applied business skills.

Students need a minimum of 57 credits of academic credit across the three elements that follow:

• Foundational Studies (16 credits)
MVS 500 The Science of Creative Intelligence (2–4 credits) or STC 508 Science and Technology of Consciousness (2–4 credits), MBA Forest Academy (2 credits), and at least 10 credits covering at least five of the foundational subjects in business administration, i.e., marketing, accounting, finance, operations, information systems, business law, and human resource management. Also, students will take a course in Career Strategies (2 credits) that will train students about what they need to secure a curricular practical training position.

• Advanced Studies (32 credits)
Students are encouraged to study for the four parts of the CPA exam (16 credits) or the two parts of the CMA exam (8 credits). Additional advanced courses include topics such as finance, industry analysis, business process improvement, and lean accounting.

• Practicum (9 credits)
At least 9 credits of MGT 5910 Practicum Away coincident with curricular practical training (CPT) in a full-time accounting-related position.

GRADUATE CERTIFICATES IN BUSINESS

Graduate Certificate in Business Administration
A student may earn a Graduate Certificate in Business Administration by taking 18 credits of MBA course work, which may include the MBA Foundation courses. Students
in a Graduate Certificate program must take MVS 501 The Science of Creative Intelligence (2–4 credits) or STC 508A Science and Technology of Consciousness, Part 1 (2 credits) before starting their third course (9th credit) unless they waive this requirement due to prior study.

The entrance requirement for the Graduate Certificate in Business Administration is the completion of either a four-year bachelor’s degree or a three-year bachelor’s degree with at least 15 semester-hours of additional study and the equivalent of 15 semester-hours in work experience.

**Graduate Certificate in Information Systems Management**

Information is central to the strategy of any firm that competes in the knowledge-based economy. This certificate program prepares managers to guide the development and application of information systems in organizations.

To complete the Certificate, students must complete 16 credits from the following list with a grade point average of at least 3.0.

- MGT 5410 Information Systems Foundations (4 credits)
- MGT 5412 Information Systems Strategy (2 credits)
- MGT 5414 Management of Information Systems (2 credits)
- MGT 5420 IT Project Management (2 credits)
- MGT 5440 Enterprise Resource Planning (2 credits)
- MGT 5450 Database Management Systems (2 credits)
- MGT 5460 Business Intelligence and Data Mining (2–4 credits)
- MGT 5470 Systems Analysis and Design (2 credits)

**Postgraduate Certificate in Lean Higher Education Administration**

This certificate program is open to anyone holding a master’s degree in business or in a related field or a master’s degree and significant work experience in business or higher education administration. The Graduate Certificate in Lean Higher Education Administration is three semesters in length and requires 20 credits of coursework as follows.

*One of the following* (2 credits)

- MVS500 Science of Creative Intelligence (2 credits), *or*
- STC508 Science and Technology of Consciousness (2-4 credits)

*All of the following* (12 credits)

- MGT 5853 Systems for Developing Organizational Excellence (2 credits)
- MGT 5854 Lean Management Principles (2 credits)
• MGT 5260 Lean Higher Education (4 credits)
• MGT 5262 Seminar in Lean Higher Education Administration (4 credits)

And during each semester of enrollment
• MGT 598U University Internship (2 credits per semester)

plus one Forest Academy course designated FOR (1-2 credits per semester)

PHD IN MANAGEMENT

The PhD program in Management at Maharishi University of Management explores how organizations create sustainable value that fulfills the interests of the organization through producing positive impacts for society and the environment. Our investigations of sustainable management encompass three components: 1) developing holistic consciousness in the manager, 2) managing the transformation of organizations toward sustainable practices, and 3) the measurement and communication of sustainability outcomes. Each of these components is covered in the coursework and they represent the scope of our programmatic research on consciousness-based sustainability in management.

The evolution of individual and collective consciousness cultivates the learning capabilities of systems thinking, collaborative relationships, and creative visioning to achieve sustainable value. This evolving consciousness expresses itself in new management practices and forms of organization that enable organizations to innovatively address social and environmental needs. Evolving consciousness also attends to and reports on a holistic range of performance outcomes, encompassing economic, social, and environmental results.

In the PhD program at Maharishi University of Management, sustainable management is studied in the light of the Science and Technology of Consciousness. This program in Consciousness-Based sustainability provides understanding and experience of the total intelligence of nature, which automatically manages the infinitely complex and evolving universe without strain and without mistakes. Students in this program practice technologies to develop their total brain physiology for personal growth toward better health, clearer thinking, greater creativity, moral development, and wisdom.

Professional Development for Teaching, Consulting, and Research

A distinctive strength of the MUM PhD program is its emphasis on preparing graduate students to be great teachers. Students in the PhD program are trained in principles and practices for successful writing and teaching, which can be applied in a variety of leadership, consulting and academic situations.
The PhD program prepares each student to conduct original and significant research through courses in management theory and in research methods and statistics. Each student is encouraged to identify a research topic early in his or her studies so that the research papers throughout the program can focus on this chosen topic.

As part of the required course work, students undertake a written and oral qualifying exam. When a student successfully completes the qualifying examination, the student is advanced to PhD candidate status, and tuition is reduced. When a dissertation proposal is accepted, the student is advanced to PhD researcher status. The PhD researcher must successfully complete an oral defense of the dissertation.

**Entrance Requirements for the PhD Degree in Management**

The entrance requirements for the Doctor of Philosophy in Management are:

- MBA, master’s degree in a business-related field, or a master’s degree and substantial business-related work experience
- GMAT or GRE exam
- A substantial research paper as evidence of academic writing. The paper may have been submitted for required course assignments or as a thesis in the student’s master’s degree program. This should be a paper written by the student alone, not a project by a team of students. This writing sample may be accepted as a substitute for scores on GMAT or GRE.
- TOEFL score of at least 575 (paper-based) or 90 (Internet-based), or IELTS overall band of 6.5, is required if a student’s native language is not English. TOEFL may be waived if the student has completed a degree program conducted in English.
- At least two years of professional work experience in a business is preferred.

**Graduation Requirements for the PhD Degree in Management**

To graduate with a PhD in Management, students must successfully complete all general requirements for the doctoral degree. (Please refer to “Degree Requirements” in “Academic Policies.”) As part of these requirements, students must successfully complete the following degree requirements.

**Forest Academy Courses** (6 credits, minimum)
- FOR 500 Science of Creative Intelligence (2-4 credits)
- One Forest Academy course (2 credits) for each semester in which the student is enrolled for at least three blocks
Core Management Courses (18 credits — all 6 courses are required)
• MGT 601 Organizational Behavior Theory and Research (2 credits)
• MGT 606 Socially and Environmentally Responsible Management (2 credits)
• MGT 607 Assessing Human Development (4 credits)
• MGT 676 Implementing Sustainability (4 credits)
• MGT 678 Outcomes Measurement for Sustainable Business (4 credits)
• MGT 679 Research Seminar in Sustainable Management (1-2 credits) may be repeated

Research Methods (20 credits, 5 courses; a maximum of one course may be waived by prior study; additional courses may be required by the dissertation adviser as appropriate to the student’s research)
• MGT 5240 Data Analysis for Managers (4 credits)
• MGT 628 Introduction to Multivariate Data Analysis (4 credits)
• MGT 631 Multiple Regression Analysis (4 credits)
• MGT 635 Quantitative Research Design (4 credits)
• MGT 636 Qualitative Research Methods (4 credits)

Professional Development (4 credits)
• MGT 692 Seminar in Writing (2 credits)
• FOR 598 Faculty Training Course (2 credits)

Additional Courses
A student’s faculty advisory committee may require additional course work as required for the student’s dissertation research.

Qualifying Examination and Dissertation Research (20 credits minimum)
• MGT 690 Preparation for Qualifying Examination 4 credits per block — may be repeated for credit until the qualifying examination is completed
• MGT 700 Preparing the Dissertation Proposal (8 credits per semester — may be repeated for credit until dissertation proposal is accepted)
• MGT 701 Dissertation Research (8 credits per semester — may be repeated for credit until dissertation is completed)

When the qualifying examination is successfully completed, the student is advanced to PhD Candidate status. When the dissertation proposal is accepted by the faculty, the student is advanced to PhD Researcher status. The amount of time required to complete the dissertation varies according to the research project. A public oral presentation and defense of the dissertation is required, as is acceptance of the dissertation by the
dissertation committee, the Graduate School Director, and the Library Director. (See the dissertation manual.)
COURSES

Undergraduate Courses

MGT 200 Growing a Business: Principles of Business Success
This course provides a holistic overview of business for new management majors or students from other majors. Principles of marketing, finance, operations, accounting, and human resources are taught in the perspective of an integrated business strategy and are illustrated by lively examples from videos, case studies, guest speakers, and field trips. (4 credits)

MGT 201 Business Communication Skills: Creating a Frictionless Flow of Communication between Sender and Receiver through Effective Presentations and Writing
Effective communicators are skilled at both informing and inspiring other people. This course provides instruction and practice in making oral and written presentations based on the principle that ideal communication is a frictionless flow that nourishes both sender and receiver. Topics include: word processing and presentation software; library and Internet research skills; oral presentations; writing letters, reports, proposals, and manuals; and the principles of ideal communication. (4 credits) Prerequisite: WTG 192

MGT 203 Personal Finance: Knowledge has Organizing Power and Upholds Successful Action
This course helps a student understand both the fundamentals and the practical aspects of personal finance. The fundamentals of the time value of money, the risk/return relationship, and the power of compounding lay the foundation for the practical aspects of managing debt and income to plan for success both while working and in retirement. Debt aspects covered include credit cards, auto loans, mortgages, and taxes. Income topics covered include work income, stocks, bonds, and real estate. (2-4 credits)

MGT 220 CCTS: Current Topics in Sustainable Economics—Efficiently Using Resources to Promote the Fulfillment of Individuals and Society
In this Critical and Creative Thinking seminar, students develop their skill in the use of logical argument, the interpretation of evidence, and the analysis of underlying assumptions to understand current issues in economics. We review the basic assumptions and logic of classical microeconomics and macroeconomics in light of their modern critique through sustainability. Specific topics will vary from one offering to the next. However, frequent themes in the course are the social responsibility of business, the importance of local versus global markets, equality of economic opportunity, the distribution of wealth and income, the role of government in the economy, the
conservation of natural resources, and the goals of an economic system. (4 credits)

Prerequisites: STC 108, taken during students’ first semester or with consent of the Department faculty

MGT 230 The Successful Entrepreneur: Tapping into the Creative Power of Nature
This course is an introduction to the life of the entrepreneur as told through case studies and personal histories. Topics include: the mindset required of an entrepreneur, how to recognized a good idea for a business, issues in managing people and getting funding, balancing work and family life, entrepreneurship in international business and in the non-profit sector. (4 credits)

MGT 314 Statistics for Business and the Environment: Discovering the Orderly Patterns and Relationships at the Basis of Nature’s Functioning
Statistics offers powerful quantitative tools based on the underlying orderliness of nature to support improved decision-making in business and environmental management. Statistics is the art and science of finding meaningful patterns and relationships in data (data analysis), generating useful data (data production), and drawing valid conclusions from data (statistical inference). In this course, students will learn how to use key graphical and numerical tools of data analysis, how to effectively present their findings, and evaluate the validity of their conclusions. Environmental applications and case studies will be emphasized. Topics include: graphical and numerical tools for summarizing and describing data, modeling data with probability distributions, sampling and surveys, designing experiments, hypothesis testing for means and proportions, correlation analysis, and modeling relationships using regression analysis. (4 credits)

Prerequisite: MATH 153 or equivalent

MGT 315 Financial Accounting: Using the Self-Referral Mechanism of Financial Statements to Structure an Organization’s Progress and Prosperity
Accounting systems provide financial information to guide management planning, decision-making, and control. Financial statements are essential for reporting to management, stockholders, creditors, and the government. Topics include: fundamentals of bookkeeping, internal control, generally accepted accounting principles, inventory valuation, receivables and payables, depreciation, amortization, stocks and bonds, inflation accounting, and the interpretation and analysis of financial statements. (4 credits)

MGT 316 Managerial Accounting: Creating Self-Referral Feedback Mechanisms to Provide Data for Informed Decision-Making
This course provides analytic tools and techniques to assist management in planning, decision-making, and control. Topics include: cost-volume-profit analysis, manufacturing
costs, job order and process costing, standard costing and variance analysis, variable and full costing, fixed and flexible budgets, responsibility accounting, direct and absorption costing, and the behavioral implications of management accounting systems. (4 credits)

MGT 335 Forming and Funding a Nonprofit Organization: Skill in Action to Fulfill Unmet Needs
This workshop-style course will give students hands-on training in the steps needed to start a nonprofit organization that include establishing a board of directors, creating a mission statement, planning strategically, and following legal protocols. Students will gain a thorough grasp of fundraising by connecting with a local nonprofit organization, researching grant opportunities for it on the Foundation Center national database, and drafting an actual grant proposal. In addition, students will examine what it takes for an organization to thrive over time. (2-4 credits)

MGT 336 Social Entrepreneurship: Solving Problems from the Level of Infinite Creativity
This project-based class challenges students to employ every ounce of their creativity and apply their knowledge to finding solutions to the world’s most challenging problems, whether local or global, in the area of environmental sustainability, education, communications, or business. Each week we will connect with and learn from social entrepreneurs from around the world working in education, mobile technology, community development and so forth, and draw inspiration from their relentless vision and determination. Through the study of innovations in the social sector, we will develop an understanding of core principles and tactics of social change as well as the necessary leadership qualities of social entrepreneurs. Students will work individually or in groups to conceive of a social intervention of their own design. Students will present their plans, models and media to a committee to evaluate the potential of their work to create social change. (2-4 credits)

MGT 346 Career Strategies: Choosing a Career to Maximize Inner and Outer Fulfillment
The course has a practical focus on career discovery and implementation. In the framework of Consciousness-Based principles for success, students consider their own skills, abilities, and objectives, and learn to design a career that utilizes their talents and creativity for maximum effectiveness, achievement, and evolution. They design an action plan to implement their career goals, and then work with the best Internet resources to research occupational interests, business and service organization profiles, and industry trends. Students learn networking strategies, including interviews, and using the telephone and Internet for extending their professional networks. They also develop scripts for introducing themselves and describing their achievements and capabilities with
confidence in various formats, writing about themselves in the cover letter, resume, and portfolio, and speaking about themselves and what they can offer to potential colleagues, funding agencies and employers. (variable credits) **Prerequisite:** third year of undergraduate study

**MGT 350 Financial Management: Intelligently Directing the Flow of Funds to Achieve the Organization’s Strategic Goals**

Financial management provides an intelligent direction to the flow of funds for maximizing firm value. This course introduces techniques and concepts necessary to effectively manage the financial resources of any organization in order to achieve strategic goals. **Topics include:** the time value of money, stock and bond valuation, risk and return, capital investment decisions, analysis of financial statements, financial forecasting, working capital management, the investment banking process, and the sources of funding for a business. Students will develop capital requirements, plan the raising of capital, and develop a cash flow design for their business plan project. (4 credits) **Prerequisite:** MGT 316

**MGT 378 Marketing Management: Creating a Positive Influence to Attract, Satisfy, and Retain Customers**

Marketing is the process of creating exchanges that satisfy individual and organizational objectives. **Topics include:** consumer behavior, market research, market segmentation, competitive positioning and strategy, advertising, pricing, distribution and channel management, selling techniques and sales force management, and new product development. Students conduct an industry analysis and write the marketing section for their business plan. (4 credits) **Prerequisites:** WTG 192

**MGT 382 Management and Organization: Expanded Consciousness Is the Basis of Ideal Behavior at the Individual, Team, and Organizational Levels**

An understanding of the principles of human behavior at the individual, interpersonal, group, and organizational levels of analysis is critical to successful planning, organizing, and implementation by any manager. This course explores the dynamics of individual and group achievement from the perspectives of both skills and theory. **Topics include:** general management theory, leadership, delegation and coordination, planning and problem solving, organizational structure, and organizational change. (4 credits)

**MGT 399 Directed Study**

(variable credits) **Prerequisites:** consent of the Department faculty and the Academic Standards Committee
MGT 400 Topics in Business: Exploring the Field of All Possibilities in Business
This course covers topics to be defined by the instructor that supplement the regular curriculum. (variable credits) Prerequisite: consent of the Department faculty

MGT 402 Managing for Sustainability: Maximizing the Intelligent Use of the Environment by Focusing on Environmental and Resource Policy
Ideal for both Management and Sustainable Living students, this course shows how creating an environmentally sustainable operation can provide opportunities for increasing profits. Using case studies, students learn how to apply the core principles of sustainability in agriculture, business, manufacturing, government and other activities, so that it is both profitable and beneficial to the environment. The course is project-based and covers sustainability in all areas of society from both local and global perspectives. The role of ISO 14001, responsible investing, and environmental advocacy organizations, in the transition to sustainable living, will be made clear. Students will interact with city and industry leaders and managers to create budget and return-on-investment projections for transformation to sustainable practices. (4 credits)

MGT 403 World Peace Project: Applying the Consciousness-Based Approach to Peace
During this project, the student connects the knowledge gained from the other four or more courses in the World Peace minor, by answering the theme question: How does the Consciousness-Based Approach to Peace bring peace to the individual, the nation and the world? Each student creates a contract with the faculty advisor to design a unique response to this question, and meets on a regular basis to show progress on the project. This course is taken as a formal class when 10 or more students are enrolled in it during any block. This project may also be done, with faculty approval, in the context of a preparation course for a peace conference at Maharishi University of Management or at another site. (4 credits)

MGT 405 Cross-Cultural Communication: Understanding and Appreciating Differences to Create a Frictionless Flow of Communication
Ever increasing globalization makes it imperative that students understand the different cultures in their world. This course provides frameworks useful in classifying cultures and understanding cultural norms and traditions. Analyzing case studies and participating in workshops and presentations enable students to establish patterns of behavior that facilitate cross-cultural communication. (2–4 credits)

MGT 408 Preparation for Professional Examination
Examinations administered by professional associations provide a standard assessment of learning in specific professional areas. This course provides an opportunity for students
to review the material covered by specific professional examinations and to practice taking sample examination questions. (4 credits)

**MGT 414 Taxation: Calculating the Individual and Corporate Contribution to Government Activities to Bring Fulfillment to the Goals of Society**
State and federal taxation are instruments of social policy. The principles of taxation must be considered in the planning and decision-making process of every organization whether profit or nonprofit. This course surveys basic tax concepts and their use in individual and organizational tax planning. **Topics include:** social policy implications of taxation, concepts of income, tax reporting, taxpaying entities, deductions, property transactions, and gain or loss recognition. (2–4 credits) **Prerequisites:** MGT 315 or 316 recommended

**MGT 428 Business Law and Ethics: Learning to Act in Accord with Natural and National Law—Supporting Business Interactions through Contracts, Torts, and Agency Law**
Law is a tool of progress. It creates the legal form of the business and enables business people to communicate clearly. It facilitates their commercial relationships and averts problems before they arise. Familiarity with business law and the natural laws upon which it is based promotes success for the individual and society. **Topics include:** contracts, torts, agency, bankruptcy, secured transactions and property (real, personal, and intellectual property.) Students learn to select the most appropriate form of organization for their business and draft simple contracts. (4 credits)

**MGT 429 Human Resource Management: Designing Systems to Attract, Retain, Motivate, and Nurture the Organization’s Most Precious Resource**
People are an organization’s most important asset. Success comes from organizing and managing people to produce the products and services that customers value. This survey course exposes students to the full array of human resource functions: human resource planning, recruitment and selection, training, performance management, compensation, unions, and upholding employer/employee rights and responsibilities. The students become familiar with the role of human resource department staff in designing human resource systems, as well as the critical role line managers and supervisors play in using these systems effectively to attract, retain, and motivate employees. Students also design a comprehensive human resource section for their business plan. (4 credits)

**MGT 431 Entrepreneurship: Harnessing Nature’s Infinite Creativity to Plan and Start a Sustainable Business**
Principles of management and marketing are taught from the perspective of starting a new business with an integrated business strategy. Students articulate their personal and
business goals and generate ideas for a sustainable business. (4 units) Prerequisite: MGT 200 if not a business major

**MGT 432 Entrepreneurship Project: Integrating the Principles of Management to Start a Sustainable Business**
This capstone course enables entrepreneurs or intrapreneurs to dynamically integrate the knowledge of the Entrepreneurship Module in the creation of their business plan to manifest their intention. Students evaluate sample business plans, review and give feedback on classmates’ business plans, and revise and present their own business plan to faculty and mentors. (4 credits) **Prerequisites:** MGT 350, MGT 378, MGT 428, MGT 429, MGT 431 and WTG 192 or MGT 431 and permission of the instructor

**MGT 440 Intermediate Accounting 1: Developing Broad Comprehension of Accounting Principles and Sharp Focus in their Application for an Accurate Financial Statement**
This course sequence provides a technical analysis of how generally accepted accounting principles (GAAP) are applied in the presentation of published financial statements. The interplay of government, the accounting profession, and the conceptual framework of accounting at the basis of formulating GAAP demonstrate how collective consciousness interacts within itself to create steps of social evolution. References are made to technical statements and pronouncements that are the sources of GAAP, covering a variety of specific topics such as accounting for leases, pensions, and inter-period income tax. (4 credits) **Prerequisite:** MGT 315

**MGT 441 Intermediate Accounting 2**
This course sequence provides a technical analysis of how generally accepted accounting principles (GAAP) are applied in the presentation of published financial statements. The interplay of government, the accounting profession, and the conceptual framework of accounting at the basis of formulating GAAP demonstrate how collective consciousness interacts within itself to create steps of social evolution. References are made to technical statements and pronouncements that are the sources of GAAP, covering a variety of specific topics such as accounting for leases, pensions, and inter-period income tax. (4 credits) **Prerequisite:** MGT 440

**MGT 449 Accounting Applications: Using Computerized Accounting Systems to Do Less and Accomplish More**
Modern financial management utilizes computerized accounting packages for efficient record keeping, safeguarding of assets, customer service, and financial analysis. This course reviews current computerized accounting packages and applies them to case situations. (2–4 credits) **Prerequisite:** MGT 315
MGT 450 Leadership: Intelligence Gives an Evolutionary Direction to Change
The qualities and principles of ideal leadership are identified, examined and developed through the examples of great leaders in history. This course provides the opportunity to measure how a dynamic executive in either the public or private sector can apply the principles of Management by natural law. (4 credits) Prerequisites: MGT 200 and MGT 382

MGT 481 Internet Marketing
This course presents the core aspects of marketing online, including usability oriented site architectures, pay per click campaigns, search engine optimization, social media and content strategies. Students develop a working website to demonstrate mastery of these concepts. (2–4 credits) Prerequisite: MGT 425

MGT 484 Mediation and Negotiation: Utilizing the Deepest Principles of Human Nature to Create Win-Win Solutions
This course is a survey of negotiation, mediation, and arbitration methods of resolving disputes without litigation. Students gain practical negotiation skills through workshops and case studies. Topics include: understanding other parties, building a productive framework for negotiation, defining objectives and strategy, framing proposals, and finding “win/win” solutions. (2–4 credits)

MGT 490 Broad-Based Black Economic Empowerment
In 2013, the South African government renewed its commitment to Broad-Based Black Economic Empowerment (BBBEE). The law requires all firms having more than R10 million turnover to submit annual BBBEE Scorecards that evaluate the firms’ activities contributing to BBBEE. This course will start students on a program of study of the law of BBBEE and the practices necessary to prepare a Scorecard for a firm. Students will discuss the relationship between an organization and its stakeholders. Topics will include challenges in globalization, technological innovation, transformation in employee relationships, how organizations react to environmental problems, and how they deal with ethical problems.

MGT 494 Socially Responsible Investing: Fulfilling Individual and Societal Needs
The process of investing guides the allocation of society’s resources. Socially responsible investing guides resources toward firms that have life-supporting products and operational practices and that will be sustainable in the long run. This introductory course reviews the basics of investment analysis, examines the philosophy that money is colored by how it is earned, and reviews the methods for identifying socially responsible
companies. (2–4 credits) Prerequisite: either MGT 350 or MGT 316 or permission of the instructor

MGT 495 Internship in Accounting: Integrating Knowledge and Experience to Develop Skill in Action
This course offers understanding from practical experience through work in accounting. In a capstone project, students integrate the knowledge of accounting they have gained in their BA program by seeing how it is put into practice. (4 credits) Prerequisites: consent of academic advisor and Academic Standards Committee

MGT 496 Preparation for CPA/CMA Exam: Knowledge is for Action
In this course, students are guided to prepare for one part of the Certified Professional Accountant or Certified Management Accountant exam. (4 credits, may be repeated) Prerequisites: consent of academic advisor

MGT 497 Fieldwork in Management: Developing Skill in Action
This course provides students with the opportunity to relate theoretical management principles to practical issues through contact with individuals and organizations outside of the university setting. With the supervision of the faculty, students develop and implement projects. Projects may include lecturing, consulting, writing, and developing courses or programs to be presented to selected audiences. (Variable credits) Prerequisites: consent of academic advisor

MGT 498 Internship in Management: Integrating Knowledge and Experience to Develop Skill in Action
This course offers practical experience through work in business administration, public administration, or educational administration. Students maintain journals that record their growth in understanding and experience, as well as their impact on the organization. (4 credits) Prerequisites: consent of academic advisor and Academic Standards Committee

MGT 499 Directed Study
(Variable credits) Prerequisite: consent of the Department faculty and the Academic Standards Committee

Graduate Courses

MGT 5010 Organizational Change for Sustainability: Creating an Ideal Society
Leadership means accomplishing through others. Implementing successful change in organizations requires process skills in facilitating the performance of individuals and teams. The development of coherence in the collective consciousness of the organization provides for frictionless flow of communication and implementation. Topics include:
MGT 5011 Social Entrepreneurship: Solving Problems from the Level of Infinite Creativity
This project-based class challenges students to employ every ounce of their creativity and apply their knowledge to finding solutions to the world’s most challenging problems, whether local or global, in the area of environmental sustainability, education, communications, or business. Each week we will connect with and learn from social entrepreneurs from around the world working in education, mobile technology, community development and so forth, and draw inspiration from their relentless vision and determination. Through the study of innovations in the social sector, we will develop an understanding of core principles and tactics of social change as well as the necessary leadership qualities of social entrepreneurs. Students will work individually or in groups to conceive of a social intervention of their own design. Students will present their plans, models and media to a committee to evaluate the potential of their work to create social change. (2-4 credits)

This course covers the theory and practice of performance improvement in both large and small organizations in the manufacturing and service sectors so that they operate in accordance with all the laws of nature. The focus will be on using lean thinking to transform every activity in an organization towards sustainable operations. Students will explore how to extend the principles, rules and tools of lean thinking to achieve sustainability along with the improvement in quality, reduction of costs, and maintenance of customer delight. The course uses a combination of interactive classroom instruction and project-based learning. Students learn how to align operations along the value stream in any organization, how to improve efficiency, enliven creativity, and so achieve real sustainability. They will understand how to structure ongoing incremental improvement so that performance improvement becomes part of the shift to sustainability. (4 credits) 
Prerequisites: MGT 5180 and MGT 5240

MGT 5040 Computer Concepts and Applications: Skill in Action
Skill in the use of office software is essential for data storage and manipulation, financial analysis, and the effective presentation of text and images. This course covers the attributes of Microsoft Word that are necessary for writing reports, elements of
PowerPoint for presentations, and the functions and database features of Excel such as financial functions, lists, pivot tables, and elementary statistical analysis. (2 credits)

**MGT 5090 Performance Improvement Project: Business Activity in Accord with Nature’s Law of Least Action**

Students will learn the practical and managerial skills for implementing sustainability through value based process improvement in both large and small organizations. The course is based around implementing Lean Thinking in real world situations. Students will act as junior consultants under the guidance of experienced faculty. They will learn to define value from the perspective of all the stakeholders, how to map value streams, identify waste, and facilitate Kaizen-based process improvement events. They will assist with all aspects of policy deployment, which ensures that the ongoing process improvement reflects strategic business objectives while shifting the organization towards full sustainability. (4 credits) Prerequisite: MGT 5020

**MGT 5100 Natural Law-Based Leadership: Developing Higher Consciousness for Greater Responsibility and Leadership**

The qualities and principles of ideal leadership are identified, examined, and developed through the examples of great leaders. This course provides the opportunity to measure how the dynamic executive in both the public and private sectors can apply management principles. (2–4 credits)

**MGT 5102 Business Communications: Smoothing the Path for Illumination**

Proper communications in written and spoken English are imperative for success in business in the US and many international markets. In this course, international students develop capabilities in English comprehension, speaking, writing, grammar and vocabulary. Students will also learn about professional business communications, including how to write a business email, a business report, and how to give a presentation. In this manner, students will discover how their abilities to illumine the path of action will be enhanced. (1 credit per semester)

**MGT 5121 Environmental Law: Connecting National Law with Natural Law to Protect the Environment from Global Warming, Pollution, and Resource Depletion while Creating Abundance for All Nations**

From local regulations about water quality to global initiatives like the Kyoto Accord, the law is an important tool for regulating our use of the environment. During this course, students will become familiar with international treaties and protocols on global warming, pollution, and endangered species. The class will also study the key features of American environmental law including the Clean Air and Water Act, the Environmental Protection Act, and other current policies and regulations. Perhaps most importantly,
students will understand the lawmaking process as a way to use the legal system to bring about positive change and build sustainable communities. (2–4 credits)

**MGT 5122 Making Peace with the Earth: Global Environmental and Food Law and Policy for a Small Planet**
This course will identify some of the key global environmental and food challenges facing the planet, the international treaties that are currently in place to address them, and what new paradigms, policies and laws we will need to create in this century to make lasting peace with our planet and ourselves. (4 credits).

**MGT 5130 Business Law and Taxation for Accountants: Functioning within the Legal Environment of Business for Maximum Success**
This course examines key legal concepts (e.g., torts, contracts and negotiable instruments) that may affect the work of management accountants in the USA. In addition, students will be exposed to basic personal and corporate income tax laws and tax preparation forms. Students explore this course in the light of the relationships between man-made, national laws and the eternal principles of natural law that underlie them. (2–4 credits)

**MGT 5131 Taxation: Calculating Individual and Corporate Contributions to Government Activities to Bring Fulfillment to the Goals of Society**
State and federal taxation are instruments of social policy. The principles of taxation must be considered in the planning and decision-making process of every organization whether profit or nonprofit. This course surveys basic tax concepts and their use in individual and organizational tax planning. Topics include: social policy implications of taxation, concepts of income, tax reporting, taxpaying entities, deductions, property transactions, and gain or loss recognition. Students explore this course in the light of the relationships between man-made, national laws and the eternal principles of natural law that underlie them. (2–4 credits)

**MGT 5141 Intermediate Accounting 1: Waking Up the Organization to Self-Referral Dynamics**
This course examines the conceptual framework for GAAP transaction recording and presentation of the financial statements with special focus on financial statement analysis, the role of PV calculations, requirements for reporting marketable securities, bad debt accounting, inventory costing methods, acquisition and disposition of fixed assets including non-monetary exchanges, and methods for apportioning cost of assets to periodic income statements. From the perspective of Maharishi’s Science of Consciousness, we see that as the accounting system becomes more refined, the
organization increases its awareness of what is happening within itself, i.e., the collective impact economically. (4 credits) *Prerequisite:* MGT 5150

**MGT 5142 Intermediate Accounting 2: Waking Up the Organization to Self-Referral Dynamics**

This course sequence provides a technical analysis of how generally accepted accounting principles (GAAP) are applied in the presentation of published financial statements. The interplay of government, the accounting profession, and the conceptual framework of accounting at the basis of formulating GAAP demonstrate how collective consciousness interacts within itself to create steps of social evolution. References are made to technical statements and pronouncements that are the sources of GAAP, covering a variety of specific topics such as accounting for leases, pensions, and inter-period income tax. (4 credits) *Prerequisite:* MGT 5141

**MGT 5150 Financial Accounting: Using the Self-Referral Mechanism of Financial Statements to Structure an Organization’s Progress and Prosperity**

Accounting systems provide financial information to guide management planning, decision-making, and control. Financial statements show the current standing and recent activities of the firm to management, stockholders, creditors, and the government. *Topics include:* the fundamentals of bookkeeping and generally accepted accounting principles applied to inventory valuation, receivables and payables, depreciation of physical assets, amortization of loans, and stocks and bonds, with implications for the interpretation and analysis of financial statements. (2–4 credits)


The course explores the fundamental laws of nature that structure success in financial accounting. Content covered includes knowledge of alternative business organizations, economic concepts, financing and working capital, information technology, and management accounting. These are the topics covered in the CPA Exam Part 1. (4 credits) *Prerequisite:* MGT 5142

**MGT 5152 Auditing for Financial Accountants: Utilizing the Principle of the Second Element to Verify Financial Statements**

As independent auditors, CPAs verify the fairness of corporate financial statements and thereby enhance the confidence of those making investment decisions. Auditors play the role of the Second Element by dispelling doubts about the truthfulness of financial statements. *Topics include:* audit engagement planning, verification and testing of internal controls, and evidence sampling, collection and testing. In addition, the various
types of audit report formats are examined. These are the topics covered in the CPA Exam Part 2. (4 credits) Prerequisite: MGT 5142

MGT 5153 GAAP for Financial Accounting: Reflecting Collective Coherence in the Field of Accounting
Students explore and gain the knowledge of generally accepted accounting principles (GAAP) for business enterprises, not-for-profit organizations, and governmental entities, and the skills needed to apply that knowledge. GAAP is seen as a reflection of collective consciousness that specifies rules for financial reporting. These are the topics covered in the CPA Exam Part 3. (4 credits) Prerequisite: MGT 5142

MGT 5154 Ethical & Regulatory Environment for Financial Accountants: Following the Path to Right Action
Man-made laws are created to restore the path to right action and meet social needs. In this course, students gain knowledge of legal and ethical responsibilities required for professional accountants. Topics include: business law concepts (such as contracts and agency) as well as specific laws (such as the Sarbanes-Oxley Act). In addition, the course covers federal taxation for individuals, partnerships and corporations. These are the topics covered in the CPA Exam Part 4. (4 credits) Prerequisite: MGT 5142

MGT 5160 Managerial Accounting: Creating Self-Referral Feedback Mechanisms to Provide Data for Informed Decision-Making
This course provides analytic tools and techniques to assist management in planning, decision-making, and control. Topics include: cost-volume-profit analysis, manufacturing costs, job order and process costing, standard costing and variance analysis, variable and full costing, fixed and flexible budgets, responsibility accounting, direct and absorption costing, and the behavioral implications of management accounting systems. (2–4 credits) Prerequisite: MGT 5150

MGT 5161 Financial Planning, Performance and Control: Enjoy Greater Efficiency and Accomplish More
This course examines topics covered in Part 1 (of the 2-part version) of the Certified Management Accountant (CMA) examination. Students are exposed to relevant professional skills and topics in budget planning and preparation, cost management terminology, accumulation systems, and allocation techniques. Additional topics include: standard costing, variance analysis, responsibility accounting, internal controls and business ethics. The course is designed to build competency for CMA exam conditions including multiple-choice questions, essays, and business simulations. Professors offer technical insights about how to develop solutions quickly. Just as business feedback loops create opportunities for improved decision making, students in this course receive
valuable feedback towards successful completion of the CMA. (4 credits) Prerequisite: MGT 5160

**MGT 5162 Financial Decision Making: Knowledge Is Gained from Inside and Outside**

Both inner knowledge and information from the environment are critical to properly manage business risks. In this course, on topics covered in Part 2 (of the 2-part version) of the Certified Management Accountant (CMA) examination, the student is exposed to relevant professional skills and topics in financial statement analysis, business performance metrics, profitability analysis, investment risk and portfolio management, financial instruments and cost of capital issues, international finance, corporate restructuring, decision analysis, and investment decisions. The course is designed to build competency for CMA exam conditions including multiple-choice questions, essays, and business simulations. Professors offer technical insights about how to develop solutions quickly. (4 credits) Prerequisite: MGT 5160

**MGT 5165 Metrics for Sustainability: Attention Enlivens Action in Accord With Natural Law**

The new goal of sustainability requires new metrics for measuring and reporting its achievement. This course covers systems for disclosing information about sustainability and for certifying the sustainability of products, processes, and firms. Points of theory include the concept of materiality, the institutional context of a standard, philosophies of sustainability, and systems for measurement and evaluation. Systems for disclosure include the Global Reporting Initiative and SASB. Process metrics include the ISO 14001 environmental management standard and the SA8000 social standard. Corporate metrics include the UL 880 and GS-C1 standards for manufacturers, STARS for universities, B-Corp, and corporate rating systems such as the Dow Jones Sustainability Index, Global 100, FTSE4Good, and ASSET4 ESG. Greenhouse gas assessment is treated in depth. Life-cycle analysis is considered from the perspective of a manager hiring an expert. Students taking the course for four credits will complete a research paper or project. (2–4 credits)

**MGT 5168 Computerized Accounting Systems: Skill in Action**

Modern financial management utilizes computerized accounting packages for efficient record keeping, safeguarding of assets, customer service, and financial analysis. This course reviews current computerized accounting packages and applies them to case situations. (2–4 credits) Prerequisite: MGT 5150
MGT 5169 Applied Accounting Internship: Refining Skills in Professional Accountancy (1-4 credits).
In this course, students will learn how to apply skills in financial or managerial accounting according to needs of management decision-makers in the US workplace. Students will be assigned unpaid projects (4-6 hours per week) with local companies to apply what they have learned in the MBA program. Learning objectives will be articulated through a meeting with the Director of the MBA Program. The cooperating organization contact will provide periodic reports on progress. The student will write a reflection paper on the experience.

MGT 5170 Data Analysis for Managers: Harnessing nature’s organizing power by using computer technology to support decision-making
The tools of managerial data analysis enable managers to transform raw data into useful knowledge of business performance in every functional area of business by identifying meaningful patterns and relationships in business data. Increased knowledge of business processes provides a foundation for improved business decision-making and enhanced business performance. Topics include: principles of statistical thinking for management; numerical and graphical tools for describing and analyzing business data; applications of probability and probability distributions; hypothesis testing for business decision-making; applied multiple regression for analyzing business performance and operations through case studies using real data. (2–4 credits) Prerequisite: MATH 170

MGT 5180 Operations Management for Sustainable Business: Managing an Organization’s Inputs, Transformations, and Outputs to Structure Automation in Administration
Operations management is concerned with the process of transforming inputs into higher-value outputs with maximum efficiency. Topics include: process design; quality management and control; lean production; supplier certification; capacity planning, facilities, and scheduling; and inventory management including materials requirements planning. Students research facility and personnel requirements, along with production and delivery plans including milestone dates for their business plan. (2–4 credits)

MGT 5181 Managing Operations for Quality and Efficiency: Managing an Organization’s Inputs, Transformations, and Outputs to Structure Automation in Administration
Through its operations, a business transforms inputs into higher-value outputs. This course shows experienced managers how operational processes differ across types of businesses and how the operations function is related to the other business functions — marketing, accounting, finance, and human resources — through decisions about product
design, quality management and control; capacity planning and resource scheduling; and inventory management. (2 credits)

MGT 5240 Statistics for Business Process Improvement: Knowledge has Organizing Power
Students will learn key principles of data analysis and statistical thinking that underlie contemporary management approaches to improving business performance and quality through business process improvement, such as the Six Sigma and Lean Six Sigma system employed by leading companies worldwide. Topics include: review of one- and two-sample hypothesis tests for means and proportions, quantifying process performance using process capability analysis, statistical process control, modeling relationships between process variables using bivariante and multiple regression, and introduction to two-level factorial experiments for improving business performance. (4 credits) Prerequisites: MATH 170.

MGT 5260 Lean Higher Education: Transformation through Organizational Self-referral
To effectively support lean management initiatives, higher education administrators must embrace new ways of organizing educational processes, support systems, and administration. They must identify the causal factors that drive effectiveness in higher education. They must think creatively about how to structure curriculum, instruction, and administration. Through articles, case studies, lectures, and written assignments, students will gain a solid foundation for facilitating lean transformation in higher education. (4 credits) Prerequisite: MGT 5854.

MGT 5262 Seminar in Lean Higher Education Administration: Knowledge is the Basis of Action, Achievement and Fulfillment
In this seminar, students present their work on projects that apply lean management principles to systems and processes in higher education and receive guidance from their professor and fellow students. (2-4 credits) Prerequisite: MGT 5260.

MGT 5301 SAP I - Financial Accounting Core: Well Begun is Half Done.
In this course, students learn key areas of the financial accounting module of SAP including receivables, payables, cash management, and transaction management. Students will learn not only the procedures of transaction management, but also the importance of developing hierarchical structures for organizing an enterprise’s systems. Specific topics include automatic payment systems, clearing of open items, automatic notices and correspondence for payment of receivables. Students will learn how to set up and manage both general ledgers and sub-ledgers, the Financial Closing Cockpit for periodic closings, and Dashboards to track key metrics. SAP provides the organizing
power for action. (4 credits) **Prerequisite:** course or experience in basic financial accounting

**MGT 5302 SAP II - Financial Accounting Extra: Deeper Knowledge is More Powerful**
In this course, students learn more detailed functions of SAP to manage the customer through the use of the general ledger, vendor, customer, bank, and asset processes. Students will learn how to generate a set of balanced and reconcilable financial statements by any dimension of the business including, business unit, profit center, or geographical location along with integrated, enterprise-wide financial analytic capabilities, and further deepening of the use of Financial Dashboards. Students experience the organizing power that comes from attention to deeper layers of the information system. (4 credits) **Prerequisite:** SAP I or instructor approval

**MGT 5303 SAP III - Reporting in Financials & Analytics: Knowledge Gained from Inside and Outside**
This course gives student a thorough overview on the basic SAP tools to view and create reports in the financial areas. Students will get experience with creating standard and customized reports from an actual database. Types of methods and tools include SAP list viewer reports, Report Painter, drill-down reports, and SAP query. Students will learn how to use SAP Business One Studio to develop insightful data analysis reports. Successful decision-making requires both awareness of the external environment and deep insights about internal operations. (4 credits) **Prerequisite:** any of SAP I or II or instructor approval

**MGT 5304 SAP IV - Management Accounting: Organizing Power from Self-referral Activity**
This course provides students with an overview of the design and structure of product cost and overhead management control. Students learn to configure cost center accounting and internal requisition orders as well as the tools for product cost planning. Students will configure and execute standard cost estimates with the results updating material and labor master records. Students configure and execute cost object controls. Waking up the organization to its own activities provides deep insights. (4 credits) **Prerequisite:** course or experience in basic managerial accounting or instructor approval

**MGT 5310 Sustainable Technologies: Intelligence and Natural Law**
Using an engineering-economic perspective, students explore the rapidly growing field of emerging technologies for renewable energy, energy efficiency, transportation, construction, and waste management. Students learn the units of measurement and basic terminology for process, capacity, efficiency and constraints in these technologies. In the
4-credit version of this course, students apply financial analysis to do a feasibility study for a technology implementation. (2-4 credits) Prerequisite: MGT 5550 or MGT 5160.

MGT 5311 Seminar in Sustainable Business: Source, Course, and Goal of Knowledge
This course is one of the capstone options for the Sustainable Business specialization. Students read on a subject of their choice under the guidance of the professor and present the results of their research orally to the class in stages during the course and in a final written report to the professor. (4 credits) Prerequisites: 12 credits in sustainable business and consent of the instructor

MGT 5312 Capstone Project: Integrating the Knowledge and Skills of Sustainable Business
Students will be guided by faculty in the development of a complete business plan for launching and/or running a sustainable business of their choice. The project will include sufficient real data to allow students to secure the funding and other resources for implementing the model that they develop. (2-4 credits) Prerequisites: 12 credits in sustainable business and consent of the instructor

MGT 5313 Socially and Environmentally Responsible Management: Developing Inner Intelligence to Promote Socially Responsible Action
Responsible management aims to create business value while creating positive impacts in an era of increasing expectations for transparency and sustainability. This course introduces principles and tools for identifying, measuring, and reporting social and environmental impacts through the life cycle and value chain of products. It also provides an experience of management practices for planning and executing embedded sustainability. Students work in small groups to assess the sustainability of existing companies—sharing examples of current best practices while suggesting possibilities to more fully embed sustainability and responsibly create business value. (2–4 credits)

MGT 5340 Career Strategies: Choosing a Career to Maximize Inner and Outer Fulfillment
The course has a practical focus on career planning and entry into the job market. In the framework of Consciousness-Based principles for success, students consider their own skills, abilities, and objectives, and learn to design a career that utilizes their talents and creativity for maximum effectiveness, achievement, and evolution. They design an action plan to implement their career goals, and then work with the best Internet resources to research business and service organization profiles and industry trends. Students learn networking strategies, practice interviewing techniques, and using the telephone and Internet for extending their professional networks. They also develop scripts for
introducing themselves and describing their achievements and capabilities with confidence in various formats, writing about themselves in the cover letter, resume, and portfolio, and speaking about themselves and what they can offer to potential colleagues, funding agencies and employers. (2 credits)

**MGT 5341 Career Strategies in Information Technology**
The course has a practical focus on preparing for MSCS degree-required Curricular Practical Training (CPT) in the field of computer science. In the framework of Consciousness-Based principles for success, with technical skills training support from MSCS Faculty, students consider their own skills, abilities, and objectives, and learn to design an internship that utilizes their talents and creativity for maximum effectiveness, achievement, and evolution. They design an action plan to find a CPT position that will further their career goals. Students learn networking strategies, practice interviewing techniques, and use the telephone and Internet for extending their professional networks. They also develop scripts for introducing themselves and describing their achievements and capabilities with confidence in various formats, writing about themselves in the cover letter, resume, and portfolio, and speaking about themselves and what they can offer to potential employers. Students extend their preparation into an active CPT application phase with employers. Technical interview training is provided by MSCS Faculty. Management Faculty provides application and interview coaching support that results in continuous self-improvement and self-awareness for being successful in starting a Curricular Practical Training position. CPT success is further supported by students developing: personal budgets, IT project management skills, professional communication skills that are commonplace with U.S. employers, knowledge about income taxes and CPT regulations, and time management skills. (2 credits)

**MGT 5342 Human Resource Management: Designing Systems to Attract, Retain, Motivate, and Nurture the Organization’s Most Precious Resource**
People are an organization’s most important asset. Success comes from organizing and managing people to produce the products and services that customers value. This survey course exposes students to the full array of human resource functions: human resource planning, recruitment and selection, training and development, performance evaluation, and compensation. Topics include: the legal rights and responsibilities of employers, employees, and unionization. (2-4 credits)

**MGT 5401 Enterprise Resource Planning**
In this course, business students learn how Enterprise Resource Planning (ERP) systems permit integration of business functions into one seamless information system. Students receive in-depth training as business functional analysts in finance and control through a specific ERP software application. They will learn a five-step ERP implementation
methodology: project preparation, business blueprint, realization, final preparation, and implementation. Then, students apply what they have learned to a business scenario via a simulation. Students experience how business process mapping provides the fundamental, integrated intelligence for all ERP systems. (2-4 credits) Prerequisite: Managerial Accounting at the level of MGT 316 or MGT 5232

MGT 5410 Information Systems: Knowledge Is Structured in Consciousness
Effective managers have a good understanding of information systems and the opportunities provided by rapidly evolving technologies. Students in this course learn the fundamental concepts in the design and management of information systems. Topics include: different types of information systems as well as tools and technologies such as networks, hardware, software, services and data. Attention will be paid also to hot new technologies like cloud computing, mobile computing, social networks and predictive analytics, with a focus on their managerial implications. The course will include several case studies and hands-on projects to develop a good understanding of information systems. (4 credits)

MGT 5412 Information Systems Strategy: Knowledge is the Basis of Action
Information systems are a key enabler of a dynamic business strategy. Information Systems consume a significant and increasing portion of an organization’s budget. Research has shown that effective governance and deployment of information systems can provide 20% greater return on assets. An MIS professional, aspiring to be a leader, must know how to effectively align and deploy information systems to support business strategy and maximize business performance. This course covers different types of Information Systems strategies and their alignment with business strategy. The course will include several case studies to develop a good understanding of information systems strategy formulation and implementation. (2 credits) Prerequisite: MGT 5410

MGT 5414 Management of Information Systems: The Organization of Intelligence
Information systems consume 2–20% of an organization’s budget. Managing these investments effectively can lead to superior business performance. The purpose of this course is to understand the administration, control, management and governance of computer-based information systems, projects, and relationships with the organization. Topics include: scheduling of operations, management of computer professionals, and planning and control of the systems activity. (2 credits) Prerequisite: MGT 5410

MGT 5420 IT Project Management: Guiding the Unfoldment of Knowledge
Good project management skills have become a critical necessity in today’s fast paced, dynamic business environment. More and more management tasks are being executed as projects, so skills in project planning, resource allocation and scheduling have become a
basic expertise for effective business professionals. Business managers today also need to possess adequate expertise to manage multiple programs and vendors as firms are increasingly relying on external vendors and partners to execute some of their corporate initiatives. Business/IT professionals must know how to manage multiple projects, work with multiple vendors, negotiate and manage subcontracts and effectively execute IT/business programs. The course covers the fundamentals of project management and includes several case studies and hands-on projects using MS Project to develop a good understanding of project management in information systems. (2 credits) Prerequisite: MGT 5410

MGT 5440 Enterprise Resource Planning: The Flow of Knowledge
Information systems are a key enabler of business processes and work flows in business organizations. Every large and small enterprise has implemented or is considering implementation of enterprise resource planning (ERP), customer relations management (CRM), supplier relations management (SRM), business intelligence (BI) systems and others to provide relevant information just in time in a secure way to relevant stakeholders. The purpose of this course is to understand key end-to-end business processes and discuss the key management concepts that can lead to development of competitive advantage for the business. Special attention is given to the implementation of these information systems applications. (2 credits) Prerequisite: MGT 5410

MGT 5450 Database Management Systems: The Organization of Knowledge
This course covers the concepts and methods associated with the definition, structure, creation, and utilization of databases for computer-based information systems. Students will undertake a class project that will require creating the logical design of business database application and implementing it using a current database development platform such as Microsoft Access. (2 credits) Prerequisite: MGT 5410

MGT 5460 Business Intelligence and Data Mining: Intelligence Gives an Evolutionary Direction to Change
The amount of data in organizations is growing exponentially, doubling every 18-24 months. Structured data from traditional information systems is now augmented by huge streams of data from devices, social networks, web logs, etc. Organizations that are not prepared for this increasing volume, variety, and velocity of data can drown in these streams of data, while the prepared ones can mine the data for new insights and initiatives almost in real time. This course covers the fundamental concepts of managing and mining data to support business decision-making and drive business value. Topics include: analysis, design and development of data warehouses; and data mining tools and techniques, including statistical and machine learning tools, to provide nearly real-time business analytics and intelligence. (2-4 credits) Prerequisite: CS 422 or MGT 5450
MGT 5470 Systems Analysis and Design
System developers build technology-based solutions that meet the business goals and information processing requirements of users and managers. This course teaches a life cycle approach to system development that integrates database, software, interface, and networking aspects of computer-based applications. Topics include: techniques for process modeling and data analysis, client/server and Web-centric architectures, and project management. (2 units)

MGT 5500 Financial Management: Intelligently Directing the Flow of Funds to Achieve the Organization’s Strategic Goals
Financial management provides an intelligent direction to the flow of funds for maximizing firm value. This course introduces techniques and concepts necessary to effectively manage the financial resources of any organization in order to achieve strategic goals. Topics include: the time value of money, stock and bond valuation, the CAPM model of risk and return, capital investment decisions, the analysis of financial statements, and cash flow forecasting, and the sources of funding for a business. (4 credits)

MGT 5502 Fundamentals of Financial Analysis: Intelligence Gives an Evolutionary Direction to Change
This course for experienced managers reviews the basic ideas of discounted cash flow analysis and then covers Sharpe’s CAPM explanation of investors’ expected rate of return with applications to share pricing and share issuance. Principles of financial decision-making and capital budgeting are taught using cases and examples. (2 credits)

MGT 5512 Strategic Decision Making for Chief Financial Officers: The Whole is Greater than the Sum of the Parts
In this capstone course for the MBA accounting track, students experience an intensive online business simulation competition against other MBA schools in integrated decision-making that requires a synthesis of learned skills in operations management, finance, accounting, marketing, and human resource management. Core topics include: strategy management best practices, field trip to world-class lean manufacturer, Sarbanes Oxley Act regulations, International Financial Reporting Standards, cases in self-managed teams, and ethical practices for professional accountants. Special topics for the four-credit version include case study in operational budgeting, lean management thinking, lean accounting implementation, and issues in US-GAAP. In both versions, students experience how fully integrated 360-degree awareness is the foundation for successful decision-making. (2–4 credits)
MGT 5551 Transcendental Meditation Program Teacher Training
This course comprises the Transcendental Meditation Program Teacher Training Course, providing the knowledge and experience of consciousness as the basis of life and preparing one to present the knowledge to others. It also gives an opportunity for personal development through deeper personal experience of the unified field of natural law and understanding of the Science of Creative Intelligence. Participation in the course does not automatically qualify a student to graduate as a teacher of the Transcendental Meditation program. Further training and fieldwork may be needed before graduation as a teacher. Academic credit for the completion of this course is offered by Maharishi University of Management, Fairfield, IA, under a contractual agreement with Maharishi University of Management, Netherlands, who controls the acceptance to the course, the cost of the course, and the content of the course. (12 credits) Prerequisites: STC 108/109 or FOR 500, and completion of at least one semester of MBA coursework.

MGT 5552 Employee Health and Wellness: The Basis for Success and Fulfillment
The current popularity of employee wellness programs demonstrates that corporate decision makers have a growing understanding of the connection between behavior, health and productivity. This course will review best practices to promote wellness among employees by improving diet, increasing exercise, reducing substance abuse, overcoming the harmful effects of stress, and creating a culture of happiness. The course will also examine the effect that such programs can have on the overall health of the company. (2-4 credits)

MGT 5660 Strategic Human Resource Management: Utilizing the Company’s Most Precious Resource to Improve Productivity and Achieve Success
This course provides general managers with an understanding of key human resource factors needed to formulate integrated HRM systems that can support business strategies and provide a competitive advantage. Students learn about the processes that explain work behaviors, and how to promote behaviors to implement focused business strategy using staffing, development, and reward systems. The course shows how development of individual and collective consciousness produces effective HRM. Case studies and HR planning exercises relate the course to the students’ business goals. (2–4 credits)
Prerequisite: MGT 429 or MGT 5342

MGT 5681 Socially Responsible Investing: Fulfilling Individual and Societal Needs
Socially responsible investing screens companies according to their industry and operational practices, looking for the businesses that will be sustainable in the long run. This introductory course reviews the basics of investment analysis, examines the philosophy that money is colored by how it is earned, and reviews the practices and
performance of socially responsible investment funds. (2–4 credits) Prerequisite: one of the following courses: MGT 350, MGT 5500 or MGT 5502

MGT 5682 Green Investing: Guiding Resources Toward Sustainable Business
This course trains an aspiring financial advisor or financial analyst in the methods of research and analysis used to invest in the sustainability sector and to create “green” financial products and services. Topics include: the demand for green financial services, sustainability analysis for securities, screening for green mutual funds, and analysis and use of green ETFs and green derivatives. Course participants will develop a green investment portfolio or a green financial solution. (2–4 credits) Prerequisite: one of the following courses: MGT 350, MGT 5500 or MGT 5502

MGT 5750 Internet Marketing
This course presents the core aspects of marketing online, including usability oriented site architectures, pay per click campaigns, search engine optimization, social media and content strategies. Students develop a working website to demonstrate mastery of these concepts. (2–4 credits) Prerequisite: MGT 378 or MGT 5780

MGT 5751 Analytics for Internet Marketing
Web analytics is a process that extracts useful business intelligence from data about customer behavior on the Internet. In this course, students learn how to use industry-standard analytics tools to both measure return on investment and make adjustments to online presentations in order to maximize success in achieving key performance goals. (2–4 credits) Prerequisite: MGT 5750

MGT 5771 Financial Reporting with XBRL: Transformation through Coherence
In this course, business students learn how to tag SEC required financial statements using the eXtensible Business Reporting Language (XBRL). Students will receive basic foundation level training in Extensible Markup Language (XML) and will learn to tag the data in two ways: first, by using a XBRL software program, and second, by manually looking up the US-GAAP taxonomy and creating the tags using Notepad. Students will apply what they have learned by creating an instance XBRL document containing tagged data from a sample company's financial statement. Students experience how the XBRL tagging process leads to transformation of financial statements into a coherent format that facilitates SEC reporting. (2 Credits)

MGT 5780 Marketing Management: Creating a Positive Influence to Attract, Satisfy, and Retain Customers
Marketing is the process of creating exchanges that satisfy individual and organizational objectives. This course covers market research methods to understand consumer behavior
and market segmentation with implications for product design and policies on advertising, pricing, distribution, and sales force management. (2–4 credits)

**MGT 5781 Green Marketing: Promoting Evolutionary Values**
At the heart of sustainable business are customers who want sustainable products and value sustainable practices. This course explores the evolution of market segments in the sustainability arena, the range of “green” products and services, marketing research for radical product redesign, the role and use of ecolabels, marketing strategies for green products, and the current FTC rulings on environmental marketing claims. (2–4 credits)

*Prerequisite:* MGT 5780 or equivalent

**MGT 5810 Employment Law: Aligning Behavior with Natural and National Law**
This course examines the growing body of employment-practices law and its impact on human resource policy and decision-making. *Topics include:* equal employment opportunity and discrimination, occupational safety and health, compensation and benefits, employee protection, and labor relations. Special issues (e.g., adverse impact in employee selection, wrongful discharge, sexual harassment, disabilities) are discussed in the context of statute, case law, and implications for managers in the work setting. (1–4 credits)

**MGT 5820 Management and Organization: Expanded Consciousness Is the Basis of Ideal Behavior at the Individual, Team, and Organizational Levels**
An understanding of the principles of human behavior at the individual, interpersonal, group, and organizational levels of analysis is critical to successful planning, organizing, and implementation by any manager. This course explores the dynamics of individual and group achievement from the perspectives of both skills and theory. *Topics include:* general management theory, leadership, delegation and coordination, planning and problem solving, organizational structure, and organizational change. (2–4 credits)

**MGT 5821 Leadership and Teamwork: Leading from the Field of All Possibilities**
World-class leadership in organizations involves both knowledge about and skills in leading individuals and teams. In this course, students practice effective leadership behaviors, teamwork, and communication through writing emails and making PowerPoint presentations. They also discover leading-edge techniques in behavioral-based interviewing, managing employee performance, and creative employee recruitment techniques. Students will be challenged by individual and small group projects, case studies, *Harvard Business Review* articles, field trips, and guest speakers. (2 credits)
MGT 5830 Mediation and Negotiation: Utilizing the Deepest Principles of Human Nature to Create Win-Win Solutions
This course is a survey of negotiation, mediation, and arbitration methods of resolving disputes without litigation in the public as well as private sectors. Students gain practical negotiation skills through participation in negotiation and mediation workshops and the analysis of case studies. Topics include: understanding the perspective of other parties, analyzing the structure of negotiations, building a productive framework for negotiation, defining objectives and strategy, framing proposals, and finding “win/win” solutions. (2–4 credits)

MGT 5852 Lean Accounting Transformation: Flow According to Nature’s Principle of Least Action
As Lean Management techniques sweep the world, accountants are asked to prepare reports and support decision-making utilizing new paradigms and new reporting tools. In this course, students discover the IMA’s principles of Accounting for the Lean Enterprise that reflect nature’s principle of least action. Through case studies, guest lectures, articles, and field trips, students will explore how to: (a) support Lean Management transformation by preparing reports that will facilitate analysis and decision-making, and (b) implement Lean Management techniques to improve internal accounting services. (4 credits) Prerequisite: MGT 316 or 5160 or consent of the instructor

MGT 5853 Systems for Developing Organizational Excellence: Maximizing Sustainable Organizational Brilliance
In the past ten years, business leaders around the world have developed new methodologies to steer their organizations towards sustainable achievement of “Triple Bottom Line” success, i.e., financial results, social responsibility, and environmental stewardship. In this course, students will learn about the major programs for developing organizational excellence including Six Sigma, Lean Management, Balanced Scorecard, Continuous Process Improvement (kaizen), and other best practices methodologies. (2 credits)

MGT 5854 Lean Management Principles: Managing According to Natural Law
Through selected journal and website articles, students are introduced to the basic concepts of Lean Management as exemplified in the Toyota Production System. The elements, rules and tools of lean are explored as a methodology for aligning an organization’s strategic and operational plans to be consistent with nature’s organizing principles. Students write essays and take online quizzes to demonstrate mastery of the material. (2 credits)
MGT 5855 Lean Accounting I: Transformation through Organizational Self-referral
To effectively support lean management initiatives, accountants must embrace new procedures to prepare management reports that focus on inventory size reductions, tracking of waste and failure costs, and improved productivity and occupancy costs. They must reveal the causal factors that drive lean success. They must think creatively about how to structure compensation systems that encourage lean behaviors. Through articles, case studies, lectures, and written assignments, students will gain a solid foundation for facilitating lean transformation. (2 credits) Prerequisite: MGT 5142

MGT 5856 Lean Accounting II: Creating Coherence in the Flow of Accounting Services
In this course, students learn how to apply the concepts of lean management to streamline accounting processes and to better meet the needs of the internal customers who use accounting services. Students learn how to assess internal customer requirements, how to map accounting value streams, how to identify non-value added activities, and how to conduct kaizen events to continuously improve accounting services. (2 credits) Prerequisite: MGT 5855

MGT 5857 Cases in Lean Management and Accounting: Sharpening the Intellect to Improve Performance
Through detailed case studies and articles, students dig deeply into the details of how organizations have applied lean concepts to improve key management systems and accounting business processes. Topics include: performance metric systems, revised compensation incentives, revised management accounting reports, work cell box scores and balanced scorecard implications. (2 credits) Prerequisite: MGT 5855

MGT 5858 Implementing Lean Accounting in Organizations: Applying the Principle of Least Action for Maximum Success
In this course, students are required to either implement some aspect of lean accounting within their organization or to write an instructional case study on some aspect of lean accounting. Faculty approves projects based on proposal submissions. Guidelines will be provided on case study write-ups. (2 credits) Prerequisite: MGT 5855

MGT 5859 U.S. and International Accounting Practices: Order Is Basis of Success
In this course, important topics are covered to orient international accounting professionals to the USA workplace. Students review US-GAAP procedures for accounting for payrolls, uncollectible accounts receivable, and marketable securities. Additional topics include: preparation of financial statements, provisions of Sarbanes Oxley Act, convergence issues regarding IFRS, financial ratios for investments, and
foundations of strategic planning. Students experience how the GAAP rules and specific laws create the framework for order in recording financial transactions and developing internal control systems. (2 credits) Prerequisite: MGT 315 or 5150 or consent of the instructor

**MGT 5881 Sustainable Community Development: Building a Whole that is More Than the Sum of Its Parts**
The aspiration of individuals to meet present needs without compromising the ability of future generations to meet their needs is most effectively undertaken on the community level. This course will focus on how to foster sustainable communities through public policy, corporate citizenship, economic development, and social marketing. As part of the course, students will prepare and give presentations to local community leaders to inspire and help them take action. (2–4 credits) Prerequisite: MGT 382

**MGT 5910 Practicum Away: Stabilizing Knowledge Gained with Practical Experience**
Action creates the steps of progress. Students gain hands-on accounting experience with a U.S. company as a financial analyst, staff accountant, internal auditor or another type of accounting-related work. Training goals and objectives will be developed in conjunction with the on-site company supervisors. Students write a case study based on their experience at work. (2–4 credits)

**MGT 5930 Topics in SCI and Management: Applying the Organizing Power of Nature’s Management**
Contacting the source of pure intelligence within the individual is the foundation of ideal management. This course covers a variety of topics in the Science of Creative Intelligence. (1–4 credits — may be repeated for credit)

**MGT 5940 Industry Analysis for Strategic Planning: Analyzing the Wholeness to Create Future Expansion**
The goal of this course is to cultivate the holistic and specific values of management in the awareness of the student so that whatever management responsibility one may have, the process of management is always spontaneously upheld by the infinite organizing power of natural law. This capstone course weaves together the student’s knowledge of the specific areas of accounting, finance, marketing, operations, and management and organization. Students research a firm in the context of its industry to identify the firm’s strengths, weaknesses, opportunities and threats. Each student’s project concludes with either an evaluation of the firm’s apparent strategy, a strategy formulation for the firm, or a valuation of its stock. (4 credits) Prerequisites: one course each in marketing, accounting, and finance.
MGT 5952 Strategies for Sustainable Business: Enlivening Natural Law
This course begins with an analysis of mankind’s effect on the natural environment and the concept of natural capital. The stakeholder concept leads into the environmental and social requirements of sustainability. Other topics foreshadow later courses in the sustainable business track and reveal business risks and opportunities associated with sustainability: metrics for sustainability, sustainable technologies, sustainable human resource management, green marketing, and leading organizational change for sustainability. (2–4 credits)

MGT 5970 Special Topics in Management
This course covers advanced topics in management approved by the department chair for a single offering by a faculty member. (1–4 credits)

MGT 5980B Business Internship: Skill in Action
During internships students apply the knowledge from their management courses in supervised practical settings. (2 credits. May be repeated for credit.) Prerequisite: consent in the form of a written authorization by the International Student Advisor

MGT 5980U University Internship: Skill in Action
During internships students apply the knowledge from their management courses in supervised practical settings. (2 credits. May be repeated for credit.) Prerequisite: consent in the form of a written authorization by the International Student Advisor

MGT 5990 Directed Study
(variable credits) Prerequisite: consent of the Department faculty

MGT 601 Organizational Behavior Theory and Research
A review of the classic works in the Organizational Behavior (OB) literature, this course examines the main issues and questions addressed by OB since its inception in the late 1930s, including motivation, small group behavior, leadership, power, and organizational culture and change. Students will develop hypotheses for how expansion of consciousness influences organizational behavior. (4 credits)

MGT 606 Socially and Environmentally Responsible Management: Developing Inner Intelligence to Promote Socially Responsible Action
An increasing number of organizations are concerned about social and environmental responsibilities in the context of sustainable development, and are interested in developing tools to improve their performance and accountability in these areas. This course introduces students to these issues with emphasis on current research in these
fields. The key to sustainable progress is to align individual and collective consciousness with total Natural Law available in the Self of everyone. Topics include: business ethics, stakeholder influences, corporate social responsibility, environmental management, natural capitalism, triple bottom line reporting. (2-4 credits)

**MGT 607 Assessing Human Development: Measuring Growth of the Sustainable Mind**
Scientific measurement of individual characteristics provides a research framework for assessing individual and organization development toward higher states of consciousness. Development of the mind toward higher states of consciousness provides the natural foundation for enhancing employee performance, growth of enlightened leadership, and organization transformation toward sustainability. Topics include: the construction and use of valid and reliable assessment instruments. (4 credits)

**MGT 628 Introduction to Multivariate Data Analysis: Gaining More Comprehensive Knowledge through Expanded Awareness**
This course provides a conceptual introduction to the multivariate statistical methods most commonly used in management research in order to prepare students to critically read the quantitative management research literature and begin preparation of their own dissertation research proposal. Topics include: review of simple linear regression and correlation, multiple regression, logistic regression, discriminant function analysis, univariate comparison of means (analysis of variance), multivariate analysis of variance, principal components and factor analysis, path analysis and structural equation modeling, and multilevel modeling. (4 credits) Prerequisite: MGT 5170.

**MGT 631 Multiple Regression Analysis: Discovering the Order and Precision of Nature’s Intelligence**
This course examines contemporary procedures of applied multiple regression analysis for business data. Topics include: review of simple regression, hypothesis tests and confidence intervals, modeling nonlinear regression relationships, model specification strategies, diagnostic testing of model adequacy, robust regression, categorical explanatory variables, outliers and influential observations, path analysis, and logistic regression. (4 credits) Prerequisites: MGT 628.

**MGT 634 Applied Multivariate Data Analysis: Gaining Holistic Knowledge through Broader Comprehension**
This course provides a hands-on introduction to applied multivariate analysis in management research. Students analyze real data sets using state-of-the-art software. Particular attention will be devoted to the selection of appropriate method, interpretation and description of results, and checking of assumptions. Topics include: univariate
analysis of variance and covariance, multivariate analysis of variance and covariance, principal components and factor analysis, confirmatory factor analysis, and discriminant analysis. (4 credits) Prerequisite: MGT 628.

MGT 635 Quantitative Research Design: Unified Knowledge through Subjective and Objective Approaches
This introductory course begins with the logic of causation and correlation in social science. We review the steps of scientific inquiry: literature review, theory development, operationalization and measurement of variables, data collection and analysis, interpretation, and write-up. Experimental and quasi-experimental research designs are treated specifically. Topics include: the types of validity, the “control” of extraneous influences by design or by statistical methods, and the relationship between research design and statistical testing. (4 credits)

MGT 636 Qualitative Research Methods: Researching from the Field of Pure Subjectivity
Qualitative research is often used in research on complex behavioral systems and in the exploration of a new field of study. Using methods such as participant observation, unstructured interviewing, and the examination of documents, a scholar can form theories that may be later tested by quantitative methods or validated on other samples. Particular attention is given in this course to the methodology of grounded theorizing in multiple case studies and problems of data analysis, interpretation, and generalization. (4 credits)

MGT 676 Implementing Sustainability: Creating an Ideal Society
What are the findings of behavioral sciences regarding effective practices for the transformation of organizations and communities toward sustainable strategies and practices? This course will examine selected research on topics such as the role of human resource management in achieving a firm’s environmental goals, transformational leadership, change management, creativity, cross-boundary collaboration, motivation for performance improvement, individual and team behavior. As individual, organizational, and societal consciousness become more established in the unified field of natural law, sustainable solutions will gain more frictionless implementation. (4 credits)

MGT 678 Outcomes Measurement for Sustainable Business: Attention Enlivens Action in Accord with Natural Law
A cutting edge of research in sustainable management is the development, adoption and validation of systems for measuring and reporting sustainability outcomes. This course reviews current research regarding measures used in “triple bottom line” reporting: financial performance, employee health and wellness, social responsibility, and environmental impact. The course also covers the processes for creating and
institutionalizing new standards for performance at the level of the product, plant, firm, and society. (4 credits)

**MGT 679 Research Seminar in Sustainable Management: Perceiving Subtler Knowledge Through Refined Awareness**
Topics in sustainable management will be chosen according to current research interests of students and faculty. (2-4 credits)

**MGT 690 Preparation for the Qualifying Examination: Effective Planning from the Field of All Possibilities**
This course provides the time necessary to prepare for the qualifying examination, which demonstrates research competence. It may be in the form of a research proposal, or in another form at the discretion of the program faculty. After successful completion of this examination, students advance to the status of PhD Candidate. 4 credits per block — may be repeated for credit) Prerequisites: completion of all core curriculum and consent of the graduate faculty

**MGT 692 Seminar on Writing: Communicating Knowledge in Terms of Wholeness**
This course prepares doctoral students to be competent in the conception, organization, writing, and presentation of scholarly works. (2-4 credits)

**MGT 693 Seminar on Teaching: Learning the Techniques of Consciousness-Based Education to Deliver Education for Enlightenment**
This course introduces doctoral students to the principles and practices of Consciousness-Based Higher Education. Topics include: instructional charts, principles of ideal teaching, and effective course and lesson design and assessment. (2-4 credits)

**MGT 698 Research Practicum: Stabilizing Knowledge through Practical Action**
Students develop research skills through hands-on experience in research activities such as literature review, instrumentation, data collection, data analysis, and report writing. (2-4 credits)

**MGT 699 Directed Study**
(variable credits) Prerequisite: consent of the PhD program director

**MGT 700 Preparing the Dissertation Proposal: Elaborating the Seed Idea from Wholeness to Point Using Nature’s Sequential Steps of Progress**
Having gained doctoral candidacy by completing the comprehensive and qualifying examinations, students prepare a proposal for a doctoral dissertation that is acceptable to their major professor and dissertation committee. (8 credits per semester — may be
repeated for credit) Prerequisites: PhD candidate status and consent of the dissertation advisor

MGT 701 Dissertation Research: Research into the Transcendental Field of Consciousness as the Basis of Personal, Business, and Academic Success
Students conduct original research and prepare their dissertations. (8 credits per semester— may be repeated for credit) Prerequisites: approved dissertation proposal and permission of the dissertation committee

Government Courses

GOV 201 U.S. Government and Politics: The Natural Law Theory of the Founding Fathers and Its Application in Modern Times
This course studies the nature and functioning of U.S. governmental institutions and the American political process. Topics include: the Constitution; the Presidency, Congress, Supreme Court and Judicial Branch; administrative and regulatory agencies; political parties and elections; the process of policy formulation and implementation; special interest groups; the role of public opinion and the media; and the relationship between government and national consciousness. (4 credits)

GOV 280 International Relations and Peace: Applying Principles of Cultural Integrity, Invincibility, and World Harmony to International Relations
This course examines contemporary international relations with an emphasis on the search for effective means to reduce and prevent armed conflict, enhance international cooperation, and promote world peace. Students will analyze in-depth case studies and write policy papers on key issues in international relations. (4 credits)

GOV 290 Government and Collective Consciousness: Understanding and Utilizing the Group Dynamics of Consciousness to Create Permanent World Peace
From the perspective of the Science of Creative Intelligence and Maharishi Vedic Science, students explore the principles and dynamics of collective consciousness and their relationship to governmental functioning, societal trends, and the quality of life in society. Students examine published evidence verifying the beneficial changes in society produced by the group practice of the Transcendental Meditation and TM-Sidhi programs, with particular reference to the implications of these technologies of consciousness for enhancing governmental achievements and promoting world peace. (Offered jointly with the Department of Maharishi Vedic Science) (4 credits)
GOV 400 Special Topics in Government: Exploring the Field of All Possibilities in Government
Possible topics include international trade and competitiveness, health economics and health policy, public sector management, comparative government, and international organizations and regimes. (4 credits — may be repeated for credit) Prerequisite: consent of the Department faculty

GOV 402 Making Peace with the Earth: Global Environmental and Food Law and Policy for a Small Planet
This course will identify some of the key global environmental and food challenges facing the planet, the international treaties that are currently in place to address them, and what new paradigms, policies and laws we will need to create in this century to make lasting peace with our planet and ourselves. (4 credits).

GOV 420 Economic Analysis of Environmental Policy: Allocating Global Resources Effectively
This course applies key principles of environmental economics to the analysis of issues of environmental policy and environmental management. Lessons for environmental policy are derived by studying the effectiveness and limitations of current environmental and resource policies with respect to several key contemporary challenges to the national and international environment. No previous study of economics is required. (Offered jointly with the Department of Sustainable Living) (4 credits)

GOV 445 Environmental Law: Connecting National Law with Natural Law to Protect the Environment from Global Warming, Pollution, and Resource Depletion while Creating Abundance for All Nations
From local regulations about water quality to global initiatives like the Kyoto Accord, the law is an important tool for regulating our use of the environment. During this course, students will become familiar with international treaties and protocols on global warming, pollution, and endangered species. The class will also study the key features of American environmental law including the Clean Air and Water Act, the Environmental Protection Act, and other current policies and regulations. Perhaps most importantly, students will understand the lawmaking process as a way to use the legal system to bring about positive change and build sustainable communities. (2–4 credits)

GOV 484 Mediation and Negotiation: Utilizing the Deepest Principles of Human Nature to Create Win-Win Solutions
This course is a survey of negotiation, mediation, and arbitration methods of resolving disputes without litigation. Students gain practical negotiation skills through workshops and case studies. Topics include: strengthening communication skills, understanding other parties’ needs and goals, building a productive framework for negotiation, defining
objectives and strategy, framing proposals, and finding “win/win” solutions. (This course is the same as MGT 484.) (2–4 credits)

**GOV 498 Internship in Government: Developing Skill in Action**
This course gives students practical experience in a branch of national government or in state or local government. Students maintain journals that record their experiences during their internships. Students pay their own transportation costs, if travel is required. (4 credits — may be repeated for credit) *Prerequisites:* consent of the School and the Academic Standards Committee

**GOV 499 Directed Study**
(variable credits) *Prerequisite:* consent of the Department Chair and Academic Standards Committee
FACULTY

• Greg Guthrie, PhD, Dean of Academic and Educational Technology, Professor of Computer Science
• Keith Levi, PhD, Chair and Dean of College of Computer Science, Professor of Computer Science
• Steve Nolle, MS, Associate Chair, Associate Professor of Computer Science
• Michael Zijlstra, MS, Director of the Undergraduate Computer Science Program, Assistant Professor of Computer Science
• Paul Corazza, PhD, Professor of Computer Science and Mathematics
• Bruce Lester, PhD, Professor of Computer Science
• Premchand Nair, PhD, Professor of Computer Science and Mathematics
• Joseph Bruen, MS, Associate Professor of Computer Science
• Emdad Khan, PhD, Associate Professor of Computer Science
• Anil K. Maheshwari, PhD, Associate Professor of Management Information Systems and Computer Science
  * Orlando Arrocha, MS, Assistant Professor of Computer Science
• Promila Bahadur, PhD, Assistant Professor of Computer Science
• Hanhong Lu, MS, Assistant Professor of Computer Science
• Mrudula Mukadam, MS, Assistant Professor of Computer Science
• Renuka Mohanraj, PhD, Assistant Professor of Computer Science
• Somesh Pullapantula, MS, Assistant Professor of Computer Science
• Clyde Ruby, PhD, Assistant Professor of Computer Science
• Shafqat Ali Shad, PhD, Assistant Professor of Computer Science
• Asaad Saad, MS, Assistant Professor of Computer Science
• Payman Salek, MS, Assistant Professor of Computer Science
• Joseph Lerman, MS, Instructor of Computer Science
• Mei Li, MS, Instructor of Computer Science
• Rakesh Shreshta, MS, Instructor of Computer Science
• Rujuan Xing, MS, Instructor of Computer Science
• Eduard Babulak, DSc, PhD, Adjunct Professor of Computer Science
INTRODUCTION

With the rapid advances in science and technology during the last few decades, computing systems have risen to become the key technology that supports and expands almost every area of life, from education and research to commerce and entertainment. With the recent growth of networking systems and the global Internet system connecting millions of people and almost every educational, research, and business institution in the world, computing has become the most powerful and pervasive aspect of modern technology and a vital element of success in almost every area of life.

Today we live in an information-based society. Fundamental knowledge of how computers and computing systems work is a vital part of modern life. The universal role of computing and the great power that it brings to all areas of life is based on the ability of computing systems to represent and reason about the knowledge that is at the basis of any area of application.

Computer science is the study of these structures and dynamics of information, and their expression into progress and machines. It creates a new and exciting area that merges aspects of mathematics and electronics to form a new discipline of software and computing systems. This allows one to describe abstract concepts or knowledge from any area of interest, and then create powerful systems that produce concrete results — the flight of a satellite, a computer graphics system for movies, scientific computation, management information systems, or desktop word processing.

With such broad areas of application, a computer scientist must have a strong background in both the foundations of knowledge on which these systems are organized, and the principles which are used to create and apply computing to all of these diverse areas of life. Clearly, a computing professional enjoys the ability to work in one of the most exciting and leading areas of technology today and one of the most important areas for the future.

Our computer science programs prepare graduates for success in this field by providing comprehensive knowledge of the discipline and the ability to think clearly and precisely.
Programs Offered
• BS in Computer Science
• Minor in Computer Science
• MS in Computer Science offered in two formats:
  1) a one-year program full time on campus for students with a bachelor’s degree in computer science.
  2) a two-year cooperative program for students with a bachelor’s degree in computer science and at least two years of relevant work experience. Students in this program take one year of full-time course work at the University (or through Distance Education) and one year of directed study through a cooperative job placement. (Note: Most costs for this program are covered through practicums in American information technology companies.)

DEPARTMENTAL REQUIREMENTS

Entrance Requirements for the Computer Science Major or Minor

Before entering the Computer Science Major or Minor, students must successfully complete the Science and Technology of Consciousness course (STC 108) and Functions and Graphs 2 (MATH 162). It is also highly recommended that students complete WTG 192 College Composition 2 beforehand. Students are advised (but not required) to take CS 105 Problem Solving to satisfy MUM’s CCTS requirement (preferably before CS 201).

Graduation Requirements for the Bachelor of Science Degree in Computer Science

To graduate with a BS in Computer Science, students must successfully complete all requirements for the bachelor’s degree. (Please refer to “Degree Requirements” in “Academic Policies.”) As part of these requirements, students must complete 68 credits of course work as listed below. In addition, students must maintain a minimum 2.5 cumulative grade point average in all computer science courses.

40 credits of required courses
• CS 201 Procedural Programming
• CS 203 Object Oriented Programming
• CS 221 Data Structures
• MATH 272 Discrete Mathematics
• MATH 281 Calculus 1
• MATH 282 Calculus 2
• MATH 286 Linear Algebra 1
• CS 401 Modern Programming Practices
• CS 425 Software Engineering or CS 495 Software Development
• CS 496 Software Development Senior Project

plus
24 additional credits of computer science courses at the 300 or 400 level
(Typically these courses include Web Application Programming, Database Systems, Algorithms, Big Data Analytics, and Parallel Programming.)

plus
4 credits of course work in business management (courses with prefix MGT)

Note: CS 390 Fundamental Programming Practices, overlaps with CS203 and CS221, and cannot be taken for credit if either CS203 or CS221 have been taken for credit.

Graduation Requirements for the Minor in Computer Science

To graduate with a minor in computer science, students must complete a total of 20 credits of course work, as follows:
16 credits of required courses
• CS 201 Procedural Programming
• CS 203 Object Oriented Programming
• CS 221 Data Structures
• MATH 272 Discrete Mathematics

plus
one 4-credit elective course in computer science at the level of 300 or above.

Entrance Requirements for the Master of Science Degree in Computer Science

To be admitted to the MS in Computer Science program, students must hold a bachelor’s degree with an undergraduate grade point average of at least 3.0 (“B”) and submit scores from the Graduate Record Examination (GRE). In addition, students must have a background in computer science corresponding to the following courses:

• CS 201 Procedural Programming
• CS 203 Object Oriented Programming
• CS 221 Data Structures
• CS 321 Introduction to Algorithms
• CS 363 Computer Organization and Architecture
• CS 310 Systems Programming
• CS 350 Programming Languages
• MATH 272 Discrete Mathematics
Students without this background can take the needed course work at the beginning of the program, thus increasing the length of the program up to one year. Undergraduate prerequisite course work grades will not be included in the GPA for the Master of Science program.

Four additional mathematics courses are also required for admission to the MS in Computer Science program:

- Calculus 1 (MATH 281)
- Calculus 2 (MATH 282)
- Linear Algebra I (MATH 286)
- Probability (MATH 351)

Students lacking one of these mathematics courses may be accepted with the understanding that this deficiency will be made up in addition to their regular program of study. This required background in mathematics and computer science could be acquired through course work at the University or elsewhere, or through equivalent professional work experience.

Transfer credit for graduate courses completed at other qualified universities are limited to a maximum of two courses (8 credits). Additional graduate study can be applied to waive specific course requirements, but not to reduce the number of credits required to graduate.

**Graduation Requirements for the Master of Science Degree in Computer Science**

To graduate with an MS in Computer Science, students must successfully complete all requirements for the master’s degree. (Please refer to “Degree Requirements” in “Academic Policies.”) Program requirements are:

1) 40 credits of computer science courses at the 400 level or above (includes 4 credits of CS 401 MPP)

2) At least 50% of the credits applied to the MS degree must be at the 500-level (five 500-level courses).

3) At least one of the following must be completed with a grade of “B” or better:
   - CS 435 Algorithms
   - CS 505 Advanced Programming Languages.

4) Must complete at one systems or analysis courses (DBMS, Security, Computer Networks, Operating Systems, Parallel Programming, Compilers, Software Testing, Big Data Analytics, Systems Analysis, Project Management)

5) No more than one course can have a grade of C or C-.
6) The cumulative grade point average for Computer Science courses must be at least “B” (GPA of 3.0) or higher.

7) If the master’s thesis option is selected by the student and approved by the faculty, then Master’s Thesis Research (CS 588) with an oral defense may be used to satisfy up to 8 credits.

8) If, upon admission to the program, the student lacks one of the required mathematics courses, it can be taken to satisfy 4 of the 12 credits of additional computer science course work — if approved by the Department.

NOTE: The Forest Academy requirement for this program is either FOR 500 or FOR 501 in the first semester plus one two-week Forest Academy course for each semester enrolled on campus.

Entrance Requirements for the Master of Science Degree in Computer Science, Cooperative Program

Entrance requirements for this program are the same as for the MS in Computer Science program listed above.

Graduation Requirements for the Master of Science Degree in Computer Science, Cooperative Program

To graduate with an MS in Computer Science, Cooperative Program, students must successfully complete all requirements for the master’s degree. (Please refer to “Degree Requirements” in “Academic Policies.”) Program requirements are the same as for the MS in Computer Science program listed above with the following modifications: 44 credits of instruction are required, including,

• 36 credits of course work corresponding to the MS CS program listed above (includes 4 credits of CS 401 MPP)
• 8 credits of Practicum (CS 575–CS 579)

NOTE: The Forest Academy requirement for this program is either FOR 500 or FOR 501 in the first semester plus one two-week Forest Academy course (FOR 411–499) for each semester enrolled on campus.
COURSES

Undergraduate Courses

CS 105 CCTS: Problem Solving with Computational Thinking: Using the Field of all Possibilities as the Source for All Solutions
This course focuses on teaching students the higher order (critical) thinking skills needed in computer science (analysis, evaluation, logic and reasoning). The course starts by explaining how computers work, and then focuses on having students read and write pseudo code as an easy way to introduce programming concepts such as variable, selection, repetition, and arrays without having to worry too much about syntax. During the course we will also read and discuss articles on current issues in the study of computer science. We will finish with a programming project in a simple programming language. (4 credits) Prerequisite: STC 108, taken during students’ first semester, or consent of the department faculty

CS 201 Procedural Programming: The Language of Computing — Expressing the Intelligence that Guides Computation
This course introduces the fundamental concepts related to computer programming, preparing students with the skills to write basic computer programs, and the knowledge to understand basic programs written by others. Topics include: built-in data types, flow control using conditionals and loops, arrays, console I/O, recursion, using libraries, and using classes to create their own data types. (4 credits) Prerequisite: MATH 162

CS 203 Object Oriented Programming: Greater Knowledge and Expression in Programming Languages
This course covers programming in Java, specifically focusing on object-oriented concepts and creating GUI applications. Topics include: classes and objects, primitives and references, inheritance and polymorphism, interfaces and abstract classes, exception handling, GUI programming in Swing, and serialization and file I/O. (4 credits) Prerequisite: CS 201

CS 221 Data Structures: Fundamental Structures of Information at the Basis of All Computation
Students use computer programming laboratory problems to apply the principles of data structure organization in a practical environment and develop advanced programming skills. The organizing power of knowledge is found to be the source of order in computer data structures. Topics include: abstract data types, internal representation of data, stacks, queues, linked lists, hash maps, binary trees, heaps, red-black trees, 3-4 trees and B trees. (4 credits) Prerequisites: MATH 162 and CS 203
CS 272 Discrete Structures: Models and Mathematics of the Structures of Natural Law at the Basis of Computation
Discrete mathematics is becoming increasingly important because of its wide applicability in computer science, as well as in management and the other sciences. Two key processes in discrete mathematics studied in this course are algorithmic problem solving and recursion. Topics include: logic and sets, graph theory, and difference equations. (Same as MATH 272) (4 credits) Prerequisite: MATH 162

CS 310 Systems Programming: Connecting Hardware and Software — The Most Fundamental Level of Software in the Operating System
Students learn the systems programs that link the outer activity of high-level programming languages with the internal activity of the computer hardware. Knowledge of this deeper level of systems programs gives a greater range of possibilities to the programmer. Students learn system software such as compilers, linkers, loaders, and debuggers, and the structure and functions of an operating system including device management, process management, system calls, and memory management. (4 credits) Prerequisites: CS 221 and CS 272 / MATH 272

CS 321 Introduction to Algorithms: Focusing on Cause and Effect
Students are introduced to the study algorithms. Topics include: searching and sorting algorithms, computing time of programs and representations and algorithms for graphs. This course also includes a significant research paper around the efficiencies and running times of different algorithms (4 credits) Prerequisite: CS 221 and WTG 192

CS 350 Programming Languages: The Abstractions at the Basis of Programming Languages — Gaining Mastery Over All Programming Languages
This course involves substantial programming exercises that give students practical experience with several different programming language paradigms. Topics include: syntax and semantics of programming languages; data types and structures; control flow including blocks, subroutines, and recursion; implementation methods for semantic features; and comparison of several programming languages. (4 credits) Prerequisite: CS 221

CS 363 Computer Organization and Architecture: The Physiology at the Basis of All Computers — The Logical and Physical Structures of Digital Computation
This course presents the internal structure of a computer, an introduction to assembly language, and the design of digital logic circuits and their use in structuring the various functional components of a computer, such as the memory and central processing unit. Topics include: machine organization, logic gates, circuits, machine language, assembly
language, memory, I/O systems, and how these all combine to create typical and atypical architectures. (4 credits) *Prerequisites:* CS 201 and CS 272 / MATH 272

**CS 390 Fundamental Programming Practices: Modern Programming Methods and Systems — Capture the Fundamental Principles of Knowledge for Greater Success in All Areas**

This course provides a focused program for enhancing programming and analytical skills in five areas: problem solving, data structures, object-oriented programming, the Java programming language, and the use of recursion in Java programs. These topics are of particular importance as a prerequisite for the courses in the graduate program in Computer Science. *Topics include:* elements of Java programming, object-oriented design and implementation, data structures (including lists, stacks, queues, binary search trees, hash tables, and sets), the exception hierarchy, file i/o and streams, and JDBC. (4 credits) *Prerequisite:* CS 220

**CS 398 Computer Programming Internship: Knowledge and Experience for Maximum Growth**

This course offers practical, professional experience in computer programming. Students apply classroom knowledge to an industrial or University project. During the internship, students submit detailed reports of their computer programming activities. (2 credits) *Prerequisites:* consent of the Department faculty and the Academic Standards Committee

**Dual Graduate/Undergraduate Courses**


This course presents the fundamental principles of object-oriented programming. Students will learn how to write reusable and better-maintained software, and integrate this knowledge with laboratory assignments and projects. *Topics include:* fundamental principles and models of object-oriented programming, UML class diagrams and design principles that promote reusability and maintainability of software. (4 credits) *Prerequisite:* CS 221 or equivalent

**CS 422 Database Systems: Capturing the Organizing Power of Information**

Database systems organize and retrieve information, allowing the user to access the desired information easily and efficiently. *Topics include:* relational data model; SQL; ER modeling; relational algebra; data normalization; transactions; objects in the database; data security and integrity; data warehousing, OLAP, and data mining; distributed databases; and study of a specific commercial database system. (4 credits) *Prerequisite:* CS 401 or consent of the Department faculty
CS 423 Systems Analysis and Design
One can think of the systems approach as an organized way of dealing with a problem. The software systems development life cycle (SDLC) has three major phases. It begins with preliminary and feasibility studies to make the decision to develop a system to solve a particular problem in a cost-effective and timely way. This is followed by a detailed system study, in which every aspect of the current system is analyzed and a new system is designed to meet the needs of the organization. Finally, the system design is brought to life through software engineering techniques including coding, testing, implementation and maintenance of the system. This focuses on the middle phase. A system will be studied in detail to gather requirements and its process elements analyzed for suitability and relevance to meet the needs of the system’s users. This is followed by an iterative and creative design process, using tools such as flowcharts, data flow diagrams (DFD), data dictionary, decision tables and decision trees, to provide an effective and detailed design of the system. (2–4 credits) Prerequisite: CS 401

CS 425 Software Engineering: Knowledge Is the Basis of Action — Principles and Processes for Developing Large-Scale Software Systems
This course introduces the student to best practices in software development through a software development methodology. Students will learn how to bring together their skills in object-oriented analysis and design, in the use of UML diagrams for modeling software solutions, to produce robust, easily maintainable software. A software development methodology describes when and how object-oriented concepts and UML diagrams should be used to accomplish the aim of building quality software. The course centers on a small project in which the principles discussed in the lecture format can be illustrated and applied. By the end of the course, the student will have a running application, built in accord with the high standards of a contemporary development methodology. (4 credits) Prerequisite: CS 401 or consent of the Department faculty

CS 435 Algorithms: Discovering the Hidden Dynamics of Natural Law
This course presents methods for analyzing the efficiency of algorithms (including worst-case and average-case analysis) and introduces a variety of known, highly efficient algorithms. Analysis, design, and implementation of algorithms are given equal emphasis. Topics include: searching and sorting, efficiency of operations on data structures (including lists, hash tables, balanced binary search trees, priority queues), graph algorithms, combinatorial algorithms, recurrence relations, NP-complete problems, and special topics as time allows. (In the past, special topics have included computational geometry, algorithms for cryptosystems, and approximation algorithms). (4 credits) Prerequisites: CS 401 and MATH 272, or consent of the Department faculty
CS 440 Compiler Construction: Connecting Name and Form — The Source of All Programming Languages in Grammar and Semantics
Students learn the successive stages and detailed mechanics by which high-level programming languages are translated into machine language by a compiler. Topics include: language and grammar specification, compiler structure, compiler generation tools, lexical analysis, parsing, syntax analysis, semantic analysis, intermediate language, code generation and optimization, storage management and linkages, user interface, and a large programming project implementing part of a compiler. (4 credits) Prerequisite: CS 401 or consent of the Department faculty

CS 450 Computer Networks: Connecting the Parts and Whole — Frictionless Flow of Information
The goal of this course is to learn the concepts, architecture principles, and terminology of computer networks by exploring how networks work and developing network applications. This course follows the top-down approach to understanding networks by using the Internet’s architecture and protocols as the primary example of an implementation of network principles. We start at the application layer and continue through the transport layer, network layer, link layer, and the physical layer of computer networks. Students develop several network applications and complete several labs designed to trace and understand the predominant network protocols in use in the Internet. (4 credits) Prerequisite: CS 401 or consent of the Department faculty

CS 456 Software Testing
Software testing is the process of analyzing software for problems and evaluating the features. In this seminar students will learn the art and science of software testing. The seminar will focus on Functional Testing, Structural Testing, Unit Testing, Integration Testing, System Testing, and GUI Testing. Students will do tools and frameworks evaluation and a literature survey of the state of the art in software testing. (2–4 credits)

CS 465 Operating Systems: The Most Fundamental Level of Software — Organizing Hardware Resources into Coherent Virtual Systems
An operating system controls the central resources of the computer system and allocates them to individual users. Topics include: sequential and concurrent processes, mutual exclusion, resource sharing, process cooperation, deadlock, resource allocation, processor scheduling, memory management, segmentation and paging algorithms, timesharing systems, scheduling algorithms, and resource protection. (4 credits) Prerequisite: CS 401 or consent of the Department faculty

CS 466 Computer Security
This course goes deeply into the three aspects of computer security: confidentiality, integrity, and availability. Several models for confidential and integrity security policies
are studied. The role of cryptography in assuring confidentiality and integrity is examined. Other topics include authentication, auditing, penetration testing, common vulnerabilities and intrusion detection. The course concludes with the case study of a realistic secure system. Students will be asked to read papers from the security literature and apply them to material given in the lectures. (4 credits) Prerequisite: CS 401 or consent of the Department faculty

**CS 471 Parallel Programming**
The standard processor for all new computers is now a multi-core processor, which has the potential to execute programs much more quickly. However, to utilize this potential, a programmer must have some knowledge of parallel programming techniques. During this course, students will spend most of their time writing and debugging parallel programs. The expected outcome will be to develop a new level of practical programming skill. This skill will not only be useful for programming of multi-core processors, but also operating systems programming and distributed database programming. The software tools used during this course include Microsoft Visual C/C++, the OpenMP threading standard, and the Message-Passing Interface (MPI) standard. In addition to multi-core processors, this course also covers techniques for programming a computer cluster (many individual workstations networked together and working collectively on a single computation) (4 credits) Prerequisite: CS 401 or consent of the Department faculty

**CS 472 Web Application Programming**
This course covers languages, tools, and technologies for developing interactive and dynamic web sites. Topics and technologies include HTTP, HTML, CSS, client and server-side programming, database interactions, web security, and Ajax technologies. (4 credits) Prerequisites: CS 401 or consent of the Department faculty

**CS 475 Computer Graphics: How to Represent and Graphically Express the Dynamic Intelligence Captured in Software Systems**
One of the fastest growing areas of computer technology, computer graphics is used extensively to present the vast amount of information resulting from a computing process. This course studies data representation, display devices and graphics hardware, display lists, device independence, two-dimensional and three-dimensional graphics, display of curves and surfaces, hidden line and hidden surface removal, shading and rotation techniques, graphics languages, and introduction to image processing. (2–4 credits) Prerequisite: CS 401 or consent of the Department faculty

**CS 482 Software Development with Fundamental Design Patterns**
This course is an introduction to 23 GoF (Gang of Four) design patterns. Design patterns are proven solutions to recurring problems in object-oriented software
design/development. Our course will cover the rationale and benefits of using them in real projects, with an emphasis on both the intellectual understanding and the ability to discover, apply, and implement them correctly (in Java) in any software project.

Textbook: Design Patterns: Elements of Reusable Object-Oriented Software (4 credits)
Prerequisite: CS 401 (Note: Students may not get credit for taking both CS 525 and CS 482)

CS 485 Theory of Computation: The Abstract Basis of All Possibilities in Computation

Formal abstract models of computation study the fundamental limitations and capabilities of computers. This course presents a hierarchy of increasingly sophisticated abstract machines in relation to their increasing ability to recognize more general classes of formal languages. Topics include: formal grammar, finite-state machines, equivalence of finite-state machines, right-linear and left-linear grammar, context-free languages, Turing machines, unsolvable problems, and recursive functions. (4 credits) Prerequisite: CS 401 or consent of the Department faculty

CS 488 Big Data Analytics

Data is the new natural resource: it is doubling every 12–18 months. Organizations have a choice on how to deal with the volume, variety, and velocity of data: to be buried under the avalanche, or to harness it for competitive advantage and grow. Big Data Analytics helps organizations gain relevant information and insights to support decision-making in real-time. Most organizations are still just scratching the surface of the opportunity. The Big Data Analytics course covers the fundamental concepts and tools for managing and mining large and diverse datasets to generate new insights. Topics include business intelligence, data preparation, data warehousing, data visualization, and data mining. The course covers statistical and Artificial Intelligence techniques for data mining, text mining, and web mining. Students will do analytics on multimillion record datasets, and also on streaming social media data. The R programming language, IBM SPSS Modeler, and other open source systems will be used to develop practical data analytics skills. Students will also do a group project to solve a real-life problem using data analytics. (2–4 credits)

CS 490 Topics in Computing

This course surveys and studies current technologies and application areas in computing. Typically it will include a substantial research and laboratory component to gain experience with advanced areas of computing and computer science. (2–4 credits)
Prerequisite: CS 401 or consent of the Department faculty
CS 495 Software Development: Applying Knowledge of Software Systems for Greater Skill in Action
In this course, students participate in a comprehensive system development project to apply and integrate the concepts of software design and implementation. Topics include: methods and tools for large system development including analysis, design, testing, and documentation. Students work in teams to develop a substantial analysis and design project. (4 credits) Prerequisites: CS 221 and at least one CS 400 level elective

CS 496 Software Development Senior Project: Practical Experience in Applying the Knowledge of Computer Science to Create Software Systems
In this course students create an original software project from the ground up from the initial analysis and design phases through implementation and testing. Students are expected to submit several project proposals before the start of the course, and submit a written project postmortem at the end of the course. With Faculty approval this course can be extended to two months to facilitate a larger project (4 or 8 credits) Prerequisite: CS 495 or CS 425

CS 499 Directed Study: Faculty Directed Study of Specialized Topics
(variable credits) Prerequisite: consent of the Department faculty and the Academic Standards Committee

Graduate-Only Courses

CS 505 Advanced Programming Languages: The Integrated Source of All Programming Languages as a Basis for Understanding and Applying Principles of Programming
This course considers topics in programming language design and definition with emphasis on formal methods and abstraction mechanisms. Topics include: the comparison of different programming paradigms, data and control abstraction, formal specification of syntax and semantics, advanced control structures, and study of specific languages including functional programming. (4 credits) Prerequisite: CS 401 or consent of the Department faculty

CS 522 Big Data: Finding Harmony within Great Diversity
Modern information processing is defined by vast repositories of data that cannot be handled by traditional database systems. This course covers latest technology developed and used by industry leaders to solve this problem in the most efficient way. Specific topics covered include mappers, reducers, partitioners, combiners, HDFS, Hadoop cluster architecture, in-mapper combining, pairs and stripes, computing relative frequencies, secondary sorting, web crawling, inverted indexes and index compression. (4 credits) Prerequisite: CS435 or consent of the Department faculty.
CS 525 Advanced Software Development: The Structures and Patterns of Natural Law in Software That Embody Knowledge of Good Design
This course considers the current methods and practices for good design of software systems. Topics include: software design patterns, frameworks, architectures, and designing systems to apply these multi-level abstractions. (2–4 credits) Prerequisite: CS 401 or consent of the Department faculty

CS 544 Enterprise Architecture: Actions in Accord with the Laws of Nature
This course focuses on teaching the principles and practices used when developing larger scale enterprise applications. We will examine the different architectural layers that are frequently used and different technologies associated with these layers. Topics include: Object Relational Mapping (ORM), Dependency Injection (DI), Aspect Oriented Programming (AOP), The EJB / Service layer, Transaction Management, Scheduled Tasks/Batch processing, and Service Oriented Architecture (SOA) for integration with other applications. (4 credits) Prerequisite: CS 422 or consent of the Department faculty

CS 545 Web Applications: Architecture and Frameworks: Integration of Parts and Wholeness in Large-Scale Distributed Software Systems
This course presents the issues, methods, and techniques for creating multi-computing distributed systems across networked or more tightly coupled interconnect systems. Topics include: communication, protocol, and synchronization; performance; and the architecture of server, client/server, multi-tier, and mobile agent distributed object systems. Software issues of portability, extendibility, and interoperability are also studied. (4 credits) Prerequisite: CS 401

CS 572 Modern Web Applications
In this course, students will study the current architectures of web design, including SPA, and other frameworks generally used in these designs, including NodeJS, AngularJS, and NoSQL databases (MongoDB). Along with all the necessary skills to build a full modern web application, we will cover: How the C++ V8 engine works; How to structure code for reuse and expand using modules and ExpressJS; How asynchronous code works in Node and the Node event loop; Building SPA Single Page Applications using AngularJS (backed by Google); Deep understanding to how AngularJS works, custom directives, dependency injection, two way data binding, the digest loop, watchers; and How NoSQL databases work, Mongo Shell, Aggregation framework, Mongoose. (4 credits)

CS 575 Practicum in Software Development
In this practicum course, students perform computer-related tasks in a technical professional position. The tasks performed may be in the design and development of new systems or the application of existing systems for specific purposes. Practicum job
descriptions are formulated prior to employment by the employer and the student, and course registration requires approval in advance by the Computer Science department. (variable credits — may be repeated for credit) **Prerequisite:** written authorization

**CS 580 Seminar in Current Research Topics**
Advanced knowledge and current research issues are presented in a specialized area of computer science. The course includes readings of current journal articles in the field and a substantial independent project by students. (4 credits — may be repeated for credit) **Prerequisite:** consent of instructor

**CS 582 Machine Learning**
Machine Learning, the field of study that gives computers the ability to learn from data, is at the heart of almost every scientific discipline, and the study of generalization (that is, prediction) from data is the central topic of machine learning. This course gives a graduate-level introduction to machine learning and in-depth coverage of new and advanced methods in machine learning, as well as their underlying theory. It emphasizes approaches with practical relevance and discusses a number of recent applications of machine learning, such as Data Mining (in Big Data / Data Science, Data Analytics), Natural Language Processing, Computer Vision, Robotics, Bioinformatics, and Text and Web data processing. Topics include: supervised learning (generative/discriminative learning, parametric/non-parametric learning, neural networks, support vector machines, decision tree, Bayesian learning & optimization); unsupervised learning (clustering, dimensionality reduction, kernel methods); learning theory (bias/variance tradeoffs; VC theory; large margins); reinforcement learning and adaptive control. (4 units) **Prerequisite:** CS 435

**CS 598 Computer Science Internship**
This course offers practical, professional experience in computer programming. Students apply classroom knowledge to an industrial or University project. During the internship, students submit detailed reports on their computer programming activities. (2 credits) **Prerequisites:** consent of the Department and the Academic Standards Committee, and written authorization of the faculty member who will be overseeing the internship.

**CS 599 Directed Study**
(4 credits) **Prerequisite:** consent of the Department faculty and Academic Standards Committee
FACULTY

• Paula Armstrong, MA, Chair, Director of Teacher Education, Assistant Professor of Education
• Christopher Jones, EdD, Professor of Education, Dean of Academic Programs
• Gabriel Akura, EdD, Assistant Professor of Education
• Fred Travis, PhD, Professor of Maharishi Vedic Science, Dean of the Graduate School
• Ken Daley, MEd, Professor of Education, and Exercise and Sport Science
• Susan Dillbeck, PhD, International Professor of Education
• Sanford Nidich, EdD, Professor of Physiology and Health, and Education

INTRODUCTION

The Department of Education provides students with the knowledge and skills they need to become leaders in education, business, public, private, non-profit or for-profit institutions and organizations. Students design programs and curricula, learn effective instructional strategies, and create feedback loops appropriate to their stakeholders. Most important of all, students in the program grow in the qualities of educators and leaders — creativity, intelligence, resourcefulness, vitality, efficiency and confidence — as they pursue their degree. Only in this program can one become an expert in Consciousness-Based education, an approach to teaching and learning that awakens students’ total brain potential. Educators in training learn to cultivate this precious human resource, and they also begin to see how, through the cultivation of this resource, a better world can be created.

Our Educational Foundations program is designed for students who may not be interested in becoming a classroom teacher but want to develop skills in planning, instruction and assessment that can be applied in corporate or non-profit fields. Our teacher education program is designed for students who want to teach in middle or high schools, and is approved by the Iowa Department of Education. Graduates of this program may be recommended for initial licensure in public or private schools in Iowa and through this license gain access to teaching careers in any of the 50 states.

PROGRAMS OFFERED

• **Minor in Educational Foundations** (18 credits of coursework). A minor in Educational Foundations allows students with an interest in education to develop an
understanding of current educational initiatives as well as child development, curriculum design, and assessment.

- **BA in Education: Educational Foundations** (two semesters of full-time study). A major in education with an emphasis in educational foundations develops an understanding of the fundamentals of education, with a focus on innovative curriculum, instruction and assessment. The Educational Foundations major is particularly valuable for students who would like to work in education, community or business environments but do not intend to be a classroom teacher. This major can be combined with any other undergraduate major for a double major, and is the first year of study for the BA in education with a concentration in secondary education.

- **BA in Education: Secondary Education** (three semesters of full-time study). This program prepares students for careers as teachers of single subjects in the secondary school. Students who wish to teach at the secondary level complete coursework in the subject they wish to teach, followed by a major in secondary education. Teaching tracks are available within the art, English, mathematics, physiology and health, and sustainable living majors. We offer initial licensure in art, English, mathematics, biology, chemistry, and physics.

- **BA in Education: Consciousness-based Educator** (three semesters of full-time study). This program prepares students for careers as teachers of the Transcendental Meditation program in innovative schools, and includes Transcendental Meditation Teacher Training. The first two semesters parallel the major in Educational Foundations, and the third semester is the Transcendental Meditation Training course. The program can be combined with the secondary education licensure program to lead to both a teaching license and authorization to teach Transcendental Meditation. The TM Teacher Training course is offered by a separate affiliate of the University and has its own costs and admissions process.

**SPECIAL FEATURES**

- **New knowledge:** Through our Consciousness-Based approach, students gain a holistic understanding of human potential and learn how to inspire their own students to higher levels of achievement and personal growth. In addition, in each class students learn how the main concepts of their discipline are connected to the discipline as a whole and how the whole of the discipline is connected to the deepest levels of the student. Students are prepared in an approach to teaching which combines a Consciousness-Based approach with the best evidence-based practice from contemporary teaching and curriculum development, and become familiar with the full range of innovations in today’s schools.
• **Stimulating and supportive classroom environment**: Classes in the Education Department are taught in an active, seminar-style format that promotes full intellectual engagement. Students receive individualized attention from faculty who spend on average 30% more time with students than at other institutions. In accord with the University’s emphasis on holistic development, classes are also structured to be friendly and supportive, so that students grow continuously in health, happiness, creativity, and self-confidence.

• **Substantial field experience**: Secondary education students have at least 80 hours of classroom experience prior to student teaching. Experience is gained both in the area’s excellent public schools and in the University’s K–12 laboratory school. This highly successful school serves as a model of Consciousness-Based education for other schools around the world. Student teachers have the option of a placement in a local secondary school, or a school out of state.

• **Personal growth**: Teaching is a giving profession, and one can only give what one has. Ralph Waldo Emerson once said of teaching that it “involves at once, immense claims on the time, the thought, on the life of the teacher . . . and only to think of it implies character and profoundness.” Our program develops students as whole human beings so that every day they have more to give to their students. Using a Consciousness-Based approach as well as best practices in contemporary education, students develop their own potential as teachers while awakening their students’ creativity and intelligence.

**DEPARTMENTAL REQUIREMENTS**

**Entrance Requirements for Secondary Teacher Education**

The University’s secondary education program prepares students for initial licensure in art, biology, chemistry, physics, English, and mathematics. We also offer additional endorsements to licensed teachers in all of the above subjects.

• Students who wish to teach at the secondary level must complete 24 credits of coursework or a major in the subject they would like to teach as well as the major in secondary education. Specific information regarding the requirements for a teaching major may be obtained from the Education Department office.

• Candidates for the secondary licensure track must have a grade point average of 2.5 or better to be admitted to the program. They are expected to have a 3.0 average or better in their subject field.
• Candidates for secondary licensure must obtain a passing score on the PRAXIS Core test of basic skills, administered by the Educational Testing Service, before they take a secondary methods course. A minimum total score of 448 or higher is required. The minimum acceptable score for the reading subtest is 138; the minimum score for the writing subtest is 142; the minimum acceptable score for the mathematics subtest is 115.

• Candidates for secondary licensure must obtain a passing score on a PRAXIS II test of pedagogy and another PRAXIS II test of the content of their discipline. Passing scores are set by the Iowa Department of Education.

• A written or phone recommendation from a University faculty member who knows the student well is required for admission to the secondary licensure program. In addition, applicants submit a brief statement of purpose. A personal interview with a member of the faculty of the Department of Education may be requested.

• Candidates for secondary licensure must complete a minimum of 10 hours of field experience before formal admission to the teacher education program. Field experience is included in coursework prior to secondary methods.

• Licensure candidates may take up to 18 credits of coursework (the minor requirement) in education before being formally admitted to the teacher education program, though it is recommended that they go through the admissions process as soon as possible.

• International applicants to the secondary licensure program are required to have the equivalent of a TOEFL score of 600 on a standardized test of the English language

The Department may choose to admit provisionally a candidate who shows particular promise as a teacher, yet who does not meet all of the above criteria. In this case, a plan will be developed with the student by which the deficiency can be monitored and remedied. Students who do not maintain a “B” average may still complete a major or minor in Educational Foundations.

**Graduation Requirements for the BA in Education: Educational Foundations**

To graduate with a BA in Education with an emphasis in Educational Foundations students must complete the general requirements for the Bachelor’s degree (please refer to “Bachelor’s Degree Requirements” in “Academic Policies”) and 38 credits of coursework, to include:
• FOR 466 Introduction to Consciousness-Based Education (2 credits)
• ED 115 CCTS Contemporary Issues in American Education (4 credits)
• ED 321 Neurophysiology of Learning and Development (4 credits)
• ED 360 Designing Educational Programs (4 credits)
• ED 435 Educational Assessment and Evaluation (4 credits)
• ED 496 Senior Project in Educational Foundations (8 credits)
• A choice of electives from the following (12 credits)
  o Any education course
  o SL—P404 How to Create Social Change (4 credits)
  o MGT 200 Growing a Business (4 credits)
  o MGT 335 Forming and Funding a Non-Profit Organization (4 credits)
  o MGT 336 Social Entrepreneurship (4 credits)
  o PH 380 Research Methods (4 credits)
  o MVS 304 Applications of Maharishi Vedic Science (4 credits)

Graduation Requirements for the BA in Education: Secondary Education

To graduate with a BA degree in Education with an emphasis in secondary education, students must complete the general requirements for a bachelor’s degree (please refer to “Degree Requirements” in “Academic Policies”), have a minimum of 24 credits of coursework in their licensure area, and 48 credits of coursework in education as follows:

Courses in Educational Foundations (18 credits):
• FOR 466 Introduction to Consciousness-Based Education (2 credits)
• ED 115 CCTS Contemporary Issues in American Education (4 credits)
• ED 321 Neurophysiology of Learning and Development (4 credits)
• ED 360 Designing Educational Programs (4 credits)
• ED 435 Educational Assessment and Evaluation (4 credits)

Courses in Secondary Education (30 credits):
• FOR 422 Human Relations in a Diverse Society (2 credits)
• ED 349 Mastering Classroom Management (2 credits)
• ED 308 Technology in the Service of Learning (2 credits)
• One course in Methods of Teaching at the Secondary level:
  o ED 456 Methods of Teaching Secondary School Art (4 credits)
  o ED 457 Methods of Teaching Secondary School English (4 credits)
  o ED 458 Methods of Teaching Secondary School Mathematics (4 credits)
  o ED 459 Methods of Teaching Secondary School Science (4 credits)
• ED 426 Teaching with Learner Differences in Mind (2-4 credits)
• ED 490 Student Teaching in Secondary School (14 credits)*
• ED 497 The Teacher Work Sample (2 credits)
*Some students may be required to complete an additional 10 credits.

Graduation Requirements for the BA in Education: Consciousness-Based Education
To graduate with a BA in Education with an emphasis in Consciousness-Based Education, students must complete the general requirements for the Bachelor’s degree. (Please refer to “Bachelor’s Degree Requirements” in “Academic Policies”) and the major in Educational Foundations (38 credits) plus the Transcendental Meditation Teacher Training course.

• FOR 466 Introduction to Consciousness-Based Education (2 credits)
• ED 115 CCTS Contemporary Issues in American Education (4 credits)
• ED 321 Neurophysiology of Learning and Development (4 credits)
• ED 360 Designing Educational Programs (4 credits)
• ED 435 Educational Assessment and Evaluation (4 credits)
• ED 496 Senior Project in Educational Foundations (8 credits)
• Electives in Education, Management or Sustainable Living (12 credits)
  o Any education course
  o SL—P404 How to Create Social Change (4 credits)
  o MGT 200 Growing a Business (4 credits)
  o MGT 335 Forming and Funding a Non-Profit Organization (4 credits)
  o MGT 336 Social Entrepreneurship (4 credits)
  o PH 380 Research Methods (4 credits)
  o MVS 304 Applications of Maharishi Vedic Science

• MVS 490 Transcendental Meditation Teacher Training (12 credits)

Graduation Requirements for the Minor in Educational Foundations
To graduate with a minor in Educational Foundations, students must complete 18 credits of coursework specified in the options below:

Module Option 1: The Art and Science of Teaching (18 credits)

• ED 321 Neurophysiology of Learning and Development (4 credits)
• ED 332 The Art and Science of Teaching (4 credits)
• ED 360 Designing Educational Programs (4 credits)
• ED 398 Internship in Teaching (4 credits)
• FOR 422 Human Relations in a Diverse Society (2 credits)
or
• FOR 466 Introduction to Consciousness-based Education (2 credits)
Module Option 2: Education for Sustainability and Service Learning (18 credits)

- ED 308 Technology in Education (2 credits)
- ED 335 Education for Sustainability (4 credits)
- ED 336 Service Learning in Africa (4 credits)
- ED 349 Mastering Classroom Management (2 credits)
- SL-G101 Permaculture Design (4 credits)
- FOR 422 Human Relations in a Diverse Society (2 credits)
  or
- FOR 466 Introduction to Consciousness-based Education (2 credits)

Option 3: 18 Credits in Educational Foundations

- ED 115 CCTS Contemporary Issues in American Education (4 credits)
- ED 321 Neurophysiology of Learning and Development (4 credits)
- ED 360 Designing Educational Programs (4 credits)
- ED 435 Educational Assessment and Evaluation (4 credits)
- FOR 422 Human Relations in a Diverse Society (2 credits)
  or
- FOR 466 Introduction to Consciousness-based Education (2 credits)
COURSES

ED 101 The Transcendental Meditation Program, Part 1: Developing the Total Potential of the Human Brain
This course introduces students to the theory and practice of the Transcendental Meditation technique. The course includes seven steps of instruction, one advanced lecture, and two personal checkings. Students keep a log of their meditations and a reflective journal of their experience, summarized in a paper at the end. (1 credit)

ED 102 The Transcendental Meditation Program, Part 2: Developing the Total Potential of the Human Brain
This course begins where ED 101 leaves off with regard to understanding correct practice of the Transcendental Meditation technique and gaining a vision of possibilities for self-development. Students view several lectures online that review correct practice of the technique and explore advanced levels of human development. These lectures combined with several readings provide a vision of possibilities available through regular practice. As with ED 101, students finish with a self-reflection and a paper focused on future personal development made possible through the practice. (1 credit) Prerequisite: ED 101 or equivalent

ED 110 CCTS: Learning Strategies for a Globalizing World: Harmonizing Diversity While Gaining Knowledge for Action, Achievement and Fulfillment
In this course students practice various learning skills, breaking each one down into parts to discover how the parts fit together and how different skills connect to one another. Students from other countries discuss learning strategies they have used in their home countries and how they relate to the new strategies they have been introduced to. U.S. students explore college level learning strategies. Topics include fundamentals of learning, active listening and note taking, efficient reading, goal setting and time management, preparing for and taking exams, getting the most out of Maharishi Vedic Science points, preparing and giving group and individual presentations, internet research, and writing a research paper. (4 credits) Prerequisites: STC 108; taken during students' first semester

ED 115 CCTS: Contemporary Issues in Education: Consciousness as the Basis of Action, Achievement and Fulfillment
This course explores the social and historical foundations of the American system of education, with particular emphasis on school reform in the 21st century. Students will visit area schools and meet with school leaders to develop their understanding of current innovations in education and complex issues that affect teachers, students and families.
Students will articulate their own philosophies of education, and have the opportunity to investigate in greater depth an area in their field of interest. (4 credits)

**ED 308 Technology in Education: Doing Less and Accomplishing More with Technology**
This course introduces students to the range of educational technologies being used in schools today and a number of technologies that have not yet made their way into common use. Technologies studied include the interactive whiteboard, video capture of lecture or student presentation, podcasting, social media, and various Web 2.0 resources. Students begin an electronic portfolio and learn to evaluate the appropriateness of technologies for educational goals. (2-4 credits)

**ED 321 Neurophysiology of Learning and Development in Children: How Pure Intelligence Comes to Know Itself through the Child’s Developing Nervous System**
Brain structure and functioning constrain what and how a child can learn. This course explores the relation of brain development, cognitive development and learning across the lifespan. As part of the course students observe lower, middle, and upper school classes, and write a paper that ties together their observations of student learning with the details of brain development. Topics include: classical and operant conditioning, social learning, information processing, problem solving, creativity, and constructivism. (4 credits) Prerequisite: WTG 192

**ED 332 The Art and Science of Teaching: Developing Skill in Action**
This course provides an introduction to methods of teaching, with an emphasis on research-based instruction and project-based learning. Students learn about teacher-centered and student-centered frameworks. They practice teaching using selected strategies, and design and teach lessons to elementary, middle or high school students. Topics include: models of teaching, research-based instruction, Maharishi’s principles of ideal teaching. (4 credits) Prerequisite: WTG 192

**ED 335 Education for Sustainability: All Good Everywhere and Non-Good Nowhere**
This course examines principles of sustainability to develop school and community-based educational programs that address interrelated social, ecological, and pedagogical issues. Students will collaborate with educators in the USA and Africa to design short, functional educational units that address sustainability problems in local and international settings. Field trips will be arranged to local schools and regional community development projects that utilize principles of sustainable development. This course will be of interest to all students who hope to make practical contributions to sustainable community development. (4 credits)
ED 336 Service Learning in Africa: Promoting Community Development through the Fundamentals of Progress
This course is the culmination of the International Education for Sustainability and Service Learning (IESSL) module and includes two weeks of field experience in Africa. In preparation for the field experience in Africa, students will study the key biomes found in East Africa. Emphasis will be placed on promoting sustainability education using science, technology, engineering mathematics and the arts. Participants will develop lesson plans and school and community-based projects that will allow K-12 students to promote sustainable development in their communities, including permaculture and biodiversity conservation projects. Prerequisite: ED 335 or SL-G101 Course fee TBD. (4 credits)

ED 349 Mastering Classroom Management: Gaining Leadership in the Classroom through the Authority of the Total Potential of Natural Law
Students learn the basic principles of leadership and classroom management from Maharishi’s Principles of Ideal Teaching and the social science literature. They practice specific time-honored techniques and they practice developing the judgment of a leader through numerous case studies. Topics include: understanding student needs, motivation, building relationships in the classroom, dealing with minor disruptions and chronic misbehavior, and problem-solving with students. (2 credits)

ED 360 Designing Educational Programs: Consciousness-Based Course and Unit Planning
This course prepares students to develop a unit of instruction on a topic or field they know well. The unit must support student engagement, learning, and growth. Planning techniques from “backward design” and from Consciousness-Based Education are practiced and refined in this planning, and students have two opportunities to practice teaching their topic to their peers. (4 credits) Prerequisite: WTG 192

ED 398 Internship in Teaching and Curriculum: Promoting Peace and Heaven on Earth
This course is an elective for students who wish to have additional practical experience in elementary or secondary education. Students are placed in educational institutions with responsibilities appropriate to their preparation. Students assist or co-teach in classrooms under the supervision of University faculty. Readings, journal writing, other written
exercises, and regular performance feedback help guide and inform their practical teaching experiences. (variable credits) Prerequisite: consent of the instructor

**ED 407 Stability and Change in American Education: Understanding the Fulfillment of the American Educational System**

This course explores the history of American education, its traditions and its efforts to reform and improve. Students also learn about Consciousness-Based Education as a part of this reform effort. They study research on educational innovations with promise for improving school performance. Other topics include: school law, philosophies of education, the structure of American education, major legislative initiatives, and understanding educational research. (4 credits) Prerequisite: WTG 192

**ED 409 Reading and Adolescent Literature: Pure Wakefulness as the Ground for Literary Appreciation**

This course addresses both the nature of the reading process and the range of literature appropriate for secondary level students (grades 7–12). Topics include: a review of literacy goals for secondary education, models of reading comprehension, strategies for teaching reading skills, assessment of reading ability, types of adolescent literature, and recommended reading for different ages and interests. (2 credits — required for all students planning to teach secondary school English) Prerequisite: WTG 192

**ED 426 Teaching with Learner Differences in Mind: Honoring Diversity within the Unity of Creation**

This course investigates the various learning characteristics of students with disabilities as well as gifted students, and accommodations and modifications elementary and secondary school teachers can use to develop the full range of learning abilities. The course also considers the relationship between the individual and society, and between individual cultures in a pluralistic society. Topics include: identifying the exceptional student, creating least restrictive environments, preparing the individual education plan, differentiation, identifying and preventing bias, cultural sub-groups and multi-cultural education. (4 credits) Prerequisites: ED 360

**ED 435 Educational Assessment and Evaluation: Charting the Growth of Self-Referral Consciousness**

This course examines the theory, research, and best practice associated with assessment in educational settings. Students learn the concepts of assessment and develop within their own areas of expertise three different types of assessments for school or business environments. Topics include: formative and summative assessment; reliability and validity as criteria of good assessment instruments; knowledge, reasoning, product, attitudes, and performance as four targets of assessment; selected response, essay,
performance, and personal communication types of assessment; and daily, weekly, and monthly cycles of assessment. (4 credits) \textit{Prerequisite:} ED 360

\textbf{ED 456 Methods of Teaching Secondary School Art: Exploring the Self-Referral Value of Creation}

In this course students become familiar with the theory, concepts, and techniques used to teach secondary school art. They spend half the day with an art specialist in a middle or high school, observing, assisting and practice teaching. \textit{Topics include:} standards for teaching fine arts, universal stages in children’s art, teaching methods and curriculum for art. Materials fee is $15. (4 credits) \textit{Prerequisites:} ED 360, passing score on PRAXIS Core tests

\textbf{ED 457 Methods of Teaching Secondary School English: Developing a Consciousness-Based Approach to Teaching the Language Arts}

During this course, secondary education candidates spend half of the day in a local school with a professional teacher observing and assisting in the teaching of English and language arts. The other half of the day is spent with a university faculty member studying subject-specific methods of teaching. Candidates practice using a variety of teaching methods and analyze their success with these methods orally and in writing. \textit{Topics include:} standards for the English language arts, strategies for teaching the language arts, differentiating instruction, teaching reading and writing. (4 credits) \textit{Prerequisites:} ED 360, passing score on PRAXIS Core tests

\textbf{ED 458 Methods of Teaching Secondary School Mathematics: Exploring the Structure of Pure Knowledge in Theory and Practice}

In this course, secondary education candidates become familiar with the concepts and strategies for teaching mathematics at the secondary level. They spend half of the day with a university faculty member studying principles underlying mathematics instruction and strategies for teaching secondary mathematics, then apply their understanding while observing, assisting and teaching in a secondary mathematics classroom. \textit{Topics include:} national and professional curriculum standards, guiding principles for school mathematics, research-based strategies for effective teaching and learning mathematics. (4 credits) \textit{Prerequisites:} ED 360, passing score on PRAXIS Core tests

\textbf{ED 459 Methods of Teaching Secondary School Science: Best Practice from Modern Science and Vedic Science}

This course is designed for students who wish to teach biology, chemistry or physics at the secondary level. Half the day is spent in a secondary science classroom observing, assisting and teaching, while the other half is spent with a science educator at the university. \textit{Topics include:} National science standards, strategies for teaching science,
inquiry in science, the learning cycle, assessment in science. (4 credits) Prerequisites: ED 360, passing score on PRAXIS Core tests

**ED 490 Student Teaching in Secondary School: Established in Being, Perform Action That Leads to the Fulfillment of Student and Teacher**
Through daily observing, course planning, teaching, and course evaluation, students come to assume the full responsibility of the full-time teacher. Critiques by supervising and cooperating teachers and by the student teacher, weekly seminars, regular observations, and written student analyses of their teaching promote comfortable and efficient growth toward effective teaching, educational evaluation, and school leadership. (16 credits) Prerequisite: consent of the Education Department

**ED 496 Senior Project in Educational Foundations: Educational Innovation for Enlightenment and Invincibility**
During this course students who are majoring in Educational Foundations do original research in an area of education in which they are interested. A faculty mentor guides their project, which culminates in a thesis of publishable quality and a presentation to Departmental faculty and students. (4 credits) Prerequisite: consent of the Education Department

**ED 497 The Teacher Work Sample: Analysis and Synthesis to Promote Learning**
This course is the final project for students in the secondary education major. Students design, teach and evaluate a unit of curriculum during student teaching, then during this course they analyze that instructional design and reflect on future professional growth. The work sample is presented to departmental faculty and students. (2 credits) Prerequisite: ED 490

**ED 499 Directed Study**
(variable credits) Prerequisites: consent of the Education Department and the Academic Standards Committee

**ED 501 The Transcendental Meditation Program, Part 1: Developing the Total Potential of the Human Brain**
This course introduces students to the theory and practice of the Transcendental Meditation technique. The course includes seven steps of instruction, one advanced lecture, and two personal checkings. Students keep a log of their meditations and a reflective journal of their experience, summarized in a paper at the end. (1 credit)
ED 502 The Transcendental Meditation Program, Part 2: Developing the Total Potential of the Human Brain
This course begins where ED 101 leaves off with regard to understanding correct practice of the Transcendental Meditation technique and gaining a vision of possibilities for self-development. Students view several lectures online that review correct practice of the technique and explore advanced levels of human development. These lectures combined with several readings provide a vision of possibilities available through regular practice. As with ED 101, students finish with a self-reflection and a paper focused on future personal development made possible through the practice. (1 credit) Prerequisite: ED 101 or equivalent

ED 680 Faculty Workshop for Critical and Creative Thinking Seminars: Training Students in the Art of Thinking
Faculty will learn practical strategies for fostering in students the ability to listen with empathy, reflect thoughtfully, follow open-mindedly where logic leads, generate creative solutions to problems, and consider ethical implications of their decisions. Included are resources for active learning, reading comprehension, substantive writing, informal and Vedic logic, Socratic dialogue, creative expression, and assessment. Faculty will also explore developmental and pedagogical issues, and reflect on the deepest levels of reason and intuition in light of the Science and Technology of Consciousness. (1 credit) For faculty only

ED 681 Advanced Workshop in Consciousness-Based Education: Applying Maharishi’s Principles of Curriculum and Instruction
This workshop trains faculty and academic leaders in the knowledge and practices of Consciousness-Based Education curriculum and instruction. After taking this course, participants will be able to train and guide other faculty. Topics include instructional charts, principles of ideal teaching, developing students’ ability to express knowledge, daily routine, and online education. Prerequisite: FOR 598 or equivalent

ED 685 Designing and Teaching Consciousness-Based Courses: Knowledge Supporting Total Brain Functioning (Workshop)
This course is the first in a series of three courses that lead to a certificate in Consciousness-Based teaching. In this course students learn the fundamental knowledge and skills necessary to manage a Consciousness-Based classroom. Topics include: the goals and objectives of Consciousness-Based Education, Consciousness-Based curriculum and teaching principles, course design, assessment, and classroom management. Students take an initial two week course followed by regular monthly meetings for the whole academic year. (2 credits) Prerequisite: faculty
ED 686 Seminars Part A and B: Designing and Teaching Consciousness-Based Courses: Knowledge Supporting Total Brain Functioning

This course is the second and third in a series of three courses which lead to a certificate in Consciousness-Based teaching. Students take an initial two-week course (ED 685) followed by regular monthly meetings for the whole academic year. Topics include: the goals and objectives of Consciousness-Based Education, Consciousness-Based curriculum and teaching principles, course design, assessment, and classroom management. (5 credits each for Part A and Part B) Prerequisite: ED 685
INTRODUCTION

The mission of the MUM English as a Second Language (ESL) program is to help students, professionals and other interested adults quickly and efficiently improve their English language skills and cultural awareness in preparation for academic study, professional success, or for other personal reasons.

The ESL program is for anyone who wishes to improve his or her current level of English ability, whether for future business or professional success, future academic study in English, or personal interest. The program follows the innovative and effective Focal Skills Approach to English language acquisition. The Focal Skills Approach allows language skills to build on one another naturally in a series of sequenced learning modules. There are four learning modules: Focus on Listening, Focus on Reading, Focus on Writing, and Advanced Integration. Students are tested upon entry into the program and then placed in the module best suited to their current level of English. Students are retested every four weeks and given the opportunity to advance to the next module.

Students usually spend from one to four months in each module. In this way, they develop their English language ability based on a solid foundation of previously acquired skills. Students may also skip a module if their placement test score indicates that special focus on that language skill is not necessary. Students who complete the advanced module sequence have achieved a high level of English language competency and are ready to begin academic study or to live and work in an English-speaking environment.

Entrance Requirements for the Certificate in English as a Second Language

To apply to the program, students must possess a high school diploma or its equivalent in their native country. Proof of some prior study of English as a second language, such as the typical classes found in most school systems, is also required. Admission to the ESL program does not constitute admission to MUM academic programs, which must be applied to separately.
DEPARTMENTAL REQUIREMENTS

Graduation Requirements for a Certificate in English as a Second Language

The minimum length of study in the ESL program is three months. Students receive a Certificate of Study for each 12-week session successfully completed in the program. Students who successfully complete 12 weeks of study at the Advanced level will receive a Certificate of Completion of the MUM English as a Second Language program.

Undergraduate Elective Credit

Students accepted into MUM’s undergraduate degree program and who are required to enroll in English language classes prior to beginning their undergraduate studies may receive up to 12 units of elective credit for successful completion of the Advanced level courses.

See program website for more information: www.mum.edu/esl
COURSES

ESL 011 Module 1 — Focus on Listening 1
ESL 012 Module 1 — Focus on Listening 2
ESL 013 Module 1 — Focus on Listening 3
ESL 014 Module 1 — Focus on Listening 4
Students are exempt from this module if they receive a comprehension score of 60 or higher on the listening placement test.

During this module, students dedicate most of their class and study time to improving their ability to understand normal spoken English using classroom exercises, movies and audio books. They also improve their reading and speaking abilities during this module. Students repeat this module until they achieve a comprehension score of 60 or higher on the listening placement test. Prerequisite: Admission to the MUM ESL program

ESL 021 Module 2 — Focus on Reading 1
ESL 022 Module 2 — Focus on Reading 2
ESL 023 Module 2 — Focus on Reading 3
ESL 024 Module 2 — Focus on Reading 4
Students skip this module if they receive a comprehension score of 60 or better on the reading placement test.

Students entering this module have demonstrated that they have achieved an intermediate level of listening skill and are ready to focus on further development of their reading skill in English. This includes the expansion of their English vocabulary, the development of reading speed and fluency, and the skills and strategies needed to build a complete and accurate understanding of what is read. Classroom discussions of the reading materials and supplementary assignments also contribute to the continued development of listening and speaking skills. Students repeat this module until they achieve a comprehension score of 60 or better on the reading placement test. Prerequisite: a comprehension score of 60 or higher on the listening placement test

ESL 031 Module 3 — Focus on Writing 1
ESL 032 Module 3 — Focus on Writing 2
ESL 033 Module 3 — Focus on Writing 3
ESL 034 Module 3 — Focus on Writing 4
Students skip this module if they receive a score of 70 or better on the writing placement test.
Students entering this module have attained an intermediate level of listening and reading ability. The purpose of this module is to develop the student’s ability to write clear, grammatically correct sentences and paragraphs in English. While this is not a composition class, the basic elements of good writing are discussed and practiced. Students continue to develop their vocabulary, reading, listening, and speaking abilities in this class. Students repeat this module until they achieve a passing score of 70 on the writing placement test. Depending on enrollment, this module and the reading module may be combined into a single class. Prerequisite: a comprehension score of 60 on the listening and reading placement tests

ESL 041 Module 4 — Advanced Integration 1
ESL 042 Module 4 — Advanced Integration 2
ESL 043 Module 4 — Advanced Integration 3
ESL 044 Module 4 — Advanced Integration 4

In the advanced module, students combine the skills of reading, listening, writing, and speaking, to develop the level of advanced English and cultural awareness necessary to achieve success in their future academic classes, in a business environment, or in life. Through the use of authentic materials, students refine their ability to understand college-level lectures, academic and business presentations, and to read and comprehend college textbooks and newspapers, write college-level essays and official correspondence, give effective presentations, and actively participate in discussions on professional and academic topics.

The number of months a student spends in this module depends on a student's goals. Students who to wish to apply to one of MUM's academic programs should refer to the English level requirements for their particular program. Prerequisites: a score of 60 or better on the listening and reading tests and a score of 70 or better on the writing placement test
DEPARTMENT OF EXERCISE AND SPORT SCIENCE

FACULTY

• Ken Daley, MEd, Chair, Professor of Exercise and Sport Science
• Tania Konstantia, BA, Lecturer in Exercise and Sport Science

INTRODUCTION

The Department of Exercise and Sport Science is committed to offering a wide range of sport and recreation activities to meet the needs of our diverse international population. The department administers undergraduate recreation courses, intercollegiate and recreational sports clubs, and teaches selected courses in exercise and sport science. Recreation classes serve as a dynamic activity to balance the academic routine of students. Sports clubs and intramural events provide ongoing competition for sports enthusiasts.

The department is very proud to offer a high quality outdoor recreation/adventure program. We offer day-, week-, and month-long courses in experiential outdoor recreation and leadership. We engage in many activities such as windsurfing, whitewater kayaking or canoeing, sea kayaking, flat-water canoeing, rock climbing, swimming, horseback riding, hiking, backpacking, and skiing. We travel to locations throughout the United States. We have also held six-week courses in New Zealand and Australia.

SPECIAL FEATURES

Each fall the department offers its Base Camp, where all freshmen and selected faculty and upperclassmen spend 4 days in a wilderness experience. The students have the opportunity to build friendships for a lifetime as they engage in activities like canoeing, caving, swimming, and mountain biking. The department offers a winter Base Camp for students entering the university during second semester. Activities focus on winter sports like ice-skating, skiing and snow boarding.

DEPARTMENTAL REQUIREMENTS

Graduation Requirements

All undergraduate students must complete a knowledge-based graduation requirement entitled “FOR 103 Health-Related Fitness.” This course should be completed during the student’s second semester.
Undergraduate students are strongly recommended to participate in four hours of
dynamic physical activity each week and to request a fitness assessment each semester.

To help students develop and implement a well-rounded fitness program, each student is
offered a health-related fitness assessment at the beginning of every semester. The fitness
assessment establishes a reference point that allows the student to monitor fitness changes
and progress throughout the year. For a schedule of upcoming fitness assessments,
contact Ken Daley at kdaley@mum.edu. The faculty in the Department of Exercise and
Sport Science are available to assist the students to plan and implement their
individualized health and fitness program.

COURSES

ESS 101 Health and Fitness Practicum: Physical Activity to Promote Longevity and
Fitness for Life
In this innovative and unique course, students exercise daily, chart their activities, and
report their achievement at the end of each month. Each year every student receives a
fitness assessment and a personally tailored workout program. Students are then assessed
again at the end of the year. A computerized system helps students track their progress
and generates a regimen of exercises. (1 credit)

ESS 103 Base Camp: Creating Harmony within the Diversity of Students, Faculty,
and Administration
Students, faculty, and staff go to a wilderness area for a camping trip to help build
friendship and understanding between all three groups with the goal of establishing
cooperation for future endeavors. Activities include canoeing, biking, and hiking, as well
as learning outdoor skills. (1 credit)

ESS 325 Rotating University: Leadership in Adventure Sport
This is a leadership-training course held in various locations around the U.S. and the
world. Venues have included Southeast Asia, Australia, New Zealand, and the American
southwest. All students take an active part in organizing, planning, and leading the
course. The students actively interact with local cultures and ecosystems, and typically
travel by a combination of transportation ranging from bicycle, car, train, and bus, to
boat. Every two to three days the group stops for another adventure, such as surfing,
snorkel diving, hiking, mountain biking, rock climbing, sea kayaking, and white-water
kayaking/rafting. (4 credits)

ESS 498 Internship
This internship offers practical and advanced knowledge and experience in a specific area
of Exercise and Sport Science. Students apply classroom knowledge in a professional
setting that may be on or off campus. Students gain in-depth experience and submit a report on all their internship activities. (variable credits) *Prerequisites:* consent of the Department and the Academic Standards Committee.

**ESS 499 Directed Study: Cultivating Higher Potentials of Body and Mind through Exercise and Sport**

(variable credits) *Prerequisite:* consent of the Department faculty and the Academic Standards Committee
The College of Maharishi Vedic Science provides the systematic knowledge and experience of pure consciousness, Ātmā, the Self of every individual, as brought to light by Maharishi Mahesh Yogi. This unmanifest self-referral field of pure intelligence at the basis of the thinking process is the source of all thought and action. As explained in the Veda and Vedic Literature and confirmed by modern physics, it is the non-changing field of order and intelligence at the basis of the universe — the unified field of natural law. Maharishi Vedic Science explains how this underlying unity unfolds into the diversity of life and offers practical technologies for reconnecting each individual to the source of order and harmony within. The study of Maharishi Vedic Science develops the full
potential of the knower and lays the foundation for complete knowledge of any discipline, while it fosters evolution to higher states of consciousness and progressive and fulfilling action and accomplishment in life. The College of Maharishi Vedic Science meets its responsibilities in three ways:

1) Through the Department of Maharishi Vedic Science, it offers doctoral, master’s, and bachelor’s degrees and an undergraduate minor in Maharishi Vedic Science. It also offers undergraduate and post-graduate certificates in Maharishi Vedic Science.

2) In addition, the College offers instruction in the Transcendental Meditation and TM-Sidhi programs, and special Maharishi Vedic Science studies programs.

3) The College also directly oversees the following courses and programs:
   • The Science and Technology of Consciousness course taken by all bachelor’s degree students.
   • The Forest Academy program courses taken by all students each semester, focusing deeply on Maharishi Vedic Science.
   • The Transcendental Meditation and TM-Sidhi programs, including Yogic Flying. All students are required to take the Transcendental Meditation program and have the option to take the TM-Sidhi program.

**Maharishi Vedic Science**

Maharishi Vedic Science is the systematic study, experience, and development of the full range of life, both individual and cosmic. Its principles and technologies are based on the direct experience and understanding of the most vital element in creation — the unbounded field of consciousness that is the inner intelligence at the basis of every individual and the entire universe.

Maharishi Vedic Science provides the practices that allow each student to experience directly the infinite and timeless value of their own Self, unbounded pure consciousness, the simplest form of human awareness. These practices include the Transcendental Meditation and TM-Sidhi programs, including Yogic Flying. The experience of the limitless field of pure consciousness, or pure intelligence, changes one’s life positively and dramatically because consciousness is the core of each student.

Maharishi Vedic Science also provides complete knowledge and experience of the sequential evolution of the Veda and Vedic literature, all the laws of nature. It clarifies how these abstract impulses of pure consciousness evolve into their concrete expressions in the human physiology and the cosmic physiology, the universe. Because the Veda and
Vedic literature are the laws of nature that govern both human and cosmic life, they are what Maharishi refers to as the blueprint of creation.

Maharaja Adhiraj Rajārām, Professor Tony Nader, MD, PhD, under Maharishi’s guidance, has discovered that human physiology and cosmic physiology are the exact replica of the structures and functions embodied and expressed by the Veda and Vedic literature. Maharishi Vedic Science makes use of this discovery to unfold the full creative genius, the total cosmic potential, of each student.

Two other Vedic technologies used in our programs for developing the full potential of every student are listening to the Veda and Vedic literature and reading the Vedic literature in Sanskrit. Maharishi explains that these technologies align the student’s intelligence with the natural flow of nature’s intelligence.

In time, because of the student’s developing consciousness, the creativity, energy, and intelligence governing the universe become accessible to and usable by the student. Students effortlessly grow in their natural ability to think and behave from that unbounded level of pure consciousness; they grow in intelligence, creativity, and power, but equally in compassion, kindness, and moral character.

The immense practical value and benefits of being able to live life from its infinite potential are indescribable. Anything becomes possible, even the creation of ideal societies and permanent world peace.

PROGRAMS OFFERED

The Department of Maharishi Vedic Science offers the following programs:

- BA in Maharishi Vedic Science
- BA in Maharishi Vedic Science for students who are already teachers of the Transcendental Meditation program
- Minor in Maharishi Vedic Science
- Undergraduate Certificate in Maharishi Vedic Science
- MA in Maharishi Vedic Science —
  - A 2-semester program — mid-August to June of the next year — when taken in the day program class schedule (meeting 5 1/2 days per week, 4 weeks per 4-credit course); or
  - a 3-year program plus the capstone when taken on the evening/weekend program schedule (meeting several times a week, 12 weeks per 4-credit course);
o a 3-year distance education program taken online (two 10-week 4-credit courses per semester)

With additional courses, students can add a specialization to the above master’s degrees in one of the following areas:

1. Specialization in Advanced Maharishi Vedic Science
2. Specialization in Physiology and Health
3. Specialization in Reading the Vedic Literature
4. Specialization in Maharishi Gandharva Veda
5. Specialization in Maharishi Vedic Technologies
6. Specialization in Educational Applications of Maharishi Vedic Science
7. Specialization in TM Teacher Training

• Postgraduate Certificate in Maharishi Vedic Science
• PhD in Maharishi Vedic Science — A 4-to-7-year program plus one year of course work (meeting 5 ½ days per week) followed by a dissertation proposal and research.

**SPECIAL FEATURES**

• Focus on an ideal daily routine with emphasis on experiencing the unified field of natural law in twice-daily practice of the Transcendental Meditation and TM-Sidhi programs.
• Extensive exposure taped lectures by Maharishi on the Science of Creative Intelligence and Maharishi Vedic Science.
• Study of the full range of all aspects of the Vedic literature in light of descriptions by Maharishi and Maharaja Adhiraj Rajarām, including Veda, Vedānga, Upānga, Upaveda, Itihāsa, Purāṇa, Smṛiti, Brāhmaṇa, and Prātishākhya
• Experience of the correct pronunciation of Sanskrit and the ability to read Sanskrit, which Maharishi has described as the language of nature.
• Exploration of the scientific character of Maharishi’s knowledge, including the basic research methods of modern science and its objective verification of Maharishi Vedic Science.
• Investigation of the principal theoretical research tools of Maharishi Vedic Science and the Science of Creative Intelligence, including Unified Field and Richo Akshare Charts.
• Development of communication skills in Maharishi Science of Creative Intelligence℠ and Maharishi Vedic Science with emphasis on writing and speaking skills.

The Bachelor of Arts Degree

• Coverage of all the major themes of the Maharishi Vedic Science program including higher states of consciousness, collective consciousness, Sanskrit and reading the Vedic literature in Sanskrit, and also surveys of all the Consciousness-Based technologies offered by Maharishi Vedic Science

• Study of source documents in Maharishi Vedic Science with emphasis on the Bhagavad Gītā, The Science of Being and Art of Living, Absolute Theory of Defense, Vedic Knowledge for Everyone, and Celebrating Perfection in Education.

• Development of writing and speaking skills as students apply Maharishi Vedic Science to the areas of health, education, management, and rehabilitation.

• A two-month integrative writing exercise unifying the various themes of the student’s academic experience at Maharishi University of Management.

The Master of Arts Degree

This program gives knowledge and experience of the student’s own cosmic nature through Maharishi Vedic Science and its technologies for the development of consciousness. It is offered in three formats: a one-year (two-semester) 5 ½ day/week format, a three-year evening/weekend format, and a three-year online distance education format. The themes of knowledge include self-referral, the mechanics of creation, Maharishi’s Apaurusheya Bhāshya of Rīk Veda, the Veda and Vedic literature, and Veda in human physiology.

Following the coursework, students can take one year of additional courses in specified areas of Maharishi Vedic Science.

In addition, students learn to apply a number of technologies of Maharishi Vedic Science to culture higher states of consciousness and balanced, full health. The Master’s program includes:

• Systematic study of Maharishi’s books and tapes

• Systematic study of the Veda and Vedic Literature and its relation with the structure and functioning of the brain

• Periods of extended Transcendental Meditation and TM-Sidhi practice in each course

• Reading Vedic Literature in the original Devanāgarī script
• Having a daily routine to promote deep experiences during the Transcendental Meditation and TM-Sidhi programs, including Yogic Flying

The PhD Degree

This program is for those individuals who wish to become professional exponents of Maharishi Vedic Science. Students develop writing and speaking skills, gain a fuller grasp of principles of Maharishi Vedic Science, and research and write a dissertation in Maharishi Vedic Science, either in (1) Vedic Literature, (2) Applications of Maharishi Vedic Science, (3) Modern Science and Maharishi Vedic Science, (4) Higher States of Consciousness, or (5) Exploration of the Principles of Maharishi Vedic Science in the Vedic literature.

Undergraduate Certificate in Maharishi Vedic Science

The certificate program allows students to take courses in the Maharishi Vedic Science curriculum before entering the full program of study. It offers the opportunity to take a sample of courses in the Maharishi Vedic Science program. It also assesses students’ ability to perform well in an academic setting, which will strengthen their application to the full time program.

Post-Graduate Certificate in Maharishi Vedic Science

The graduate certificate program allows students who have earned a Master’s in Maharishi Vedic Science to explore in detail the major books that Maharishi has written. They will focus on key concepts and fundamental principles of Maharishi Vedic Science, including their sequential logic, and how they apply in practice to the solution of problems in all areas of society. The students’ program of knowledge and experience will be enhanced through the daily reading of the Vedic Literature in the Devanāgarī script with continuing attention on correct pronunciation. The certificate program includes five courses, 12 weeks each, plus a Capstone. Concurrent with each 4-credit course, a 1-credit Sanskrit seminar focuses on reading the Vedic Literature in the Devanāgarī script. This reading complements the basic course that the students are taking.

Special Maharishi Vedic Science Studies Program

This program allows students to earn credit through coursework taken here in Fairfield and in other parts of the world. The purpose of this program is to recognize the academic accomplishments of students who complete the unique courses in Maharishi Vedic Science, described in “Special Maharishi Vedic Science Studies Courses” under “Course Descriptions” for the Department of Maharishi Vedic Science. Non-degree-seeking students who later decide to seek a degree may apply courses successfully completed under the Special Maharishi Vedic Science Studies program toward degree requirements,
with the approval of the student’s academic advisor. For details about the policies and application procedures for these courses, please contact the Registrar’s Office.

**Instruction in the Transcendental Meditation Technique and the TM-Sidhi Program**

The College of Maharishi Vedic Science offers instruction in the practice of the Transcendental Meditation technique (offered separately or as part of the Science and Technology of Consciousness courses STC 108/109 and the Science of Creative Intelligence course FOR 500) and the TM-Sidhi program (DC 329 and DC 330), available for additional cost beyond the regular tuition charges.

**DEPARTMENTAL REQUIREMENTS**

**Entrance Requirements for the Bachelor of Arts Degree in Maharishi Vedic Science**

Before entering the major in Maharishi Vedic Science, students must complete WTG 191.

**Graduation Requirements for the Bachelor of Arts Degree in Maharishi Vedic Science**

To graduate with a BA in Maharishi Vedic Science, students must successfully complete all general requirements for the bachelor’s degree. (Please refer to “Degree Requirements” in “Academic Policies.”) The requirements for the major are 52 credits of coursework as listed below.

32 credits of required courses:
- MVS 102 Sanskrit (4 credits)
- MVS 208 Fundamentals of Maharishi Vedic Science (4 credits)
- MVS 210 Veda and Vedic Literature in Maharishi Vedic Science (4 credits)
- MVS 302 *Bhagavad-Gītā* (4 credits)
- MVS 308 Research Design and Outcomes on the Transcendental Meditation and TM-Sidhi Programs: Verifying a Paradigm Shift in Human Potential (4 credits)
- MVS 309 Fundamentals of World Peace (4 credits)
- MVS 391 MVS Senior Writing and Speaking Project (total of 8 credits)

*plus at least 20 credits from the following courses*
- MVS 202 Self-realization, Freedom, and Fulfillment: Seven States of Consciousness (this course substitutes for the Higher States of Consciousness general education requirement) (4 credits)
- MVS 240 EEG, Brain and Enlightenment (4 credits)
- MVS 327 Personal Growth
- MVS 300 *Science of Being* (4 credits)
• Any two of the following three courses:
  • 321 Reading the Vedic Literature: Upa-Veda (4 credits)
  • 322 Reading the Vedic Literature: Upānga (4 credits)
  • 323 Reading the Vedic Literature: Brāhmaṇa (4 credits)
• MVS 331/332 TM-Sidhi Program (4 credits)
• MVS 342 Health Benefits of Maharishi Gandharva Veda (4 credits)
• MVS 370 Yoga Philosophy in the Light of Maharishi Vedic Science (4 credits)
• MVS 485 Rotating University (6 credits)
• MVS 490 Transcendental Meditation Program Teacher Training (12 credits)
• MVS 493 Transcendental Meditation Program Teacher Training Program Fieldwork Internship (8 credits)
• PH 260 Maharishi Self-Pulse Diagnosis (4 credits)
• PH 262 Diet, Digestion, and Nutrition (4 credits)
• PH 263 Maharishi Yoga Āsanas (4 credits)
• PHYS 297 Philosophy of Science (4 credits)

NOTE: MVS 490 and MVS 493 are generally taken after all other course work for the bachelor’s degree has been completed. Choosing these courses does not guarantee that the student will be accepted to the course.

Entrance Requirements for the Bachelor of Arts Degree in Maharishi Vedic Science for Teachers of the Transcendental Meditation Technique

The BA in Maharishi Vedic Science for Teachers of the Transcendental Meditation Technique has been designed for those teachers of the Transcendental Meditation technique who have extended experience as professionals in the Transcendental Meditation program prior to enrolling in the BA in Maharishi Vedic Science major. To enter this program, students must be eligible for 16 credits for the TM Teacher Training course (MVS 490), Teaching Internship (MVS 493) and/or Research Internship (MVS 497).

Graduation Requirements for the Bachelor of Arts Degree in Maharishi Vedic Science for Teachers of the Transcendental Meditation Technique

To graduate with a BA in Maharishi Vedic Science for Teachers of the Transcendental Meditation Technique, students must successfully complete all requirements for the bachelor’s degree. (Please refer to “Degree Requirements” in “Academic Policies.”) The requirements for the major are 52 credits of course work as follows:
16 credits from the following:
- MVS 490 Transcendental Meditation Program Teacher Training (12 credits)
- MVS 493 Transcendental Meditation Program Teacher Training Program Teaching Internship (8 credits)

32 credits from the following courses:
- MVS 102 Sanskrit (4 credits)
- MVS 208 Fundamentals of Maharishi Vedic Science (4 credits)
- MVS 210 Veda and Vedic Literature in Maharishi Vedic Science (4 credits)
- MVS 302 Bhagavad-Gītā: Chapters 1–6 (4 credits)
- MVS 308 Research Design and Outcomes on the Transcendental Meditation and TM-Sidhi Programs: Verifying a Paradigm Shift in Human Potential (4 credits)
- MVS 309 Fundamentals of World Peace (4 credits)
- MVS 391 MVS Senior Writing and Speaking Project (8 credits)

plus one from the following:
- MVS 202 Self-realization, Freedom, and Fulfillment: Seven States of Consciousness (this course substitutes for the Higher States of Consciousness general education requirement)
- MVS 240 EEG, Brain and Enlightenment (4 credits)
- MVS 327 Personal Growth
- MVS 300 Science of Being (4 credits)
  - Any two of the following three courses:
    - MVS 321 Reading the Vedic Literature: Upānga (4 credits)
    - MVS 322 Reading the Vedic Literature: Upa-Veda (4 credits)
    - MVS 323 Reading the Vedic Literature: Brāhmaṇa (4 credits)
- MVS 331/332 TM-Sidhi Program (4 credits)
- MVS 342 Health Benefits of Maharishi Gandharva Veda (4 credits)
- MVS 370 Yoga Philosophy in the Light of Maharishi Vedic Science (4 credits)
- MVS 485 Rotating University (6 credits)
- PH 260 Maharishi Self-Pulse Diagnosis (4 credits)
- PH 262 Diet, Digestion, and Nutrition (4 credits)
- PH 263 Maharishi Yoga Āsanas (4 credits)
- PHYS 297 Philosophy of Science (4 credits)

### Requirements for the Minor in Maharishi Vedic Science

To graduate with a minor in Maharishi Vedic Science, students must successfully complete any four (16 credits) courses in Maharishi Vedic Science numbered higher than MVS 202, or any three plus MVS 102 Sanskrit.
**Entrance Requirements for an Undergraduate Certificate in Maharishi Vedic Science**

Any student with a high school diploma and a GPA of 2.5 is eligible to apply for a Certificate in Maharishi Vedic Science.

**Requirements for an Undergraduate Certificate in Maharishi Vedic Science**

To receive a certificate in Maharishi Vedic science, students must complete 18 credits. This includes:
- STC 108 (6 credits)
- Any 3 undergraduate MVS courses (12 credits)

**Requirements for the Concentration in Teaching the *Transcendental Meditation* Program**

The Concentration in Teaching the *Transcendental Meditation* Program can be added to an undergraduate or graduate student’s degree. Undergraduates need to complete the following courses:

- MVS 490 *Transcendental Meditation* Program Teacher Training (12 credits)

**MASTER OF ARTS DEGREE IN MAHARISHI VEDIC SCIENCE**

**Entrance Requirements**

For entrance into all MA in Maharishi Vedic Science programs, students must hold a bachelor’s degree.

Students entering the one-year day program who are not yet practicing the Transcendental Meditation program will receive instruction in the Transcendental Meditation technique as part of their first course. It is recommended that all students in this MA program also practice the TM-Sidhi program. Those students who have not yet learned the TM-Sidhi program may be able to learn these techniques after they have enrolled.

Students entering the three-year evening/weekend program must be practicing both the Transcendental Meditation and TM-Sidhi programs for at least one year.

Students entering the three-year online distance education program must 1) have a bachelor’s degree or a BA equivalency including significant professional standing in
Maharishi Vedic Science, and 2) be practicing the Transcendental Meditation program before they take their first course.

NOTE: For students whose first language is not English, a TOEFL score of 600 is required for entrance into this program.

Graduation Requirements for the Master of Arts Degree in Maharishi Vedic Science (Day Program)

In order to qualify for the degree of MA in Maharishi Vedic Science, students must successfully complete all requirements for the master’s degree, including FOR 500, the Science of Creative Intelligence (4 credits) and one additional Forest Academy per semester enrolled full time. Additionally students are encouraged to take the fall and spring weekend World Peace Assemblies. (Please refer to “Degree Requirements” in “Academic Policies.”) In addition, students must complete 36 credits of coursework from the following courses (total 40 credits):

- MVS 461 Maharishi Āyurveda and Maharishi Self-Pulse Reading (4 credits)
- MVS 485 Rotating University (6 units)
- MVS 504 Physiology, Consciousness, and Veda (4 credits)
- MVS 509 Bhagavad-Gītā (4 credits)
- MVS 525 Sanskrit I or 526 Sanskrit II (4 credits)
- MVS 540: Principles of Maharishi Vedic Science: The Self-Referral Dynamics of Consciousness (2 credits)
- MVS 544 Maharishi Vedic Science in Physics (2 credits)
- MVS 552 Unfolding the Total Potential of Human Life in Higher States of Consciousness (4 credits)
- MVS 555 Ideal Administration for an Ideal Society (4 credits)
- MVS 559 Approaches to Knowledge: Modern Science and Maharishi Vedic Science (4 credits)
- MVS 585 Capstone — Celebrating Perfection in Education (4 credits)

NOTE: In the event that a student has completed some of these courses as part of previous undergraduate and/or graduate degrees, the student may petition the department to take one or more blocks from the courses below:

- MVS 480 Topics in Maharishi Vedic Science (4 credits/block. Can be repeated for credit)
- MVS 534 Readings in Vedic Literature (4 credits/block. Can be repeated for credit)

Students will experience extended practice of the TM-Sidhi program and read the Vedic literature.
• MVS 581 Applied Research in Maharishi Vedic Science (4 credits/block. Can be repeated for credit)

Students will apply the knowledge they have gained in their undergraduate work to an area in society.

Graduation Requirements for the MA in Maharishi Vedic Science Extended Professional Schedule (Evening/Weekend Program)

Students who currently practice the TM-Sidhi program and whose extended plan of study allows them to complete at least 12 credits of DC 535 may elect to earn the MA in MVS by completing their course work on the weekends and evenings. Students who wish to be eligible for application for admission to the PhD in Maharishi Vedic Science must also take MVS 548 Academic Writing after their other courses in the degree.

To graduate with an MA in MVS, a student needs 12 courses (48 credits), including SCI 500, MVS 525 Sanskrit and MVS 528 Reading Vedic Literature (which are taken concurrently throughout the MA program), a Forest Academy each semester or MVS 582, and MVS 585 Capstone — Celebrating Perfection in Education.

The other nine courses can be from the following:
• MVS 461 Maharishi Āyurveda and Maharishi Self-Pulse Reading (4 credits)
• MVS 485 Rotating University
• MVS 504 Physiology, Consciousness, and Veda (4 credits)
• MVS 509 Bhagavad-Gītā (4 credits)
• MVS 510 Bhagavad-Gīta (4 credits)
• MVS 540 Principles of Maharishi Vedic Science: The Self-Referral Dynamics of Consciousness (4 credits)
• MVS 544 Principles of Maharishi Vedic Science in Physics (4 credits)
• MVS 552 Unfolding the Total Potential of Human Life In Higher States of Consciousness (4 credits)
• MVS 555 Ideal Administration for an Ideal Society (4 credits)
• MVS 559 Approaches to Knowledge: Modern Science and Maharishi Vedic Science (4 credits)

plus,
12 credits of DC 535 The Transcendental Meditation and TM-Sidhi Programs, including Yogic Flying: Learning to Think and Act from the Level of Transcendental Consciousness
Graduation Requirements for the Master of Arts Degree in Maharishi Vedic Science (Online program)

In order to qualify for the degree of MA in Maharishi Vedic Science through online delivery, students must successfully pass all 12 courses in the degree (48 credits). Each course is 10 weeks long. The program takes three years.

The Science and Technology of Consciousness course (STC 508) must be taken first. The other 11 courses may be taken in any order within three recommended sections, as indicated below. Students may waive STC 508 if they have taken MVS 500 the Science of Creative Intelligence within the last few years.

- STC 508 Science and Technology of Consciousness (4 credits)

First level of courses:
- MVS 552 Unfolding the Total Potential of Human Life in Higher States of Consciousness (4 credits)
- MVS 525 Sanskrit I (4 credits)
- MVS 510 Bhagavad-Gītā (Chapters 1-3) (4 credits)
- MVS 511 Bhagavad-Gītā (Chapters 4-6) (4 credits)

Second level of courses:
- MVS 559 Approaches to Knowledge: Modern Science and Maharishi Vedic Science (4 credits)
- MVS 461 Maharishi Āyurveda and Maharishi Self-Pulse Reading (4 credits)
- MVS 504 Physiology, Consciousness, and Veda (4 credits)
- MVS 544 Principles of Maharishi Vedic Science in Physics (4 credits)

Third level of courses:
- MVS 540 Principles of Maharishi Vedic Science: The Self-Referral Dynamics of Consciousness (4 credits)
- MVS 555 Ideal Administration for an Ideal Society (4 credits)
- MVS 585 Capstone — Celebrating Perfection in Education (4 credits)

MASTER’S DEGREE SPECIALIZATIONS

Students in the MA in Maharishi Vedic Science listed above may add a specialization to their degree by completing additional coursework in one of the following areas:
• **Specialization in Advanced Maharishi Vedic Science**
  18–36 credits of coursework in classes that were not taken for the MA in MVS or have been significantly reformulated with new books and materials since they were taken or MVS 520 Advanced Studies in Maharishi Vedic Science

• **Specialization in Physiology and Health**
  18–36 credits of graduate courses in Physiology and Health

• **Specialization in Reading the Vedic Literature**
  18–36 credits of coursework selected from the following:
  • MVS 525 Sanskrit and Maharishi Vedic Science
  • MVS 526 Sanskrit
  • MVS 527 Advanced Sanskrit
  • MVS 534 Readings in Vedic Literature

• **Specialization in Maharishi Gandharva Veda**
  18–36 credits of graduate courses in Gandharva Veda

• **Practicum Specialization**
  Students expand, apply, and express their growing knowledge of Maharishi Vedic Science in professional settings. The Practicum Specialization may be taken concurrently with the evening/weekend program schedule of study, or they may be taken after some or all of the MA coursework in the day program schedule has been completed.

• **Specialization in Maharishi Vedic Technologies**
  18–36 credits of:
  • MVS 580 Practicum in Maharishi Vedic Technologies

• **Specialization in Educational Applications of Maharishi Vedic Science**
  18–36 credits of:
  • MVS 581 Applied Research in Maharishi Vedic Science

• **Specialization in TM Teacher Training**
  (Students who have successfully completed the TM Teacher Training course before they take the MA courses, will automatically graduate with a specialization in TM Teacher Training)
  • MVS 490 *Transcendental Meditation* Program Teacher Training (12 credits)
GRADUATE CERTIFICATE IN MAHARISHI VEDIC SCIENCE

Entrance Requirements for the Post-Graduate Certificate in Maharishi Vedic Science

Students must have successfully completed the MA in MVS.

Graduation Requirements for the Post-Graduate Certificate in Maharishi Vedic Science

To graduate with a Post-Graduate Certificate in MVS, a student takes the six courses listed below (24 credits):

- MVS 573 Vedic Knowledge for Everyone (4 credits)
- MVS 574 Automation in Administration (4 credits)
- MVS 575 Sovereignty in Invincibility (4 credits)
- MVS 576 The Structuring Dynamics of the Human Physiology (4 credits)
- MVS 577 Rāmāyan in the Human Physiology (4 credits)
- MVS 578 Dawn of Total Knowledge (4 credits)

In addition, all students will take MVS 579 Capstone Writing Project (4 credits).

Concurrent with each 4-credit course, students take a 1-credit Sanskrit seminar, MVS 524, that focuses on reading the Vedic Literature in the Devanāgarī script. This reading will complement the basic course that the students are taking.

PHD IN MAHARISHI VEDIC SCIENCE

Entrance Requirements for the PhD Degree in Maharishi Vedic Science

The PhD in Maharishi Vedic Science is the highest academic and professional degree in the discipline devoted to the study of the holistic development of consciousness. The Department will, therefore, evaluate applicants not only for their demonstrated ability to undertake doctoral level academic work in the field, but also for the prospective student’s demonstrated ability to serve as an example of the highest standards of holistic development.

Students entering the program must be practicing the TM-Sidhi program for at least one year, hold a Master of Arts degree in Maharishi Vedic Science (please refer to listing above for requirements), and have demonstrated the ability to undertake doctoral level work. For acceptance into the program, a student’s complete academic record and personal recommendations are also considered.
This program is for those individuals who wish to accelerate growth to enlightenment and become professional exponents of Maharishi Vedic Science. Students deepen their experiences of higher states of consciousness, gain a fuller grasp of principles of Maharishi Vedic Science, and refine their presentation and teaching skills. Students may choose to research and write a dissertation in one of the following: (1) Reading Vedic Literature in Sanskrit, (2) Applications of Maharishi Vedic Science to Society, (3) Modern Science and Maharishi Vedic Science, (4) Research in Higher States of Consciousness, or (5) Exploration of the Principles of Maharishi Vedic Science in the Vedic literature.

Graduation Requirements for the PhD Degree in Maharishi Vedic Science

The Core Curriculum consists of 46 credits selected by the faculty from the following courses:

YEAR 1
- MVS 605: Seminar on Philosophy of Science and Scientific Research on Maharishi’s Technologies of Consciousness (4 credits)
- MVS 611 Research Methods: Learning the Self-Referral, Self-Correcting Nature of Science (4 credits)
- MVS 670 Advanced Analysis and Synthesis of Total Knowledge. (8 credits)
- MVS 671 Maharishi’s Insight into the Veda and Vedic Literature: Fabrics of Immortality. (8 credits)
- MVS 674 Peace-Creating Professionals: Applying Maharishi Vedic Science to Society. (8 credits)
- MVS 680 Maharishi Vedic Science Seminar (1 credit per semester)
- MVS 691 Preparation for the Qualifying Examination: Synthesizing and Expressing Total Knowledge (4 credits)

Upon successful completion of this core curriculum, students are advanced to candidate status and begin work in their dissertation proposal.

YEAR 2
- MVS 695 Faculty Development Seminar (2–4 credits)
- MVS 700 Dissertation proposal (12 credits)

Upon successful completion of these courses, which culminates with the defense of their written proposal, students advance to the PhD researcher status and then enroll in MVS 701 Original Research and Dissertation Preparation.
The PhD degree is awarded to a PhD researcher once the following steps have been completed:

- Presentation of the dissertation findings in a formal lecture with an open public forum for discussion
- Acceptance of dissertation by the Graduate School and the Library
- Certification by the graduate faculty of the student’s continuing exemplification of the highest standards of holistic development.
COURSES

Undergraduate Courses

MVS 102 Sanskrit: Learning the Sounds of Nature
“Consciousness is the most basic element in creation; therefore the study of consciousness and research in consciousness, which is offered by the traditional Vedic Literature, gives the student the ability to do anything and achieve anything with the support of the evolutionary power of natural law.” — Maharishi

Reading the Vedic Literature in Sanskrit is a new technology of Maharishi Vedic Science to speed the development of higher states of consciousness. In this course, students learn to read the Vedic Literature in Sanskrit and discover how this practice actually strengthens brain functioning. Students also learn the basic principles of Maharishi Vedic Science, including the recent discovery of how human physiology forms a perfect replica of natural law, as embodied in the 40 aspects of the Veda and Vedic Literature. This historic discovery reveals that the natural laws governing the universe are the same laws governing our physiology — meaning that each of us has access, within our own physiology, to the total potential of natural law. This in turn gives us the potential to know anything, do anything, and accomplish anything. (4 credits)

MVS 150 CCTS: Science and Subjectivity—Critiques of Science as a Purely Objective Approach to Knowledge
This reading-intensive seminar will present the standard view of science as an attempt at gaining objective knowledge using logic and observation. It will then study critiques of this model, which bring out the role that subjective factors like creativity and judgment play at each step of the process. It will also explore the question of whether there can be a “subjective science,” and how Maharishi’s Vedic Science fits within the structure of scientific approaches to knowledge. Readings will include Thomas Kuhn’s The Structure of Scientific Revolutions and Ken Wilber’s The Marriage of Sense and Soul. (4 credits)
Prerequisite: taken during students’ first semester, or with consent of the Department faculty

MVS 202 Self-realization, Freedom, and Fulfillment: Seven States of Consciousness and the Awakening of Total Knowledge in Human Awareness
This course is an in-depth, advanced version of FOR 431 that allows a much deeper and more nuanced exploration of higher states of consciousness as described by Maharishi and as experienced naturally and spontaneously by Transcendental Meditation practitioners and by people throughout history. Included are specific perspectives on human development and enlightenment from key Western and Eastern thinkers, as well as expanded video and reading selections, more time for discussion, and more options for
expressing course material through writing, multimedia presentations, and small-group projects. The course is question- and discussion-driven, with an emphasis on connecting this understanding of higher states to your own experiences—and addressing any and all individual questions on these topics. A TM Retreat/ World Peace Assembly is included. This course may be substituted for FOR 431 to fulfill the General Education graduation requirement. (4 credits) Prerequisite: FOR 103 or PH 101

MVS 208 Fundamentals of Maharishi Vedic Science: Atma and Veda — the Self-Referral Dynamics of Consciousness Underlying the Individual and the Universe
This course systematically investigates Maharishi’s explanation of the self-referral dynamics and structure of pure consciousness, as being the ultimate source and content of all the laws of nature that are responsible for the creation and orderly functioning of both individual and universal life. Topics include: the analysis and synthesis of the nature and range of Atma, the universal Self of every individual; how the fluctuations of Atma appear as the structure and qualities of the four Vedas in terms of their qualities and sequential unfolding; how the structures and functions of the Vedas correspond to the human physiology and the cosmic physiology of the cosmos; the reading of the Vedic Literature in Sanskrit; and exploring the correlation between the cosmic creative process as expressed in the Vedas with theories of the structure and functioning of the unified field Superstring theory of modern quantum physics. (4 credits)

MVS 210 The Vedic Literature in Maharishi Vedic Science: Sequential Expression of Total Natural Law, the Constitution of the Universe
This course explores the 36 branches of the Vedic Literature that are contained within and yet have sequentially unfolded from the Rik, Sama, Yajur and Atharva Vedas. Topics include: the 6 “Limbs of the Veda” called the Vedanga: Shiksha, Kalp, Vyakaran, Nirukt Chhand and Jyotish, which express the Vedic knowledge of the specific engineering mechanics of creation; the 6 “Subordinate Limbs of the Veda” called the Upanga and also known as the 6 systems of Indian philosophy: Nyaya, Vaisheshik, Sankhya, Yoga, Karma Mimansa and Vedanta, which explore how to systematically and completely understand and experience the full range of any object of inquiry. All the 36 branches of the Vedic Literature are examined in relation to their specific qualities and contributions to the Totality of knowledge and the infinite organizing power called the Constitution of the Universe—the totality of natural law that governs the universe with perfect order. The structure and functions of the Vedic Literature are also explored in terms of their corresponding expressions as the various aspects of the individual human physiology and the cosmic physiology of the universe. (4 credits) Prerequisite: MVS 208
MVS 225 Maharishi Vedic Science and Judaism, Christianity, and Islam
Students will explore universal principles of life expressed by Maharishi Vedic Science and the religions of Judaism, Christianity, and Islam. The course will provide students the opportunity to study the following topics: The existence and nature of God; the main purpose of human life; the ultimate cause of all problems and suffering; turning within: the technology of transcending; the development of higher states of consciousness; and the creation of heaven on earth. (4 credits) Prerequisite: WTG 191

MVS 226 Maharishi Vedic Science and Buddhism, Taoism, Confucianism
Students explore universal principles of life expressed by Maharishi Vedic Science and the religions of Buddhism, Taoism, and Confucianism. The course gives students the opportunity to study the following topics: The existence and nature of God, the main purpose of human life, the ultimate cause of all problems and suffering, turning within and the technology of transcending, developing higher states of consciousness; and the creation of heaven on earth. (4 credits) Prerequisite: WTG 191

MVS 235 Music Appreciation: Appreciating Music as the Art of Giving Audible Life to the Harmonious Structure of Natural Law
This course investigates the nature of music through the study of western classical masterpieces, music theory, piano lessons, and Maharishi Gandharva Veda — the classical music of North India originating from the ancient Vedic civilization. Students explore the mechanics of transformation of consciousness into audible sound, and the fulfillment of music’s supreme quest to establish harmony within the musician and in the environment. (4 credits)

MVS 236 Music, Consciousness, and Veda
Students will participate in the Invincible America Assembly program while on the course, allowing the opportunity to become deeply rested and refreshed. In the afternoon, students will take the Music, Consciousness, and Veda course. (2 credits) Prerequisite: instruction in the TM-Sidhi program

MVS 240 EEG, Brain, and Enlightenment: Brain Functioning Underlies Conscious Processing, States of Consciousness, and Enlightenment
Brain functioning underlies conscious processing, states of consciousness, and enlightenment. Students will learn how to record EEG (brain waves) and other physiological measures (breath rate, heart rate, and skin conductance), will learn the brain signatures of the practice of the Transcendental Meditation technique and of higher states of consciousness, and will conduct original research testing a research question that they generate during the course. (4 credits) Prerequisite: PH 101
MVS 300 Science of Being and Art of Living: Maharishi’s Guide to Life in Enlightenment
Science of Being and Art of Living was Maharishi’s first book, published in 1963. In this course, both through reading and through studying Maharishi’s video tapes, students investigate the main themes of the book — Being, the essential constituent of creation; how to contact and how to live Being; how to live one’s full potential, in thought, speech, action, and relationships; and God realization. (4 credits)

MVS 302 Bhagavad-Gita — Chapters 1–3: The Principles of Dharma, the Eternal Nature of Life, and Effortlessness of Transcending as the Basis of Right Action
This course studies Maharishi’s translation and commentary on the Bhagavad-Gita, a work that sequentially unfolds profound principles of human behavior. The Bhagavad-Gita, as a textbook for Maharishi Vedic Science, contains the essence of the detailed knowledge of consciousness contained in the Vedic literature. Topics include: the scope, structure, and dynamics of human behavior; the seven states of consciousness; collective consciousness; and the solution to the fundamental dilemma at the basis of human suffering. (variable credits)

MVS 303 Bhagavad-Gita — Chapters 4–6: The Roles of Action and Silence, Knowledge and Experience, in Rising to Higher States of Consciousness
This course studies Maharishi’s translation and commentary on the Bhagavad-Gita, a work that sequentially unfolds profound principles of human behavior. The Bhagavad-Gita, as a textbook for Maharishi Vedic Science, contains the essence of the detailed knowledge of consciousness contained in the Vedic literature. Topics include: the scope, structure, and dynamics of human behavior; the seven states of consciousness; collective consciousness; and the solution to the fundamental dilemma at the basis of human suffering. (variable credits)

MVS 304 Applications of Maharishi Vedic Science: Creating a Stress-Free, Harmonious, Prosperous, and Enlightened Society
In this course, students examine applications of Maharishi Vedic Science to education and rehabilitation, government and defense, or business and industry. Then they review research documenting the effectiveness of the technologies of Maharishi Vedic Science in these areas. (variable credits)

MVS 307 Practicum in Maharishi Vedic Science: Individual Project in Creating Heaven on Earth
In this course, students gain experience presenting the practical application of Maharishi Vedic Science to an area of society that they studied in MVS 304. (4 credits)
Prerequisite: MVS 304
MVS 308 Research Design and Outcomes on the Transcendental Meditation and TM-Sidhi Programs: Verifying a Paradigm Shift in Human Potential
As a precise, systematic, and effective method for developing human consciousness, the Transcendental Meditation and TM-Sidhi programs have given rise to a substantial scientific research program. This course reviews contemporary methods of research — including issues from the philosophy of science — as it applies to the research on the Transcendental Meditation program — and develops the ability to evaluate and explain specific studies on developing mental potential, improving health, and creating effective and rewarding social behavior. (4 credits)

MVS 309 Fundamentals of World Peace: Creating Coherence in Collective Consciousness as the Basis for World Peace
Students explore various methods of creating peace, with special emphasis on the documented effectiveness of these methods, and understanding the underlying scientific explanations accounting for this effectiveness, particularly in the physics of invincibility. Students study the sociological concept of collective consciousness, and the course emphasizes in-depth examination of Maharishi Vedic technologies — particularly group practice of the TM-Sidhi program — and its ability to create coherence in collective consciousness as the basis for creating peace. (4 credits)

MVS 312 Field Experience: Applying the Principles You Have Learned to Improve Quality of Life in Society
During this course students will work on campus or in nonprofit educational institutions authorized to hold courses in the Transcendental Meditation technique. Students will help organize courses, apply their lecture and/or checking skills, and help with expansion projects for these institutions. (variable credits — may be repeated for credit)
Prerequisite: consent of the instructor

MVS 314 Academic Mentorship: Participating with Faculty in Packaging Maharishi Vedic Science for Application in Society
In this course, students will work closely with senior faculty on selected special projects, such as the development of books and other curricular materials on Maharishi Vedic Science. (variable credits) Prerequisite: consent of instructor

MVS 321 Reading the Vedic Literature: Upanga
During this course, students will read the classical texts of Vedic Literature in the Devanāgarī script. The texts are read for the sound value, enjoying benefits in consciousness and in physiology. Students will begin this course with a major division of the Vedic Literature. (4 credits) Prerequisites: MVS 102 and permission of the instructor
MVS 322 Reading the Vedic Literature: Upa-Veda
During this course, students will read the classical texts of Vedic Literature in the Devanāgarī script. The texts are read for the sound value, enjoying benefits in consciousness and in physiology. Students will begin this course with a major division of the Vedic Literature. (4 credits) Prerequisites: MVS 102 and permission of the instructor

MVS 323 Reading the Vedic Literature: Brahmana
During this course, students will read the classical texts of Vedic Literature in the Devanāgarī script. The texts are read for the sound value, enjoying benefits in consciousness and in physiology. Students will begin this course with a major division of the Vedic literature. (4 credits) Prerequisites: MVS 102 and permission of the instructor

MVS 327 Personal Growth
In this course students learn about and practice a range of Vedic technologies to maximize personal growth, including a seven-day retreat, Maharishi videotaped lectures, training in physical health and fitness, group-building projects, and a class agreed daily routine protocol. In addition, we will explore Maharishi AyurVeda diet and cooking, some simple self-administered panchakarma therapies, Maharishi Gandharva, and artistic expression — writing, music, drawing, and painting. There will be a capstone project to integrate knowledge and experiences gained during the course. (4 units)

MVS 342 Health Benefits of Maharishi Gandharva Veda
Exploratory research indicates that the effects of listening to Maharishi Gandharva Veda music include an increase in brain wave coherence, more integrated behavior, and a tendency of mental activity to settle down and experience finer states of awareness. Students become familiar with this research and perform related studies of their own. Includes instruction in bamboo flute, tabla, sitar, or voice, according to availability. (4 credits)

MVS 370 Yoga Philosophy in the Light of Maharishi Vedic Science
This course examines Maharishi’s lectures and writings in order to better understand the principles of Yoga philosophy as found in its source texts — principally the Bhagavad-Gita and Patanjali Yoga Sutra. Topics include: the difference between the “state of Yoga” and the “path of Yoga”; Yoga and the brain; Yoga and health; Yoga and the realization of full human potential; Yoga and dharma; misunderstandings about Yoga; the nature of Karma Yoga, Gyan Yoga, Bhakti Yoga, Raja Yoga, and Ashtanga Yoga; Yoga and world peace; Yoga and TM-Sidhi practice; Yoga in human physiology. (4 credits)
MVS 391 MVS Senior Writing and Speaking Project: Giving Expression to the Integrated Structure of Knowledge in Your Consciousness
During this course, students develop and present a summative oral presentation and write a paper that serves to integrate and complete the knowledge and experience gained from the Maharishi Vedic Science major. (4 credits; may be repeated for credit)
*Note: a total of 8 credits is required. Students should take the course after having completed all other requirements.*

MVS 397 Advanced Topics in Maharishi Vedic Science: Exploring the Branches of Maharishi Vedic Science and Their Practical Technologies
Students explore advanced topics in Maharishi Vedic Science under the guidance of faculty and eminent Vedic scholars. Topics may include seminars on selected research themes, selected branches of the Vedic literature, and Maharishi technologies and the research on their applications. (4 credits — may be repeated for credit) *Prerequisite:* consent of instructor

MVS 399 Directed Study
(variable credits) *Prerequisite:* consent of the Department faculty and the Academic Standards Committee

MVS 408 Professional Development in Maharishi Vedic Technologies: Learning and Applying the Technologies of Maharishi Vedic Science in Society
This course is designed for students who are taking part in professional training programs in Maharishi Vedic Technologies. (variable credits based on one credit for each week of full-time instruction.) *Prerequisite:* consent of the Department

MVS 475 Senior Project Seminar
In this two-week seminar, senior students from all majors reflect on their undergraduate education, in an interdisciplinary setting. This gives students an opportunity to integrate all aspects of their experience at Maharishi University of Management, including course work, extra-curricular activities, and personal development, and to articulate ways in which experience and understanding of Maharishi Vedic Science have deepened their knowledge. Growth in areas described by the university’s general education goals is also assessed during this course. (8 credits) *Prerequisite:* last semester before graduation

MVS 480 Topics in Maharishi Vedic Science
This course presents knowledge of Maharishi Vedic Science, formulated by Maharishi and applied to all streams of knowledge by the University faculty and guest lecturers. The principles of this integrated structure of knowledge are shown to have application for every area of society, as documented by the scientific research on the Transcendental Meditation and TM-Sidhi programs. (variable credits — may be repeated for credit)
MVS 485 Rotating University Abroad
There are many opportunities to study Maharishi Vedic Science abroad. In this course, students will travel to a country that may play a special role in Maharishi¹s worldwide Transcendental Meditation program Movement, such as India, South Africa, or Switzerland, and study Maharishi Vedic Science in that context. The course may include taped lectures of Maharishi, study of Sanskrit, and excursions to relevant locales. In some cases, the focus shifts to study of the deep cultural traditions of a country such as China and how these traditions parallel Maharishi Vedic Science (4 credits). Prerequisite: consent of Department faculty

MVS 490 Transcendental Meditation Program Teacher Training
This course comprises the Transcendental Meditation Program Teacher Training Course, providing the knowledge and experience of consciousness as the basis of life and preparing one to present the knowledge to others. It also gives an opportunity for personal development through deeper personal experience of the unified field of natural law and understanding of the Science of Creative Intelligence. Participation in the course does not automatically qualify a student to graduate as a teacher of the Transcendental Meditation program. Further training and fieldwork may be needed before graduation as a teacher.

Students must have a minimum of at least one year of progress in a degree at Maharishi University of Management before taking MVS 490. The course must be appropriate to the degree the student is taking. Academic credit for the completion of this course is offered by Maharishi University of Management, Fairfield, IA, under a contractual agreement with Maharishi University of Management, Netherlands, who controls the acceptance to the course, the cost of the course, and the content of the course. (12 credits) Prerequisites: STC 108/109 or FOR 500 and completion of one year of MUM coursework. This course is taught under contractual agreement with a non-accredited, non-federal-aid-eligible organization. Students must apply to and be accepted by that organization.

MVS 492 Transcendental Meditation Program Teacher Training Program Fieldwork Internship
This course allows students to learn and perfect the ability to expound the knowledge for developing consciousness as the unified field of natural law in the individual and in society. (2–8 credits) Prerequisites: MVS 490, prior consent of the Department faculty, approved study plan, and consent of the Academic Standards Committee
MVS 493 Transcendental Meditation Program Teacher Training Program Teaching Internship
In this course, students who have qualified as teachers of the Transcendental Meditation technique and the Science of Creative Intelligence program work full time for at least four months teaching these programs. Two credits are given for each month students are engaged in this internship. (Maximum of 8 credits during a semester; may be repeated for a second semester) Prerequisite: MVS 490

MVS 497 Transcendental Meditation Program Research Internship
This course provides the opportunity for extended development of consciousness as a field of all possibilities as well as practical application of Maharishi Vedic Science. Students must apply and be accepted. (2 credits/month)

MVS 499 Directed Study
(variable credits) Prerequisite: consent of the Department faculty and the Academic Standards Committee

Graduate Courses

NOTE: All 3–4 credit graduate courses can be taken in 1.5–2 credit sections, sections A and B. However, both sections A and B must be taken in order for the course to be considered completed.

MVS 461 Maharishi Self-Pulse Reading: Assessing the Body’s Inner Intelligence through the Touch of Three Fingers on the Pulse
This course provides the theory and practical technique for detecting balance and imbalance in the body through the Maharishi Self-Pulse program. Students gain a thorough understanding of how the intelligence within the physiology is reflected in the pulse. The course also describes measures to correct imbalances before disease arises. Students not only learn to detect states of physiological balance and imbalance; they also learn how the Maharishi Self-Pulse program can create a balancing influence in any area of imbalance, spontaneously enhancing physiological integration. (variable credits)

MVS 504 Physiology, Consciousness, and Veda: Awakening Your Total Brain Potential
In this course, students learn how the brain is designed to be a perfect reflector of total natural law. They see how consciousness structures the physiology and how the innumerable connections among the ten billion brain cells enable a person to live in higher states of consciousness. Students measure their own growth of consciousness as part of the course. (2–4 credits)
MVS 509 Bhagavad-Gita: The Principles of Dharma, the Eternal Nature of Life, and Effortlessness of Transcending as the Basis of Right Action
In this course, students study Maharishi’s commentary on the Bhagavad-Gita, which provides a systematic exposition of the development of human consciousness, its relationship to knowledge, and its application to improve the quality of individual and collective life. This course covers all six chapters. (4 credits)

MVS 510 Bhagavad-Gita: Chapters 1–3
In this course, students study Maharishi’s commentary on the Bhagavad-Gita, which provides a systematic exposition of the development of human consciousness, its relationship to knowledge, and its application to improve the quality of individual and collective life. This course focuses in depth on the first three chapters. (2–4 credits)

MVS 511 Bhagavad-Gita: Chapters 4–6
In this course, students study Maharishi’s commentary on the Bhagavad-Gita, which provides a systematic exposition of the development of human consciousness, its relationship to knowledge, and its application to improve the quality of individual and collective life. This course focuses in depth on chapters 4–6. (4 credits)

MVS 512 Fundamentals of Maharishi Vedic Science
In this course, students learn basic principles of Maharishi Vedic Science, such as higher states of consciousness, levels of mind, 40 aspects of the Vedic literature, Maharishi’s Apaurusheya Bhashya, and Maharishi Sthapatya Veda design. Students also learn numerous Vedic expressions from the Vedic literature. (4–6 credits)

MVS 517 Final Paper
In this course, students research in depth a particular aspect of Maharishi Vedic Science. Students have the option of presenting their findings in a PowerPoint lecture or in a research paper. A faculty member in the Maharishi Vedic Science department supervises the research. (2–4 credits — may be repeated for credit)

MVS 520 Advanced Study in Maharishi Vedic Science: Analyzing the Fabric of Immortality
This course is designed for students who have completed the department’s Vedic Science offerings and wish to reexamine themes from these courses in light of more recent findings in the discipline. Possible topics include: Veda and Vedic literature, the self-referral dynamics of consciousness, and the discovery of Veda and Vedic literature in the human physiology. Also, recent books and lectures will be used. (variable credits — may be repeated for credit) NOTE: This course is for students enrolled in the Specialization in Maharishi Vedic Science. Prerequisite: consent of instructor
MVS 525 Sanskrit I: Learning the Language of Nature and Understanding Principles of Natural Law
This course introduces the proper pronunciation and reading of Sanskrit, the language of the Vedic literature. Students learn the Sanskrit alphabet and the Devanāgarī script, and they study Maharishi’s explanation of the role of Sanskrit as the language of nature. (variable credits — may be repeated for credit) Prerequisite: MVS 509

MVS 526 Sanskrit II: Learning the Language of Nature and Understanding Principles of Natural Law
This course introduces the proper pronunciation and reading of Sanskrit, the language of the Vedic literature. Students learn the Sanskrit alphabet and the Devanāgarī script, and they study Maharishi’s explanation of the role of Sanskrit as the language of nature. (variable credits — may be repeated for credit) Prerequisite: MVS 509

MVS 527 Advanced Sanskrit: Reading the Vedic Literature to Enliven the Language of Nature Within
These courses will continue the reading program in the Vedic Literature. Each course will focus on the proper pronunciation and reading of classical Sanskrit — the language of the Vedic Literature — that supports each basic course they are taking in the Certificate Program. This course will review the fundamentals of Sanskrit, focus on the proper pronunciation of classical Sanskrit, and begin the reading program in the Vedic Literature. In addition, students will study Maharishi’s explanation of the role of Sanskrit as the language of Nature. (1 credit for each of 5 courses)

MVS 528 Reading the Vedic Literature and Exploring Its Many Facets
This course will focus on reading from different branches of the Vedic Literature in the Devanagari script, learning selected Vedic expressions, understanding how the mind and body are the embodiment of Veda and the Vedic Literature, and reading selected translations from the Vedic Literature. (1.5 credits/semester) Prerequisite: Sanskrit 1.

MVS 530 Readings in Vedic Literature: Accelerate Growth to Enlightenment
In this course, students read texts of the Vedic literature for the sound value, enjoying the benefits in consciousness and in the physiology. Texts include the Bhagavad-Gita, Ramayana, Upanishads, and other aspects of the Vedic literature. (variable credits — may be repeated for credit)

MVS 534 Readings in Vedic Literature
In this course, students read the Vedic literature in the original Devanāgarī script. They keep a journal of their experiences while reading and after reading. This course includes
the option for extended practice of the Transcendental Meditation and TM-Sidhi programs. (variable credits — may be repeated for credit)

**MVS 540 Principles of Maharishi Vedic Science: The Self-Referral Dynamics of Consciousness**
In this course, students discover the fabrics of immortality in their own physiology.
Topics include: the self-interacting dynamics of consciousness, the Constitution of the Universe, the forty aspects of the Veda and Vedic literature, Maharishi’s *Apaurusheya Bhashya*, Rik Veda, and Vedic Devata in the human physiology. (2–4 credits)

**MVS 544 Principles of Maharishi Vedic Science in Physics**
This course demonstrates how the historical development of unified quantum field theory has been intimately concerned with resolving the apparent opposition between observer and observed. In this context, the student can readily understand how Maharishi Vedic Science completes and enriches the most sophisticated discoveries of advanced physics. (2–4 credits)

**MVS 548 Academic Writing: Harnessing the Deepest Level of Language to Express Total Knowledge**
This course is structured to develop and refine students’ writing abilities. During the course, your will rewrite a paper from your course work, bringing it up to a publishable quality. (variable credits — may be repeated for credit)

**MVS 552 Unfolding the Total Potential of Human Life In Higher States of Consciousness: Growing toward the Supreme Pinnacle of Human Evolution — All Experience Unified in the Self**
This course investigates Maharishi’s description of higher states of consciousness that arise naturally and spontaneously through practice of the Transcendental Meditation and TM-Sidhi programs. Personal experience, scientific research, and the record of ancient Vedic texts are used to understand higher states of consciousness. (2–4 credits)

**MVS 553 Discovery of Veda and Vedic Literature in Human Physiology: How Consciousness Creates Your World — Physiology Is Consciousness**
In this course, students learn Maharishi’s unique insights into the structuring dynamics of the Vedic literature as presented in the six Vedanga, and the criteria and methods of gaining reliable knowledge, both intellectually and experientially, as revealed by the six Upanga. This course illuminates the path to enlightenment and leads to an increasingly refined understanding and experience of the ultimate nature of reality. (2–4 credits)
MVS 554 Maharishi Vedic Science and Judaism, Christianity, and Islam
Students explore universal principles of life expressed by Maharishi Vedic Science and the religions of Judaism, Christianity, and Islam. The course provides students the opportunity to study the following topics: the existence and nature of God; the main purpose of human life; the ultimate cause of all problems and suffering; turning within: the technology of transcending; the development of higher states of consciousness; and the creation of heaven on earth. (4 credits)

MVS 555 Ideal Administration for an Ideal Society: Automation in Administration
This course will examine how any nation can create a problem-free, prevention-oriented government on a par with the Government of Nature. Topics will include: the structure and function of the total potential of Natural Law, and how Natural Law can be engaged to bring ideal government to every nation; the significance of collective consciousness and its effect on government; the role of the Global Country of World Peace; and scientific research on Vedic technologies that align individual and national consciousness with the infinite intelligence and creative power of Nature’s Government, which administers the universe with perfect order. (3–4 credits)

MVS 559 Approaches to Knowledge: Modern Science and Maharishi Vedic Science
This course examines the role of science in the acquisition of knowledge. It considers the basic components of the scientific method, the fundamentals of logic and important issues in the philosophy of science including the strengths and limitations of both objectivity and subjectivity. This is then compared and contrasted with the integrative approach of Maharishi Vedic Science, which offers study and research in the field of pure consciousness, the ultimate reality of one’s own Self. (4 credits)

MVS 560 Principles of Collective Consciousness in Maharishi Vedic Science
In this course students explore theory, technologies, and empirical research relating to collective consciousness in Maharishi Vedic Science, and the relevance of this knowledge for the future of humanity. Students dive deeply into understanding and experience of the unity of existence, while also developing scientific thinking skills in examining for themselves published research on the Maharishi Effect — the effect of individual and group practice of the Transcendental Meditation and TM-Sidhi programs. (4 credits)

MVS 562 Health Benefits of Maharishi Gandharva Veda
Exploratory research indicates that the effects of listening to Maharishi Gandharva Veda music include an increase in brain wave coherence, more integrated behavior, and a tendency of mental activity to settle down and experience finer states of awareness. This course presents an overview of current research, while giving students the opportunity to
study this music and explore their own responses to it. Included is instruction in at least one of the following: bamboo flute, tabla, sitar, or voice. (2-4 credits — may be repeated for credit)

**MVS 573 Vedic Knowledge for Everyone**
This course will focus on the principles of fulfilling the purpose of education. The topics covered in the course will include: definition and scope of Maharishi’s Vedic Science, unfolding complete knowledge through analysis and synthesis, Maharishi’s Absolute Theory of Education, and comparison of modern science with Maharishi’s Vedic Science. Readings will be drawn from: Maharishi Vedic University and Constitution of India. (4 credits)

**MVS 574 Automation in Administration**
This course will focus on the principles of perfect administration. The topics covered in the course will include: the origin of Law and its evolution, the managing intelligence of Nature, the science and art of management, automation in administration, creativity in administration, absolute administration, Maharishi’s Absolute Theory of Government, total perspective of rulership, administration through Natural Law, and Constitution of the Universe. Readings will be drawn from: Maharishi University of Management and Maharishi’s Absolute Theory of Government. (4 credits)

**MVS 575 Sovereignty in Invincibility**
This course will focus on a new world order of peace. The topics covered in the course will include: Maharishi’s Absolute Theory of Defense, the formula for an effective defense, the source of order in Nature, physics of invincibility, chemistry of invincibility, mathematics of invincibility, physiology of invincibility, and a vision of invincible order of Nature. Readings will be drawn from: Maharishi’s Absolute Theory of Defense. (4 credits)

**MVS 576 The Structuring Dynamics of the Human Physiology**
This course will focus on the discovery that the laws that construct the human physiology are the same as those that give structure to the Vedic Literature, and to the administering intelligence of Natural Law described in the Vedic Literature as Vedic Devatā. The topics covered in the course will include: Upa-Veda in the physiology, Brāhmaṇa in the physiology, Prātishākhya in the physiology, and Vedic Devatā in the human physiology. Readings will be drawn from: Human Physiology: Expression of Veda and the Vedic Literature. (4 credits)
MVS 577 Rāmāyan in the Human Physiology
This course will focus on the Rāmāyan in the structure and function of the human physiology. The topics covered in the course will include: the Vedic Devatā in the Rāmāyan, the principle characters of the Rāmāyan and their physiological roles, a summary of the 7 chapters of the Rāmāyan, and the rule of Rām—Rām Rāj. Readings will be drawn from: Rāmāyan in Human Physiology. (4 credits)

MVS 578 Dawn of Total Knowledge
This course will focus on the field of Total Knowledge. The topics covered in the course will include: vision of Total Knowledge, the Self-Referral dynamics of consciousness, all theories of modern science in one verse of Rk Veda, Vedic programs to make everything perfect, Maharishi’s Vedic Science as ultra-modern science, and Maharishi’s Apaurusheya Bhāshya. Readings will include: Celebrating Perfection in Education. (4 credits)

MVS 579 Capstone Writing Project
During this course, students will develop and present a summative written paper that serves to integrate and complete the knowledge and experience gained from the Postgraduate Certificate in Maharishi Vedic Science. (4 credits)

MVS 580 Practicum in Maharishi Vedic Technologies: Bringing Health and Wholeness to the Community
Students expand and apply their growing knowledge of Maharishi Vedic Science by functioning as professional technicians delivering such programs as the Maharishi Vedic Approach to Health preventive health and rejuvenation programs. (variable credits — may be repeated for credit)

MVS 581 Applied Research in Maharishi Vedic Science
Students expand, express and apply their growing knowledge of Maharishi Vedic Science by functioning as professional exponents of Consciousness-Based Education, the educational system based on Maharishi Vedic Science. (variable credits — may be repeated for credit)

MVS 582 Invincibility Research
This course involves investigation into the nature of human consciousness, both in its pure form, as self-referral consciousness, and in its expressed values in thinking and activity. This investigation makes use of (1) daily personal experience of self-referral consciousness, (2) recording of daily experiences, and (3) monthly meetings to discuss the nature and implications of transcendental experiences for growth of higher states of consciousness. (1 credit — may be repeated for credit)
MVS 585 Capstone — Celebrating Perfection in Education: Synthesizing the Year of Study and Preparing for the Future
In this course, students review their growth and understanding of higher states of consciousness by writing two papers: a personal narrative of their experience during their course of study in the MA program, and an academic paper reviewing the main principles of Maharishi Vedic Science they have learned in their coursework. In addition, students view tapes of Maharishi on education and give written and oral feedback on their educational experience in the MA program. (4 credits)

MVS 588 Presentations to All Levels of Society: Knowledge Becomes Knowledge When Applied in Action
This course gives students the opportunity to integrate knowledge gained in the program by making presentations on Maharishi Vedic Science in different areas of society. Areas may include business, education, health, government, defense, rehabilitation, or agriculture. Students present a written report on their project. (variable credits) Prerequisite: consent of the Department faculty and the Academic Standards Committee

MVS 591 Writing Skills: Generating the Perfect Flow of Speech to Express Total Knowledge
Students enhance the skills needed to write about Maharishi Vedic Science on a graduate level. This course is especially helpful for non-native speakers of English. (variable credits — may be repeated for credit)

MVS 597 Topics in Maharishi Vedic Science: Investigating the Infinity of Points within Wholeness
Students explore topics in Maharishi Vedic Science under the guidance of university faculty and eminent Vedic scholars. Topics may include: the Maharishi Jyotish program, the Maharishi Vedic Approach to Health program, Vedic engineering, and Maharishi Gandharva Veda music. (variable credits — may be repeated for credit)

MVS 599 Directed Study
(variable credits) Prerequisite: consent of the Department faculty

MVS 601 Special Topics 1
This course allows students the opportunity to study a topic within Maharishi Vedic Science in depth, such as the theme of self-referral in Maharishi Vedic Science or the idea of a subjective science. (Note: The contents of this course will vary depending on the needs of the students, the research interests of the available faculty, and the latest developments in Maharishi’s presentations of Maharishi Vedic Science. In all cases the course will feature in-depth study of books by Maharishi.) (variable credits)
MVS 602 Special Topics 2
This course allows students the opportunity to study a topic within Maharishi Vedic Science in depth, such as the theme of self-referral in Maharishi Vedic Science or the idea of a subjective science. (Note: The contents of this course will vary depending on the needs of the students, the research interests of the available faculty, and the latest developments in Maharishi’s presentations of Maharishi Vedic Science. In all cases the course will feature in-depth study of books by Maharishi.) (variable credits)

MVS 603 Special Topics 3
This course allows students the opportunity to study a topic within Maharishi Vedic Science in depth, such as the theme of self-referral in Maharishi Vedic Science or the idea of a subjective science. (Note: The contents of this course will vary depending on the needs of the students, the research interests of the available faculty, and the latest developments in Maharishi’s presentations of Maharishi Vedic Science. In all cases the course will feature in-depth study of books by Maharishi.) (variable credits)

MVS 604 Special Topics 4
This course allows students the opportunity to study a topic within Maharishi Vedic Science in depth, such as the theme of self-referral in Maharishi Vedic Science or the idea of a subjective science. (Note: The contents of this course will vary depending on the needs of the students, the research interests of the available faculty, and the latest developments in Maharishi’s presentations of Maharishi Vedic Science. In all cases the course will feature in-depth study of books by Maharishi.) (variable credits)

MVS 605 Seminar on Philosophy of Science and Scientific Research on Maharishi’s Technologies of Consciousness
In this seminar, students study and evaluate the main contemporary approaches to the principles, methods, and applications of modern science and discuss the contributions of Maharishi Vedic Science to solving outstanding issues in philosophy of science. They then apply the integrated standards of Maharishi Vedic Science and modern science to the main avenues of research on the technologies of Maharishi Vedic Science, including those in which they will be doing their dissertation research projects. They also practice communicating these outcomes in a manner that would be comprehensible to scholars at any university in the world. (variable credits)

MVS 611 Research Methods: Learning the Self-Referral, Self-Correcting Nature of Science
Students survey basic approaches to research such as quantitative, qualitative, historical, clinical, and philosophical methods of analysis. Topics include: logical and practical considerations in experimental design and measurement, writing literature reviews, and
selecting research topics, as well as research ethics and such non-experimental methods as computer simulation, textual analysis, and survey research. (variable credits)

**MVS 612 Research Principles, Logic, and Methods — Theory and Application**
This course introduces the principles and logic of scientific investigation and reviews the skills necessary for evaluating and undertaking scientific research. Topics include: principles and methods of experimental designs and review of non-experimental methods such as textual analysis and case studies. These principles will be understood in practical contexts such as research in consciousness through the Transcendental Meditation and TM-Sidhi programs and the reading of Vedic Literature. (variable credits)

**MVS 613 Philosophy of Science & Research Methods**
In this seminar, students compare and contrast the nature and purpose of research in Maharishi’s Vedic Science and modern science, including the principles, logic, and practice of modern scientific research and how they relate to research in consciousness and reading the Vedic literature in Maharishi’s Vedic Science. They also analyze the ways in which research in consciousness and reading the Vedic literature transcend or extend the standard criteria, methods, and goals of modern science. Topics include: principles and methods of experimental design and review of non-experimental methods such as textual analysis and case studies. (4 credits)

**MVS 618 Scientific Research on the Technologies of Maharishi Vedic Science: Identifying Reliable Knowledge through Repeatable Research**
This course will review research on the technologies of Maharishi Vedic Science, including key studies in the six-volume series of *Collected Papers on the Transcendental Meditation and TM-Sidhi Program* as well as more recent studies. The course will focus on the evaluation of the studies in light of research design considerations as well as the development of the ability to describe and answer questions about key studies. (variable credits)

**MVS 621 Specialized Research Paper: Testing and Validating Models in Maharishi Vedic Science**
In this course, students gain experience in conducting research and writing a publishable paper investigating models in Maharishi Vedic Science. The final paper should be of suitable scientific quality that it could be submitted for publication in a peer-reviewed journal. (variable credits)

**MVS 630 Readings in Vedic Literature: Accelerate Growth to Enlightenment**
In this course, students read texts of Vedic literature for the sound value, enjoying the benefits in consciousness and in physiology. Texts include the Bhagavad-Gita, Ramayana, and selected Upanishads. (variable credits — may be repeated for credit)
MVS 635 The Discovery of Veda and Vedic Literature in Human Physiology: The Individual Is Cosmic
This course studies the historic discovery of the Veda and Vedic literature in human physiology, brought to light by Professor Tony Nader, MD, PhD, under the guidance of Maharishi. Students learn:

- how the intelligence of nature, as expressed in the Veda and Vedic literature, forms the basis of the structure and function of the physiology, and
- how human physiology forms a perfect replica of nature’s intelligence, the Constitution of the Universe.

This knowledge, together with the technologies that arise from it, represents the complete knowledge of perfect health — and the key to perfection in every area of life. (variable credits)

MVS 670 Advanced Analysis and Synthesis of Total Knowledge
In this course, students will master the Self-referral dynamics of pure consciousness in terms of the structure and function of the Samhita of Rishi, Devata and Chhandas; Rik and Ak; Aknim Ile; the Richo Ak-kshare verse of Rik Veda; the dynamics of the Gap; Maharishi’s Apaurusheya Bhashya; the relationship between name and form in the Veda; the four Vedas; and the relationship between the silent dynamics of consciousness and the unified field of quantum field theory. (8 credits)

MVS 671 Maharishi’s Insight into the Veda and Vedic Literature: Fabrics of Immortality
In this course, students study Maharishi’s insights into the forty branches of the Veda and Vedic literature. Students view videotapes that Maharishi has made on the Vedic literature, including the Veda, Vedanga, Upanga, Upaveda, Brahmana, and Pratishakhya. Special emphasis is given to Vedanta. Students learn many of the Vedic Expressions that Maharishi has taught from the Vedic literature, and they read the Vedic literature in Sanskrit, creating profound brain coherence. (variable credits)

MVS 672 Mastering Veda and Vedic Literature in the Human Physiology
In this course, students explore through subjective and objective means of gaining knowledge Raja Raam’s connections between the structuring dynamics of the Vedic literature and the human physiology. This course gives students the reality that they are cosmic and leads to an increasingly refined understanding and experience of the ultimate nature of reality. (variable credits)
MVS 673 Original Research in EEG, Brain and Enlightenment
Brain functioning underlies conscious processing, states of consciousness, and enlightenment. Students will learn how to record EEG (brain waves) and other physiological measures (breath rate, heart rate, and skin conductance), will learn the brain signatures of the practice of the Transcendental Meditation technique and of higher states of consciousness, and will conduct original research testing a research question that they generate during the course. (variable credits)

MVS 674 Peace-Creating Professionals: Applying Maharishi Vedic Science to Society
In this course, students learn how to create professional presentations and structure lectures that effectively demonstrate the applied value of Maharishi Vedic Science to solve individual, national and global problems. Students will create presentations that will include research on current issues in governmental administration; finance and industry; economic inequities; education; physical, mental and societal health; crime and rehabilitation; agriculture; city planning; science and technology; homeland security; ethnic and religious tensions; international relations and the need for permanent world peace. (variable credits)

MVS 680 Maharishi Vedic Science Seminar: Enlivening the Collective Understanding of Concepts in Maharishi Vedic Science
The Maharishi Vedic Science graduate seminar includes a review of current research topics in the major disciplines and their relationship to the principles of Maharishi Vedic Science. Each session focuses on a particular discipline and its relationship to Maharishi Vedic Science and is led by senior graduate faculty. (0.5–1 credit — repeated each semester)

MVS 682 Advanced Practicum in Consciousness-Based Education: Structuring Knowledge in the Consciousness of the Student
This course gives students the opportunity to integrate research skills and teaching skills by assisting the faculty in teaching a Forest Academy — a two-week period of study of particular themes of Maharishi Vedic Science. As an alternate fieldwork project, students may arrange, prepare, and give a series of presentations in at least two applied fields, such as education, government, business, rehabilitation, and the health professions. (2 credits — may be repeated for credit)

MVS 691 Preparation for Qualifying Examination: Preparing a Fertile Ground for Demonstration of the Knowledge You Have Gained
This course provides the time necessary to prepare for the qualifying examination, which demonstrates research competence. It may be in the form of a research proposal, or in
another form at the discretion of the program faculty. (variable credits — may be repeated for credit) *Prerequisite:* successful completion of the core curriculum

**MVS 693 Faculty Development Seminar and Oral Qualifying Exam**  
(variable credits)

**MVS 695 Faculty Development Seminar**  
(variable credits)

**MVS 698 Directed Research: Investigating the Laws of Nature Responsible for Life Around Us**  
(variable credits) *Prerequisite:* consent of the department faculty and the Academic Standards Committee

**MVS 699 Directed Study: Investigation into Fundamental Principles in Nature**  
(variable credits) *Prerequisite:* consent of the department faculty

**MVS 700 Preparation of Dissertation Proposal: Structuring the Foundation of Your Dissertation Research**  
Having passed to doctoral candidacy, students prepare a proposal for a doctoral dissertation for acceptance by their major professor and dissertation guidance committee. (8 credits per semester — may be repeated for credit) *Prerequisites:* PhD candidate status and consent of the dissertation advisor

**MVS 701 Dissertation Research: Scholarly Investigation into Models in Maharishi Vedic Science**  
Students conduct original research and prepare their dissertations during their third and fourth years in the program. (8 credits per semester — may be repeated for credit) *Prerequisites:* approval of the dissertation proposal and consent of the dissertation committee
INTRODUCTION

Mathematics is the exact study of abstract patterns and relationships. The objects that mathematicians study, such as numbers, operations, shapes, and relationships, are abstract and underlie all physical reality, but have no physical reality themselves, existing only in the consciousness of the mathematician. Thus, mathematicians study the functioning of intelligence itself.

In their work, mathematicians refer back to the principles of intelligence in their own consciousness and are able to discover the same principles of order and intelligence that govern all areas of life. Thus, mathematics is able to provide the basic language for all other sciences and has applications in every area of life.

Students who study mathematics at Maharishi University of Management learn to see the connections between the functioning of their own intelligence and mathematical knowledge. They acquire the quantitative skills, problem-solving abilities, and clarity of thinking that provide a basis for success and leadership in technology-based careers. Graduates of the program in mathematics are prepared to enter a wide range of careers or continue their education with graduate or professional studies.

PROGRAMS OFFERED

BS in Mathematics

The Major in Mathematics allows for flexibility in student goals by providing three tracks within the major. By also majoring in education, students can graduate prepared to teach mathematics in primary or secondary schools.
Mathematics Track
This track provides a strong foundation in mathematics that includes an introduction to real analysis and abstract algebra and a senior project in real analysis, abstract algebra, or another advanced area of mathematics.

- Students are prepared for graduate study in mathematics or for a career in a technical, professional, or scientific area.
- By careful selection of additional courses, students may graduate prepared to undertake graduate study in computer science, in business, or in other professional and scientific areas. This includes the opportunity to complete the Master of Science in Computer Science at Maharishi University of Management in just over a year.

Mathematics and Computer Science Track
This track offers somewhat fewer mathematics courses than the Mathematics Track, replacing mathematics with courses in computer science and a senior project in Computer Science.

- Students are prepared for a career in a technical area or, with careful attention to electives and other courses, for graduate study in business and other professional or scientific areas.
- Success in this track (minimum 3.0 average) leads directly to the MS in Computer Science at MUM. Students are prepared to complete the Master of Science in Computer Science at Maharishi University of Management in just over a year.
- Although it is possible to proceed to graduate study in mathematics through this track, it is preferable to do so through the Mathematics Track.

Mathematics and Physics Track
This track offers somewhat fewer mathematics courses than the Mathematics Track, replacing mathematics courses with courses in physics, up through an introduction to quantum mechanics and a senior project in physics.

- Students are prepared for a career in scientific or technical areas.
- Although it is possible, after some additional study, to proceed to graduate study in mathematics or physics through this track, it is preferable to do so through the Mathematics Track of the Mathematics Major or through a Physics Major, respectively.
Minor in Mathematics

The Minor in Mathematics is for students who wish to have knowledge of mathematics to support their study in computer science or any of the natural or applied sciences.

SPECIAL FEATURES

• Students gain an understanding of the parts of mathematics in relation to each other, to themselves, and to the overall body of mathematics. This integrated approach to mathematics is relevant, lively, interesting, and fulfilling for students.

• Even in their first courses, students begin to appreciate the full range of mathematics, from the deepest foundational levels to real-world applications in computer science, physics, engineering, biology, economics, business, and art.

• All courses emphasize conceptual understanding and logical justification, not just memorization of mathematical procedures.

• Students regularly use a computer laboratory to clarify principles and develop applications in many of their classes.

• The department offers a friendly and nurturing environment for all students.

• All faculty are outstanding teachers. One has received an award for outstanding teaching from the Mathematical Association of America.

• Students may present their own research papers at the annual meeting of the Iowa Section of the Mathematical Association of America. Several students have received Outstanding Student Paper awards.

• Students participate in national and regional mathematics competitions, such as the annual Putnam Competition. Two teams have received Honorable Mention for their creativity and teamwork in the national Competition in Mathematical Modeling.

• The Math Club helps students sharpen their problem-solving abilities and encourages them to enter mathematical competitions.

• Research shows that educational techniques used at the University produce clearer, more orderly thinking, necessary for success in mathematics — and for later careers.

DEPARTMENTAL REQUIREMENTS

Entrance Requirements for the Bachelor of Science Degree in Mathematics and the Minor in Mathematics

Before entering the Major in Mathematics (all tracks) or the Minor in Mathematics, students must successfully complete Functions and Graphs 2 (MATH 162). It is also
highly recommended that students complete College Composition 2 (WTG 192) beforehand as well.

Students entering the Mathematics Track are advised (but not required) to take MATH 200 Mathematics and Infinity to fulfill their CCTS requirement (preferably at the beginning of the major).

Students entering the Mathematics and Computer Science Track are advised (but not required) to take CS 105 to fulfill their CCTS requirement (preferably before taking CS 201).

Students entering the Mathematics and Physics Track are advised (but not required) to take PHYS 297 Philosophy of Science to fulfill their CCTS requirement.

**Graduation Requirements for the Bachelor of Science Degree in Mathematics**

To graduate with a BS in Mathematics, students must successfully complete all requirements for the bachelor’s degree. (Please refer to “Degree Requirements” in “Academic Policies.”) As part of the requirements for the BS in Mathematics, all students must complete 48, 56, or 52 credits, respectively, of required courses as follows:

16 credits of required courses:
- MATH 281 Calculus 1
- MATH 282 Calculus 2
- MATH 283 Calculus 3
- MATH 286 Linear Algebra 1

**Students in the Mathematics Track must also complete:**

20 credits of required courses:
- MATH 272 Discrete Mathematics
- MATH 351 Probability
- MATH 423 Real Analysis 1
- MATH 431 Abstract Algebra 1
- MATH 490 Senior Project (4 credits, may be extended to 8 credits) *plus*

12 credits of courses at the level of Math 267 or above, including at least one of Math 424 Analysis 2 and Math 432 Algebra 2.

In addition, in their final year, students in the Mathematics Track are required to:
• Take the Educational Testing Service’s Major Fields Test in Mathematics and submit their results to the Department of Mathematics. This is usually done during the course MATH 490.

Students in the Mathematics and Computer Science Track must also complete:

28 credits of required courses:
• Math 272 Discrete Math
• Math 351 Probability
• CS 201 Procedural Programming
• CS 203 Object-Oriented Programming
• CS 221 Data Structures
• CS 401 Modern Programming Practices
• CS 495 Software Development or CS 425 Software Engineering
• CS 496 Senior Project (4 credits, may be extended to 8 credits)
  
  plus
  
  4 credits of computer science coursework at the level of CS 300 or above.
  
  plus
  
  An additional 4 credits of 400 level computer science coursework

In addition, in their final year, students in the Mathematics and Computer Science Track are required to:

• Take an assessment test to be chosen by the Department of Mathematics, and to submit the results to the Department of Mathematics. Students, who take the general Graduate Record Examination (GRE) for entry into graduate school or for other purposes, may satisfy this requirement by simply submitting their GRE results to the Department of Mathematics. Students not taking the GRE will need to consult the Department of Mathematics to determine an appropriate test.

Students completing the Mathematics and Computer Science Track of the Mathematics Major are eligible to continue on to Maharishi University of Management’s Master of Science in Computer Science and may be able to complete it in just over a year. Consult the Department of Computer Science for full information.

Students in the Mathematics and Physics Track must also complete:

36 credits of required courses:
• MATH 304 Calculus 4
• MATH 308 Ordinary Differential Equations
• PHYS 210 Introduction to Classical Mechanics
• PHYS 220 Introduction to Fluids, Harmonics, and Waves
• PHYS 230 Introduction to Electromagnetism
• PHYS 250 Introduction to Modern Physics
• PHYS 313 Classical Mechanics 1
• PHYS 360 Quantum Mechanics 1
• PHYS 490 Senior Project (4 credits, may be extended to 8 credits)

In addition, in their final year, students in the Mathematics and Physics Track are required to:

• Take an assessment test to be chosen by the Department of Mathematics, and to submit the results to the Department of Mathematics. Students, who take the general Graduate Record Examination (GRE) for entry into graduate school or for other purposes, may satisfy this requirement by simply submitting their GRE results to the Department of Mathematics. Students not taking the GRE will need to consult the Department of Mathematics to determine an appropriate test.

**Graduation Requirements for the Minor in Mathematics**

To graduate with a minor in mathematics, students must successfully complete:
MATH 200 Mathematics and Infinity
*plus*
20 credits of mathematics courses numbered 267 or higher
*plus*
Submit a Portfolio of important work and projects from the courses in their minor, together with an essay connecting this work with their major and with principles from the Science of Consciousness.

**Teacher Certification with Endorsement in Mathematics — Secondary Level**

Students aiming for teacher certification with endorsement in mathematics at the secondary level should consult the MUM Department of Education early in their planning. They are usually expected to complete a major in mathematics (one of the three tracks), but in any event need to complete the following courses:
• MATH 200 Mathematics of Infinity
• CS 201 Procedural Programming
• MATH 267 Geometry
• MATH 272 Discrete Mathematics
• MATH 281 Calculus 1
• MATH 282 Calculus 2
• MATH 286 Linear Algebra 1
• MATH 351 Probability
• MGT 314 Statistics
Depending on which track is completed, these courses may be part of, or additional to, the credits required for the track.

**Mathematics Placement and Mathematics Requirements for All Students**

Maharishi University of Management has a distribution requirement in mathematics and many majors have mathematical prerequisites or requirements. During the first two weeks after arrival, all undergraduate students are placed at a particular level of mathematics. This usually involves taking a placement test in mathematics. Students may not enroll for any mathematics course until placement is completed. A placement test expires after 3 semesters; that is, after 3 semesters, it can no longer be used as prerequisite for a course, although it may still be used to satisfy a major course requirement. For a complete description of the placement program in mathematics, please see “Mathematics Placement Policies” and “General Education Requirements” in the subsection “Bachelors Degree Requirements” of the section “ACADEMIC POLICIES” near the end of this Catalog.
COURSES

MATH 050 Basic Mathematics Review: Locating the Basis of Mathematics in the Self-Interacting Dynamics of Consciousness
Students do not directly enroll for this course. The sole purpose of this course is as follows. Students who enroll for Math 051 Basic Mathematics for the first time, but do not complete it in one block, do not receive a failing grade for Math 051, but receive instead a grade of P (pass) or NP (no pass) for this review course, Math 050. If they have completed at least 50% of the requirements for Math 051, they receive a grade of P (pass) in Math 050 for that block and are allowed to enroll in Math 051 for a second block. If they have completed less than 50% of the requirements for Math 051, they receive a grade of NP (no pass) in Math 050 for that block. (4 credits, but does not count toward the total credits required for a BA or BS)

MATH 051 Basic Mathematics: Locating the Basis of Mathematics in the Self-Interacting Dynamics of Consciousness
Arithmetic is the study of patterns, relations, and operations on numbers. Topics include: the arithmetic of integers, fractions, decimal fractions, ratios, and percents, with an emphasis on applications, including geometry. Instruction consists of a combination of computer software and classroom activities.

Students who finish all topics of MATH 051 before the end of the block then proceed to topics of MATH 152 Elementary Algebra, and then to topics of Math 153 Intermediate Algebra, or other topics, as appropriate. At the end of the block, they are given a letter grade for the highest-level course that they have completed satisfactorily (MATH 051, MATH 152, or MATH 153). Financial Aid and other University policies require that students study for the entire block, so students are not allowed to drop out of the course just because they have finished the topics of a particular level. They are expected to continue with appropriate math topics and must complete the rest of the block satisfactorily.

On the other hand, students who enroll for Math 051 Basic Mathematics for the first time, but do not complete it in one block, do not receive a failing grade for Math 051, but receive instead a grade of P (pass) or NP (no pass) for the corresponding review course, Math 050. If they have completed at least 50% of the requirements for Math 051, they receive a grade of P (pass) in Math 050 for that block and are allowed to enroll in Math 051 for a second block. But if they have completed less than 50% of the requirements for Math 051, they receive a grade of NP (no pass) in Math 050 for that block. If, by the end of the second block, a student has not completed the requirements for a passing grade in
Math 051, they receive a grade of NC (no credit) for Math 051. (4 credits, but credit for Math 051 does not count toward the total credits required for a BA or BS)

**MATH 147 Elementary Algebra Review: Using Variables to Manage All Possible Numbers at the Same Time and Solve Practical Problems**

Students do not directly enroll for this course. The sole purpose of this course is as follows. Students who enroll for Math 152 Elementary Algebra for the first time, but do not complete it in one block, do not receive a failing grade for Math 152, but receive instead a grade of P (pass) or NP (no pass) for this review course, Math 147. If they have completed at least 50% of the requirements for Math 152, they receive a grade of P (pass) in Math 147 for that block and are allowed to enroll in Math 152 for a second block. If they have completed less than 50% of the requirements for Math 152, they receive a grade of NP (no pass) in Math 147 for that block. (4 credits)

**MATH 149 Intermediate Algebra Review: Using Variables to Manage All Possible Numbers at the Same Time and Solve Practical Problems**

Students do not directly enroll for this course. The sole purpose of this course is as follows. Students who enroll for Math 153 Intermediate Algebra for the first time, but do not complete it in one block, do not receive a failing grade for Math 153, but receive instead a grade of P (pass) or NP (no pass) for this review course, Math 149. If they have completed at least 50% of the requirements for Math 153, they receive a grade of P (pass) in Math 149 for that block and are allowed to enroll in Math 153 for a second block. But if they have completed less than 50% of the requirements for Math 153, they receive a grade of NP (no pass) in Math 149 for that block. (4 credits)

**MATH 152 Elementary Algebra: Using Variables to Manage All Possible Numbers at the Same Time and Solve Practical Problems**

The infinitely flexible language of algebra is used to quantify and model mathematical patterns and relationships. Topics include: operations on algebraic expressions, linear models and equations, the coordinate plane, inequalities, factoring, and simple quadratic equations. Instruction consists of a combination of computer software and classroom activities.

Students who finish all topics of MATH 152 before the end of the block then proceed to topics of MATH 153 Intermediate Algebra, and then to other topics, as appropriate. At the end of the block, they are given a letter grade for the highest-level course that they have completed satisfactorily (MATH 152 or MATH 153). Financial Aid and other University policies require that students study for the entire block, so students are not allowed to drop out of the course just because they have finished the topics of a particular
level. They are expected to continue with appropriate math topics and must complete the rest of the block satisfactory.

On the other hand, students who enroll for Math 152 Elementary Algebra for the first time, but do not complete it in one block, do not receive a failing grade for Math 152, but receive instead a grade of P (pass) or NP (no pass) for the corresponding review course, Math 147. If they have completed at least 50% of the requirements for Math 152, they receive a grade of P (pass) in Math 147 for that block and are allowed to enroll in Math 152 for a second block. But if they have completed less than 50% of the requirements for Math 152, they receive a grade of NP (no pass) in Math 147 for that block. If, by the end of the second block, a student has not completed the requirements for a passing grade in Math 152, they receive a grade of NC (no credit) for Math 152. (4 credits) Prerequisite: Math 051

MATH 153 Intermediate Algebra: Using Variables to Manage All Possible Numbers at the Same Time and Solve Practical Problems
This course extends Elementary Algebra to develop further algebraic models. Topics include: quadratic equations, polynomials, rational and radical expressions and equations, and graphing in the coordinate plane. Instruction consists of a combination of computer software and classroom activities.

Students who enroll for Math 153 Intermediate Algebra for the first time, but do not complete it in one block, do not receive a failing grade for Math 153, but receive instead a grade of P (pass) or NP (no pass) for the corresponding review course, Math 149. If they have completed at least 50% of the requirements for Math 153, they receive a grade of P (pass) in Math 149 for that block and are allowed to enroll in Math 153 for a second block. But if they have completed less than 50% of the requirements for Math 153, they receive a grade of NP (no pass) in Math 149 for that block. If, by the end of the second block, a student has not completed the requirements for a passing grade in Math 153, they receive a grade of NC (no credit) for Math 153. (4 credits) Prerequisite: MATH 152

MATH 161 Functions and Graphs 1: Name and Form — Locating the Patterns of Orderliness That Connect a Function with Its Graph and Describe Numerical Relationships
A mathematical function quantifies the relationship between two related quantities and can be used to model change. Functions and their graphs are essential to all branches of mathematics and their applications. Topics include: domain and range, average rate of change, graphs, functions (linear, power, exponential, logarithmic, and quadratic), and applications. (4 credits) Prerequisite: MATH 153
MATH 162 Functions and Graphs 2: Name and Form — Learning to Relate the Shape of a Graph to Its Corresponding Function
A mathematical function quantifies the relationship between two related quantities and can be used to model change. Functions and their graphs are essential to all branches of mathematics and their applications. Topics include: trigonometry, algebra of functions, compositions and inverses of functions, functions (trigonometric, power, polynomial, and rational), and applications. (4 credits) Prerequisite: MATH 161

MATH 170 Mathematics for Sustainable Living: Knowledge is for Action
This course is designed especially for students entering the major in Sustainable Living. Topics are drawn from college algebra, geometry, trigonometry, functions, and graphs, and these topics are related to problems in Sustainable Living such as landscaping, heat loss, solar and wind energy, and water management. (4 credits) Prerequisite: MATH 152

MATH 200 CCTS: Mathematics and Infinity — Exploring the Full Range of Mathematics and Seeing Its Source in Your Self
Mathematics takes place in the imagination, in consciousness, unlimited by finite measuring instruments, by the senses, or even by the feelings. At the same time, mathematics has strict criteria for right knowledge. The power of mathematics lies in bringing infinity out into the finite and making it useful in everyday life — from deciding which bank offers the best return on money, to medical imaging, to designing textiles, to creating a work of art, to putting a man on the moon. In this course, students explore many different ways in which mathematics expresses, emerges from, and uses infinity and its self-interacting dynamics. They look at the foundation of mathematics in the infinitary processes of set theory, the universe of sets, different sizes of infinity, the continuum and its limit process, sequences and series, infinite replication, and applications of infinity in many areas of life. (4 credits) No prerequisite

MATH 266 Geometry for the Artist: Applying Abstractions of Shape and Form to Create Beautiful Concrete Images
Geometry, the study of shape and form, is an essential tool for the visual artist. Topics include: symmetry, Euclidean and non-Euclidean geometry, perspective and projective geometry, and fractals. Materials fee: $10 (4 credits) Prerequisite: ART, ED, ENG, MC & MVS majors only

MATH 267 Geometry: From Point to Infinity — Using Properties of Shape and Form to Handle Visual and Spatial Data
Geometry gives an understanding of shape, form, and structure that has many applications in mathematics, science, and technology. Topics include: in-depth study of
Euclidean and non-Euclidean geometries and their applications. (4 credits) *Prerequisite:* MATH 162

**MATH 272 Discrete Mathematics: Unified Approaches to Managing Discrete Phenomena in Computer Science and Other Disciplines**

Discrete mathematics, the mathematical study of finite processes and discrete phenomena, is essential for computer science. **Topics include:** logic and sets, relations and functions, vertex-edge graphs, recursion, and combinatorics. (Same as CS 272) (4 credits) *Prerequisite:* MATH 162

**MATH 281 Calculus 1: Derivatives as the Mathematics of Transcending, Used to Handle Changing Quantities**

Calculus, one of the most useful areas of mathematics, is the study of continuous change. It provides the language and concepts used by modern science to quantify the laws of nature and the numerical techniques through which this knowledge is applied to enrich daily life. Students gain a clear understanding of the fundamental principles of calculus and how they are applied in real-world situations. **Topics include:** limits, continuity, derivatives, applications of derivatives, integrals, and the fundamental theorem of calculus. (4 credits) *Prerequisite:* MATH 162

**MATH 282 Calculus 2: Integrals as the Mathematics of Unification, Used to Handle Wholeness**

Calculus, one of the most useful areas of mathematics, is the study of continuous change. It provides the language and concepts used by modern science to quantify the laws of nature and the numerical techniques through which this knowledge is applied to enrich daily life. Students gain a clear understanding of the fundamental principles of calculus and how they are applied in real-world situations. **Topics include:** techniques of integration, further applications of derivatives, and applications of integration. (4 credits) *Prerequisite:* MATH 281

**MATH 283 Calculus 3: Unified Management of Change in All Possible Directions**

Calculus, one of the most useful areas of mathematics, is the study of continuous change. It provides the language and concepts used by modern science to quantify the laws of nature and the numerical techniques through which this knowledge is applied to enrich daily life. Using the mathematics computer laboratory, students gain a clear understanding of the fundamental principles of calculus and how they are applied in real-world situations. **Topics include:** infinite series, functions of several variables, partial derivatives, the chain rule, multiple integrals, change of variables. (4 credits) *Prerequisite:* MATH 286
MATH 286 Linear Algebra 1: Linearity as the Simplest Form of Quantitative Relationship
Linear algebra is the study of linearity, the simplest form of quantitative relationship, and provides a basis for the study of many areas of pure and applied mathematics, as well as key applications in the physical, biological, and social sciences. Topics include: systems of linear equations, vector equations, matrices, the vector space $\mathbb{R}^n$ together with its bases, linear transformations, and eigenvectors and eigenvalues. (4 credits) Prerequisite: MATH 282

Math 299 Directed Study
(variable credits) Prerequisite: consent of the Mathematics Department faculty

MATH 304 Calculus 4: Locating Silence within Dynamism
This course introduces vector calculus. Topics include: gradient, directional derivatives, maxima and minima, curvilinear coordinates, arc length, line integrals. (4 credits) Prerequisite: MATH 283

MATH 307 Linear Algebra 2: Unified Approaches to Linear Transformations
This course deepens and extends many of the topics covered in Linear Algebra 1; additional topics include: further study of eigenvalues and eigenvectors, the Cayley-Hamilton theorem, Jordan canonical form, inner-product spaces, orthogonality, and spectral theory. (4 credits) Prerequisite: MATH 286

MATH 308 Ordinary Differential Equations: Describing Evolving Systems and Predicting Their Future
The most concise mathematical expression that describes a continuously changing physical system is a differential equation, which uses derivatives to quantify all possible states of an evolving system in one equation. Topics include: first-order differential equations, second-order linear differential equations, power-series solutions, numerical methods of solution, and systems of differential equations. (4 credits) Prerequisite: MATH 283

MATH 315 Special Topics in Mathematics
In this course, students investigate a specialized area of mathematics in depth. Topics vary. (4 credits — may be repeated for credit) Prerequisite: consent of the instructor

MATH 351 Probability: Locating Orderly Patterns in Random Events to Predict Future Outcomes
Probability provides precise descriptions of the laws underlying random events, with applications in quantum physics, statistics, computer science, and control theory. Topics include: permutations and combinations, axiomatic definition of probability, conditional
probability, random variables, discrete and continuous distributions, expectation and variance, and the central limit theorem. (4 credits) Prerequisite: MATH 282, MATH 283 recommended but not required.

MATH 370 Mathematical Logic: Mathematical Criteria for Establishing Accurate Forms of Knowledge
Mathematical logic is the mathematical description of the structure and function of the symbolic language of mathematics. This course develops a rigorous symbolic language, suitable for expressing all mathematical concepts, demonstrates the soundness and completeness of the language, and shows the inherent limitations of such formal systems indicated by Gödel’s Incompleteness Theorems. (4 credits) Prerequisite: consent of the instructor

MATH 398 Junior Internship in Mathematics: Knowledge is for Action
(4 credits) May be repeated for credit. Prerequisite: Approval by the Mathematics Department faculty.

MATH 399 Directed Study
(variable credits) Prerequisite: consent of the Mathematics Department faculty

MATH 401 Practicum in Teaching College Mathematics: Knowledge Is Structured in Consciousness
Under the direction of a senior faculty member, students prepare and give lectures, lead tutorial sessions, and write and grade quizzes and exams for a college-level mathematics course. (4 credits) Prerequisite: consent of the instructor

MATH 402 Undergraduate Research in Mathematics
This course provides an opportunity for students to do original research under the supervision of a faculty member. (1 credit) Prerequisite: consent of the instructor

MATH 423 Real Analysis 1: Locating the Finest Impulses of Dynamism within the Continuum of Real Numbers
Analysis is the mathematically rigorous development of calculus based on the theory of infinite sets. The analysis sequence begins with the application of the infinitary methods of set theory to construct the uncountable continuum of real numbers and unfold its topological structure, and then shows how the basic principles of calculus can be logically unfolded from this set-theoretic understanding of the continuum. Topics include: infinite sets, completeness, numerical sequences and series, open sets, closed sets, compact sets, connected sets, and continuous functions. (4 credits) Prerequisite: MATH 283
MATH 424 Real Analysis 2: Developing a Conceptual Foundation for Calculus
Analysis 2 continues the mathematically rigorous development of calculus based on the theory of infinite sets. Topics include: properties of continuous functions, differentiation, sequences and series of functions, Riemann integral. (4 credits) Prerequisite: MATH 423

MATH 431 Algebra 1: Algebraic Operations as the Self-Interacting Dynamics of a Mathematical System
Algebra is the study of the structures given to sets of elements by operations or relations as well as the structure-preserving transformations between these sets. Topics include: groups and subgroups, quotient groups, group homomorphisms, direct sum, kernel, image, Noether isomorphism theorems, and the structure of finitely generated abelian groups. (4 credits) Prerequisite: MATH 286

MATH 432 Algebra 2: The Integration and Interaction of Two Algebraic Operations on a Mathematical System
Algebra is the study of the structures given to sets of elements by operations or relations as well as the structure-preserving transformations between these sets. Topics include: rings, integral domains, fields, principal ideal domains, unique factorization domains, modules and submodules, tensor products, and exact sequences. (4 credits) Prerequisite: MATH 431

MATH 434 Set Theory: Mathematics Unfolding the Path to the Unified Field — the Most Fundamental Field of Natural Law
Set theory provides a unified foundation for the diverse theories of modern mathematics based upon the single concept of a set. Topics include: axioms of set theory, ordinals, transfinite induction, the universe of sets, cardinal arithmetic, large cardinals, and independence results. (4 credits) Prerequisite: Permission of the instructor

MATH 466 Topology: Relation between Point and Infinity
Topology shows how all mathematical aspects of shape, structure, and form can be expressed in terms of set theory. Students study topologies and their properties of separation, connectedness and compactness, topological mappings, and the fundamental group of a topological space. (4 credits) Prerequisites: MATH 423 and 431

MATH 485 Theory of Computation: The Laws That Govern the Self-Interacting Dynamics of Numbers and Their Application
Students focus on formal abstract models of computation and capabilities of abstract machines in relation to their increasing ability to recognize more general classes of formal languages. Topics include: formal grammars, finite-state machines, equivalence of finite-state machines, right-linear and left-linear grammars, pushdown automata, context-
free languages, Turing machines, unsolvable problems, and recursive functions. (4 credits) Prerequisite: MATH 272

MATH 490 Senior Project: Integration of All Knowledge in the Self
Students write a substantial paper unifying the knowledge gained from the courses taken during their major and relating this knowledge to deep principles from Maharishi Vedic Science.

For students in the Mathematics Track of the Mathematics Major, this paper is a report of readings or research conducted by students on a topic or problem suggested by the two course sequence Math 423–424 Real Analysis or Math 431–432 Abstract Algebra, taken by students in their final year.

Students in the Mathematics and Computer Science Track of the Mathematics Major replace this course with CS 495 Software Development (or CS 425 Software Engineering) and CS 496 Senior Project, in which they will write a program for a particular application.

Students in the Mathematics and Physics Track of the Mathematics Major replace this course with the course PHYS 490 Senior Project, in which they report on readings or research they conduct on a topic or problem suggested by the course PHYS 360 Introduction to Quantum Mechanics.

In all these cases, students will prepare a written paper describing their findings and relating them to principles of the Science of Consciousness. They will also prepare an oral presentation, suitable for a lay audience, based on the paper, for submission for presentation at the annual Knowledge Celebration in June of the year of completion of the major. (4 credits) May be extended to 8 credits. Prerequisite: consent of the Department of Mathematics faculty

MATH 498 Senior Internship in Mathematics: Knowledge is for Action
(4 credits) May be repeated for credit. Prerequisite: Approval by the Mathematics Department faculty.

MATH 499 Directed Study
(variable credits) Prerequisite: consent of the Mathematics Department faculty
INTRODUCTION

We live in the Internet age in which all communications media are converging into a unified digital format that is available instantaneously to every part of our planet. This historic transformation brings unprecedented new opportunities for improving life on earth and provides fulfilling new career opportunities for those who wish to make a creative and significant contribution to society. The aim of the BA in Media and Communications is to help each student acquire media, communications, and leadership skills for the 21st century, and to help each student develop and enjoy his or her full potential by launching a successful career in the new worlds of video, Web design, graphic design, music/audio, or professional writing. The University is at the center of a creative community that has an extraordinary reach into the worlds of film, television, media, music, and the arts. The bachelor’s and master’s degree programs of the department aim to connect students to this immense resource and to thoroughly support students in bringing their creative vision to fruition. These programs are designed to
systematically help students learn to skillfully use the most advanced digital media tools, so that they may communicate messages of deeply lasting value to every corner of the globe.

**SPECIAL FEATURES**

The Media and Communications curriculum at Maharishi University of Management is intentionally structured in a flexible way to make it easy for students to work in depth in new ways and to launch their career in the classroom, as the world of media continues to transform and evolve at extraordinary speed at this time in history.

The curriculum also places a significant emphasis on gaining deep understanding of narrative in all media. Human beings are hard-wired to seek to understand the underlying patterns of life, and this perhaps accounts for our intrinsic attraction to stories, which throughout time have narrated

- the move from less to more,
- the move to greater wholeness, and
- the journey of learning and awakening that takes place in that process.

Students in our program explore in detail the fundamental patterns, structures and components of narrative as powerful tools for engaging an audience in whatever media in which they choose to communicate. Simultaneously they engage in their own journey of awakening to greater creativity and intelligence through daily practice of the Transcendental Meditation technique. In this way students develop both themselves and their media skills in their own journey to successfully express their creativity in the new world of media.

The BA in Creative and Professional Writing offers a safe haven for developing writers who learn in a completely supportive environment. The program also:

- Teaches writing in a professional, workshop atmosphere.
- Transforms aspiring writers into actual writers.
- Presents a variety of writing opportunities, from the purely creative to media-based to the professional and the pragmatic.
- Embraces techniques, including the Transcendental Meditation and TM-Sidhi programs, that develop the writer holistically.
- Creates writers who are the creators of their own selves as well as the literature they produce.
- Gives writing students copious, friendly feedback that assists them in developing quickly as writers.
- Provides students the opportunity to become active members of a thriving writing community, to read their works in a public forum, and to publish in local journals.
PROGRAMS OFFERED

BA in Media and Communication

In the undergraduate program, students may specialize in up to four career areas:

• **Film** — producing • directing • acting • lighting • cinematography • nonlinear editing • documentary production • feature film production • motion graphics • stop-motion animation • visual effects • 3D animation • radio • Internet broadcasting

• **Digital Arts** — digital image editing and compositing • graphic design for print media • graphic design for interactive media • digital photography • darkroom photography • travel photography • typography • Web graphics • Web development • Web video • interactive design • digital publishing

• **Music** — songwriting • music theory • music technology • creative musicianship • digital music production • music for film • post-production sound and design

The curriculum includes opportunities for real-world internships where students can apply their skills, develop their portfolios, and gain valuable experience and contacts for launching their careers.

BA in Creative and Professional Writing

Journalism • photojournalism • screenwriting • travel writing • creative writing • writing for the web • creating graphic novels • publishing e-books • social media marketing

MFA — David Lynch Graduate School of Cinematic Arts

The graduate program in cinematic arts, inspired by renowned filmmaker David Lynch, offers three distinct MFA tracks that are offered at different times: Film Production, TV/Web Series Production, and Screenwriting. Each track entails completing a major project: film, TV or Web series episode, or screenplay. The next track to be offered will be the MFA in screenwriting, beginning spring semester 2017.

Film Production

In this track, students write, produce, and complete their own thesis film projects, typically in collaboration with each other as well as with additional cast and crew, with continuing advice and mentorship from the faculty.
**TV/Web Series Production**

In the TV Series Track, students collaborate as a team to develop, write, direct, and complete a number of episodes for an original TV series project targeted for potential delivery via the Internet, cable or network television, with the guidance of the faculty and the supervision of an executive producer with considerable industry experience.

**Screenwriting**

The MFA in Screenwriting is structured so that students can complete the requirements of a high-quality MFA, while also balancing the life/work commitments they have in their home communities. This two-year low-residency program combines five nine-day in-person residencies with distance learning.

Each semester will begin with an intensive residency on campus at MUM, during which students will attend lectures, panel discussions, master classes, staged readings and workshops led by a combination of university faculty members and internationally recognized entertainment industry leaders.

At the conclusion of each residency, students return home to continue their coursework online through distance education, under the guidance of a dedicated mentor, an industry professional and educator who will monitor their progress.

There will be a fifth residency held in Los Angeles at the end of the program designed to introduce students into the film industry. With finished screenplays in hand, they will learn to market their work to agents, producers, studio executives and others.

**DEPARTMENTAL REQUIREMENTS**

**Graduation Requirements for the BA Degree in Media and Communications**

To graduate with a BA in Media and Communications, students must successfully complete all requirements for a bachelor’s degree. (Please refer to “Degree Requirements” in “Academic Policies.”) As part of these requirements, students must complete 48 credits of coursework from the list below, including at least 32 credits of coursework from the Department of Media and Communications.

8 credits of these Core Courses:
- **MC—W250 The Power of the Word**
- **MC—W300 Narrative 1**
4 credits from Business Courses (pick one):
• MC—W251 The Power of Social Media Marketing
• MGT 200 Growing a Business
• MGT 201 Business Communication Skills
• MGT 230 The Successful Entrepreneur

4 credits from Film Courses (pick one):
• MC—F282 Video Production
• MC—F284 Video Editing

4 credits from Design Courses (pick one):
• MC—D366 Graphic Design 1
• MC—D368 Graphic Design for the Web

4 credits from Music or Sound Courses (pick one):
• MC—M232 Sound Design for Visual Media
• MC—M233 Digital Music Production

4 credits from Writing Courses (pick one):
• MC—W215 Journalism 1
• MC—W245 Writing for the Screen
• MC—W252 The Power of Imagination
• MC—W345 Creative Process

12 credits of Elective Courses:
In the electives, students develop their skills in one or more of the foundational areas of their choosing, by completing 12 credits from among courses in the list below.
• Any MC course
• Any design, media, or photography course from the Art department
• Any course on entrepreneurship, marketing, business law, or advertising form the Business department
• FA 204 The Spiritual Quest
• Any LIT course on film history or media

8 credits from Studio/Project Courses:
• MC 380 Media Projects (may be repeated for credit)
Plus a portfolio
A portfolio of work is also required: all students in each MC class are required to post and maintain a record of their work in a private section of a departmental Web site to facilitate assessment by the department.

Plus a Presentation of Capstone Project
Students are required to present their capstone project by the end of their senior year. Additional details of the capstone project may be found in the department office.

Graduation Requirements for the BA in Creative and Professional Writing
To graduate with a BA in Creative and Professional Writing, students must successfully complete all requirements for a bachelor’s degree. (Please refer to “Degree Requirements” in “Academic Policies.”) As part of these requirements, students must complete 48 credits of coursework from the list below, including at least 32 credits of coursework from the Department of Media and Communications.

4 credits from Core Writing courses (pick one):
- MC—W300 Narrative 1
- MC—W345 Creative Process

4 credits of Critical Thinking courses:
- MC—W250 The Power of the Word

12 credits from Literature courses:
- LIT 205 Introduction to Literature and Creative Writing
- LIT 215 Poetry, Fiction, and Drama
- LIT 207 The Bhagavad-Gita
- LIT 220 Literature and Enlightenment
- LIT 302 The Ramayana as the Ultimate Epic Narrative
- LIT 305 Native American Literature
- LIT 325 Classics of Greece and Rome
- LIT 328 The Bible as Literature
- LIT 330 Medieval Literature
- LIT 331 Fantasy Literature
- LIT 335 Shakespeare’s Festival of Comedy
- LIT 339 Renaissance Literature
- LIT 341 Eighteenth-Century Literature
- LIT 342 The Eighteenth-Century Novel
- LIT 344 The Romantic Period
- LIT 345 Literature of Romance
- LIT 347 Victorian Literature
- LIT 348 Twentieth-Century British Literature
- LIT 349 Short Stories from One World
- LIT 350 American Transcendentalism
- LIT 351 Modern American Literature
- LIT 354 Modern American Novel
- LIT 355 Asian Literature
- LIT 356 Contemporary Fiction
- LIT 357 The Hero in Literature
- LIT 359 The Short Story
- LIT 360 Poetry
- LIT 361 The Novel
- LIT 367 Modern European Drama
- LIT 369 Comparative Drama
- LIT 370 Literature and the Environment
- LIT 371 The Lord of the Rings
- LIT 372 Media and Literature
- LIT 373 Music and Literature
- LIT 374 The Great American Road Trip
- LIT 377 The Japanese Novel
- LIT 378 Tolkien: The Early Works

12 credits from Writing Courses:
- Any MC—W course

12 credits of MC Elective Courses:
- Any MC course
- Any design, media, or photography course from the Art department
- Any course on entrepreneurship, marketing, business law, or advertising form the Business department
- FA 204 The Spiritual Quest
- Any LIT course on film history or media

8 credits from Project Courses:
- MC 380 Media Projects
Plus a portfolio
A portfolio of work is also required: all students in each MC class are required to post and maintain a record of their work in a private section of a departmental Web site to facilitate assessment by the department.

Plus a Presentation of Capstone Project
Students are required to present their capstone project by the end of their senior year. Additional details of the capstone project may be found in the department office.

Requirements for a Minor in Media and Communications
To graduate with a minor in Media and Communications, the student must take MC—W300 Narrative 1 plus 16 credits of other courses listed as required or elective for the BA in Media and Communications.

DAVID LYNCH GRADUATE SCHOOL OF CINEMATIC ARTS

Entrance Requirements for the David Lynch MFA
The entrance requirements vary according to the track the student is enrolling in. For entrance into the film or TV/Web series tracks, students must 1) hold a bachelor’s degree in any subject, 2) present an up-to-date résumé that lists their degrees and relevant coursework, professional work experience, awards and accomplishments, and 3) present a portfolio of their best work for assessment. The portfolio must include at least one film made by the student. This is a filmmaking MFA, so it is essential to demonstrate filmmaking skills. For the TV series track, the portfolio must also include at least one script written by the student. Applicants may include work that demonstrates their ability in other key areas, such as Web design, special effects, animation, screenwriting, and so on. Achievements in these areas will enhance the portfolio and will definitely be taken into consideration.

For entrance into the screenwriting track, students must 1) hold a bachelor’s degree in any subject, 2) present an up-to-date résumé that lists their degrees and relevant coursework, professional work experience, awards and accomplishments, 3) submit a fictional screenwriting sample that applicants believe best represents their talent, plus a one-page synopsis of that script, 4) a Statement of Purpose (500 words maximum) explaining why they are interested in joining the David Lynch MFA program in Screenwriting, and 5) a 5-to-7-page script based on the writing prompt provided in the department application.
Students who are not yet practicing the Transcendental Meditation technique will receive instruction in the Transcendental Meditation technique as part of their first course.

**Graduation Requirements for the David Lynch MFA**

In order to qualify for the David Lynch MFA (film, TV/Web series, or screenwriting track), students must successfully complete all requirements for the Master’s in Fine Arts degree. (Please refer to “Degree Requirements” in “Academic Policies.”) As part of these requirements, students must complete 20 credits of coursework as follows:

- STC 509 The Science and Technology of Consciousness Applied to the Creative Process (4 credits)
- DLMFA 500 Advanced Narrative (2 credits) (Residency #1 for screenwriting students)
- DLMFA 520 Advanced Writing for Visual Media (8 credits)
- DLMFA 588 Advanced Marketing (4 credits)
- Forest Academy (2 credits) (Residency #2 for screenwriting students)

**Students in the Filmmaking Track must also complete an additional 38 credits:**

- DLMFA 565 Advanced Film Pre-Production (8 credits)
- DLMFA 582 Thesis Project: Advanced Film Production (12 credits)
- DLMFA 586 Advanced Post-Production of Film (16 credits)
- Forest Academy (2 credits)

**Students in the TV/Web Series Track must also complete an additional 38 credits:**

- DLMFA 562 Advanced TV/Web Series Pre-Production (8 credits)
- DLMFA 580 Thesis Project: Advanced TV/Web Series Production (12 credits)
- DLMFA 585 Advanced Post-Production of TV/Web Series (16 credits)
- Forest Academy (2 credits)

**Students in the Screenwriting Track must also complete an additional 30 credits:**

- DLMFA 510 Diving Deep into the Art of David Lynch (4 credits)
- DLMFA 520 Advanced Writing for Visual Media (16 credits) (these 16 credits are in addition to the 8 credits of DLMFA 520 required of all students)
- DLMFA 522 Advanced Script Analysis: A Creative Approach to Uncovering Deeper Levels of Meaning in Storytelling (4 credits)
- DLMFA 590 Residency #3: Creativity — Consciousness, Creativity, and the Screenwriting Process (2 credits)
- DLMFA 591 Residency #4: Screenwriting and the Film Industry (2 credits)
- DLMFA 592 Residency #5: Career Development for Writers in the Entertainment Industry (2 credits)
Graduation Requirements for Upgrading a DLMA to the DLMFA

Students who entered the former David Lynch MA in Film in 2013 or 2014 are eligible to take an accelerated path to the MFA. For those alumni, the special DLMA-MFA Upgrade Path consists of the following 22 credits of courses:

- DLMFA 582 Advanced Film Production – Independent Study (10 credits)
- DLMFA 586 Advanced Film Post-Production – Independent Study (12 credits)

Students in this path are required to complete a thesis film project and submit an oral defense of their thesis.
COURSES

Undergraduate Media and Communications Courses

For the descriptions of courses in this degree program taken from the departments of Art, Creative Musical Arts, and Business Administration, please refer to the sections of this catalog for those departments.

MC 380 Media Projects: Turning Imagination into Reality
This is a senior project course in which individuals who have taken the courses in Media and Communications come together to envisage and then realize a set of core projects across a range of media. These projects are formulated among the student group with the aid of faculty members. The first stage of the course will be the generation of the project ideas, which can include ideas that utilize a range of media or ideas that are focused on a particular medium. The central goal of the course is for students to apply everything they have learned to these projects. You may be a director on a documentary, an actor in a drama feature, or a producer on a Web-based animation series. There is a wide range of possibilities. You imagine it, and we will make it happen as a team. The idea is to produce great projects that get noticed. (Variable credits — may be repeated for credit) 
Prerequisites: MGT 200 or MGT 201 or MGT 230 or MC 251; MC—W250; MC—W300; and 12 credits in one of the four concentrations; or consent of the instructor

MC 385 Advanced Media Projects: Communicating from the Deepest Level
In this course, students have a chance to further develop their skills, their understanding, and their portfolio by completing advanced media projects in video, Web design, graphic design, music and/or professional writing. Students may also work on a research essay in the field of their study in order to further develop their critical thinking and research skills. (Variable credits — may be repeated for credit) Prerequisite: MC 380 or consent of the Media and Communications faculty

MC 390 Portfolio
This course gives guidance to graduating students on how to build a comprehensive portfolio and begin focusing on applying for careers in the media field. Students will develop a strategic self-promotion plan that will help their professional development. They will learn to develop their presentation skills in writing and in person, while also understanding some job-seeking techniques for getting hired. They will also create an online portfolio as well as a resume and career profile summary. The portfolio creation process will consist of collecting, categorizing and showcasing any work from previous courses or personal projects. (4 credits) Prerequisites: MGT 200 or MGT 201 or MGT
230 or MC 251; MC—W250; MC—W300; and 12 credits in one of the four concentrations; or consent of the instructor

**MC 398 Internship in Media and Communications: Integration of Knowledge and Action**
Students gain practical experience working for a commercial or nonprofit organization in a communications or media related field, such as video production, film production, radio broadcasting, Web design, graphic design, advertising, public relations, or journalism. Students document their growth in understanding and experience in journals. Fieldwork must be completed at least two months before graduation. (Variable credits — may be repeated for credit) **Prerequisites:** major in Media and Communications and consent of the Media and Communications faculty and Academic Standards Committee

**MC 399 Directed Study**
(Variable credits — may be repeated for credit) **Prerequisite:** consent of the Media and Communications faculty.

**MC—D335 Digital Photography 1: Unlocking the Power of Light**
Digital photography helps strengthen the connection between the photographer’s vision and the resulting images by providing nearly instant feedback and furnishing ever-subtler tools for self-expression. In this course, students learn foundational principles that underlie commercial digital photography, while using principles of consciousness to consolidate both the experience and understanding of digital photography. **Topics include:** mastering the digital camera, managing a digital workflow, color management in theory and practice, visualizing light and how to control it in the digital darkroom. (1–4 credits) **Prerequisite:** basic computer skills

**MC—D336 Travel Photography and Video: Capturing the Essence of the Moment When Traveling**
In this class, students will explore and document culture and landscape through the digital photo lens. They will also learn how to take photos for use in stock photography and other commercial photography venues. Fees: Extra expenses for travel, accommodation, meals, etc. (2–4 credits) **Prerequisites:** consent of course leaders

**MC—D363 Web Design Studio: The Convergence of All Media into a Unified Digital Format**
Students undertake in-depth application of HTML and Cascading Style Sheets along with principles of design for dynamic media in the creation of a portfolio of beautiful, highly functional, standards-compliant, and highly usable Web pages. **Topics include:** creative approaches to Web design; HTML syntax, tags, attributes, entities, DTDs and validation;
HTML5 and CSS3; creating layers of meaning with color, type, and imagery; principles of usability for interactive media; using a visual lexicon for designer-client communication; examples of outstanding Web design studios; homesteading the noosphere. (4 credits) Prerequisite: basic computer skills

MC—D365 Next Generation Web Design: Integrating Graphics, Animation, Video, and Audio to Create Illuminating User Experiences
Students learn to use powerful tools for Web design, Web animation and video to build richly interactive Web sites that inspire the viewer. Topics include: conceptualizing new user experiences; creating innovative Web sites in HTML5 with Web site builders; choosing, building and using WordPress templates. (4 credits) Prerequisite: basic computer skills

MC—D366 Graphic Design for Media and Communications 1: Integrating Medium and Message
This course provides students with the basic practical knowledge and skills needed to create effective visual design using current and critical tools and techniques. Students focus on developing their graphic design skills for personal and professional usage using Photoshop and InDesign. Topics include: digital imaging and page layout tools; principles and elements of visual design; color theory, layout design; basic principles and history of typography; brand design; use of digital photography; and copyright law. (4 credits) Prerequisite: basic computer skills

MC—D367 Graphic Design for Media and Communications 2
In this course students apply critical thinking and creative problem solving skills to branding strategies that meet the needs of diverse clients and businesses. Students will learn to create real-world business proposals and bids for design jobs. The main focus of this course will be creating an overall marketing campaign that includes multiple creative designs. (4 credits) Prerequisite: MC—D366

MC—D368 Graphic Design for the Web: Fast Path to Instantaneous Global Communication
Students learn a process that allows graphic designers to create Web sites without writing HTML code. This course focuses on understanding the graphic design process of converting Photoshop files into working Web pages. Students learn how to create graphic design web templates and easily turn them into highly functional Web pages using Adobe Muse software. Topics include: layering imagery; the ingredients of interaction; creating elegant, highly interactive Web site content without writing code; video and audio for the Web; defining features; budgets, pricing and the Web design marketplace; and
communicating with clients and programmers. (4 credits) Prerequisite: basic computer skills

MC—D370 Digital Publishing and Interactive Design: Connecting Every Part to the Whole
In this class, students focus on their graphic design skills for online publishing usage. Learn new creative tools, graphic design techniques, and features in Adobe InDesign software. Use InDesign and Digital Publishing Suites to design iPad digital magazine layouts. Understand the different publishing formats such as ePubs, ebooks, and mobi files and their uses. Learn how to create Folios and other publishing documents for iPads, smartphones, e-readers, and other portable devices. Also learn how to create interactive PDFs with hyperlinks, video, article threads, and animation. (4 credits) Prerequisite: basic computer skills

MC—F282 Video Production: Understanding and Applying the Aesthetics of Motion Pictures and the Technologies of Digital Video to Transform the World with a Vision of Unbounded Possibilities
Students learn the basic skills of video production by participating in the production of a variety of different scenes and subjects. They will learn to handle and care for production apparatus including lights, cameras, and sound equipment, and will learn the different roles to be played in the process of shooting a video, including director, director of photography, gaffer, grip, electrician, art department, assistant directors, and production assistants. (4 credits) Prerequisite: basic computer skills

MC—F284 Video Editing: Utilizing Digital Tools for Capturing, Cutting, Sequencing, and Compositing Sound and Image to Create Artistic Wholeness
Video editing requires the student to be able to synthesize all the different elements of their video into a greater whole. The emphasis of this course is on exploring the craft of editing and the techniques used to maximize the emotional impact of the story. Students will study examples of work by accomplished editors and discover ways to build momentum and render the cut ‘invisible’. Topics include: the language of the cut, the 180-degree system, and Murch’s Rule of Six. Students will become expert in utilizing non-linear editing tools through daily editing assignments. Students will learn keyboard shortcuts and advanced trimming tools, transitions, filters, titles, keyframes, compositing tools, audio mixing, color correction, capturing and outputting. Towards the end of the course some production time will be allotted so that students may edit a final piece of their own. Students may also bring in footage that was shot previously for their final project. (4 credits) Prerequisite: MC—F282
MC—F285 Advanced Video Production: Developing Advanced Teamwork and Technical Skills to Produce Creative Visual Expressions

Building on the experiences from MC—F282 Video Production, this course is a further exploration of team dynamics and technical skills in the film industry. Returning to the production studio, students study shot composition, camera use, lighting effects, green screen and special effects, fight choreography and stunts, as well as practice the essential skills of Directing, Art Department, Grip and Electric, and Sound. (4 credits)

Prerequisite: MC—F282

MC—F286 Stop Motion Animation: Capturing Expressions of Consciousness with the Digital Lens

Students in this course will gain knowledge and technical skills to produce a short stop-motion film. They will learn cinematic processes and techniques used to makes static objects appear as if they are moving. Students will practice the fundamentals in all three stages of creating a film: pre-production (storyboarding, timing, sets and characters), production (camera setup, software, lighting, and animation techniques), and post-production (importing footage, adjusting timing, and removing unwanted frames). (4 credits) Prerequisite: basic computer skills

MC—F288 Cinematography: Developing Finer Levels of Perception

Cinematography is the art of telling stories through moving images. By balancing camera angles, movements, and light, cinematographers translate the director's vision into powerful images. In this course, students will learn the language of cinematography in its technical and aesthetic forms. Fundamentals of camera position and light set ups will be explored. Students will practice camera movements via supported (tripod, jib, dolly, etc.) and handheld techniques, and will learn about the power of the frame in conveying story. Students will understand that clarity of mind, broad vision, and attention to detail are the cinematographer’s greatest assets, and that these develop with the growth of consciousness. (4 credits) Prerequisites: MC—F282, MC—F284

MC—F307 3D Cartoon Animation: A World of Art in Motion

Using the free 3D content creation tool Blender, students in this class will explore the expressive possibilities of 3D animation created with software that supports an array of non-photorealistic rendering styles, including cartoon styles, abstract styles, and edge rendering styles, among many others. This software will enable students to tell stories in worlds that appear to be three-dimensional paintings or drawings in motion. The class is open to both beginners and more advanced animators, and will include instruction in the basics of 3D modeling and animation for those who need it. (4 credits) Prerequisite: basic computer skills
MC—F309 3D Animation for Video and Game Design: Creativity in Motion
Student in this class will explore the art and technology of 3D animation. They will use the free 3D content creation suite Blender to build and render 3D animations for video and to create interactive 3D games. Topics include: story-telling; mesh modeling; landscape generation; materials and textures; character creation and rigging; keyframe animation; lights and shadows; fluids and particles; hair and cloth simulations; force fields; game logic with sensors, controllers, and actuators; compositing; and video sequence editing. (4 credits) Prerequisite: basic computer skills

MC—F313 Documentary Filmmaking: Developing the Means to Explore Human Life in All its Diversity and Underlying Unity
Documentary films have their basis in the real world. They are made for a variety of purposes but fundamentally they explore the entire range of human experience. This course will examine the role of documentary filmmaking and all the various forms of the documentary. It will be a fascinating journey that will take students all over the globe and throughout history dealing with a wide range of issues both past and present. In this course, students will also examine how to make a documentary. It is therefore very practical in its focus. The first requirement to any documentary is knowing what the story is and what kind of story makes a good documentary. Having chosen a story, there is then the realization of it. Students will learn what is required to make the all-important pitch. They will then choose some stories and make short documentaries about them. (4 credits) Prerequisites: MC—W300, MC—F282, MC—F284, and MC—F288

MC—F316 Creative Filmmaking: Connecting to Deeper Values of Life through the Power of Integrated Images, Sound, and Composition
In this course, students will work on their own creative filmmaking project. Various media can be incorporated into this project, such as video, still images, animation and music. This course explores a more intuitive and experimental approach to filmmaking. It is through experimenting with various media that a director of films or other media finds a method of working or an aesthetic that will enhance their future work. In MC—W300 Narrative 1 and MC—F313 Documentary Filmmaking, a more structured narrative-based approach to filmmaking is the emphasis. But all forms of media rely to a greater or lesser degree on purely aesthetic or artistic elements in order to give the final product a certain feel, look, or style. For this reason, regardless of the type of filmmaking one wants to ultimately focus on, it is a good idea to explore the power of images, sound and composition. A feature of the course is looking at the work of various video artists and film directors. By seeing examples of their work we can grow in our appreciation of how images and sound can be put together in a way that induces powerful responses in an audience. Most artists and filmmakers find important sources of inspiration for their own work by examining the work of the masters in the field. We will also examine creative
forms of film, animation and other media that are narrative and non-narrative based. (4 credits) **Prerequisites:** MC—W300, MC—F282, and MC—F284

**MC—F318 Music Video: Integration of Sound, Image, and Motion**
The Music Video class will enhance the student’s ability to cultivate their own interpretation of sound into sequences of moving images on the screen. (4 credits) **Prerequisites:** MC—F282 and MC—F284

**MC—F319 Promotional Shorts: Utilizing the Principles of Visual Communications to Influence the Habits of Society in Order to Live in a Better World**
In this class, students will be able to explore and learn the different visual and audio techniques that companies use to persuade their targeted audiences. Using these techniques, students will work in small groups to develop effective storyboards and creative dialogues to produce their own 30-second video commercials. (4 credits) **Prerequisites:** MC—F282 and MC—F284

**MC—F323 Advanced Video Editing: Compositing, Animating and Color**
This is an advanced level course that focuses on color grading, compositing (layering multiple images), animating (changing these layers so they fly, grow or fade over time), and all of the finishing touches that will make your video projects appear both polished and visually exciting. After in-class tutorials, students will apply these tools to any previous video project or new creative project of their conceiving. Projects might include, for example, creating a film look for your video with color grading, creating an animated opening credits sequence, creating customized Lower Thirds, or creating your own 3D environment. (4 credits) **Prerequisite:** MC—F284

**MC—F324 Visual Effects: Imagination and Reality**
Students will learn to use the powerful, free, 3D software package Blender for visual effects and compositing, and then will integrate some of those effects into their video projects from previous classes or into new video projects they create especially for this class. Topics include: compositing 3D animation with live-action video; simulations of water, light, fire, explosions, smoke, and rigid body physics; animated particle systems; camera tracking; object tracking. (4 credits) **Prerequisite:** basic computer skills

**MC—F421 Feature Film Production I: Preparation for Action**
In this class, students join the key production team during the pre-production phase of a feature-length film. They help design and create sets, costumes and props, or assist in the essential organization of location scouting, scheduling and budget management. (4 credits) **Prerequisite:** invitation by faculty
MC—F422 Feature Film Production II: Skill in Action
Students join the crew of a feature-length film in production. (4 credits) *Prerequisite:* invitation by faculty

MC—F423 Feature Film Production III: Creating Unity from Diversity
In this class, students assist in video editing, sound mixing, scoring, special effects, and colorization as a member of the post-production team of a feature-length film. (4 credits) *Prerequisite:* invitation by faculty

MC—F425 Advanced Film Projects: Collective Creativity
Students will learn and apply advanced filmmaking skills by assisting David Lynch MFA in Film students in producing their MA films. Students may work on pre-production tasks such as fundraising, casting, location scouting, and set design, or they may undertake tasks during principal photography, working as actors, cinematographers, assistant directors, audio technicians, production assistants, and/or in other roles. (Variable credits — may be repeated for credit) *Prerequisite:* consent of instructor.

MC—F431 Cinematography with the RED ONE Camera: Realizing Your Vision from the Deepest Level
In this course, students will learn to use the RED ONE camera, a digital camera with image resolution high enough to be used for shooting cinema release feature films. Students who complete this course at a high level of achievement will receive a RED ONE certificate that means it is possible for them to use the camera in designated RED ONE production classes and projects. There are high standards for this class, and students will need to demonstrate competence and reliability in order to get this certificate. Students will also learn how to shoot with a professional digital camera. This means learning how to compose shots. What are the different ways cinematographers can shoot a dramatic scene? What is the best way to shoot a documentary? Students will learn all the different types of shots. The class will also look at the work of different directors and see how they go about filming their subjects. This course and its certification will be a boon for students when applying for jobs or advancing their careers. (4 credits) *Prerequisites:* MC—F282 and MC 285, or consent of the Media and Communications faculty

MC—F432 Lighting and the RED ONE Camera: Illuminating Scenes with Meaning and Subtle Nuance
Students in this class deepen their skills using the RED ONE camera with a particular emphasis on using lighting and exposure to enhance the expressive power and subtlety of each scene. The class will center on video production projects that include in-depth exploration of the qualities of light, placement and filtering of light sources, 3-point
lighting, and other lighting strategies. Students who complete this course at a very high level of achievement will receive an additional certificate marking their achievement with the RED ONE camera. (4 credits) **Prerequisite:** MC—F431, or consent of the Media and Communications faculty

**MC—F433 RED ONE Camera Projects: Expressing the Deepest Values of Life**
This is a senior project course in which students work in teams or individually on media projects that use the RED ONE camera and that contribute significantly to their portfolio. The central goal of the course is for students to apply everything they have learned to these projects. This can be a cooperative venture, so students can be involved in a variety of projects playing different roles on each one. The idea is to produce great projects that get noticed. Students who complete this course at a very high level of achievement will receive an additional certificate marking their achievement with the RED ONE camera. (Variable credits — may be repeated for credit) **Prerequisite:** consent of the Media and Communications faculty

In this course students will dive deep into the auditory world of sound design for visual media. We will analyze, explore and break down the fundamental categories of Dialog, Sound Effects, & Music/Score that when accompanying visual media will bring a sense of wholeness to the creative project. This class will offer each student the opportunity to work in a controlled live recording environment where they will learn how to perform and record ADR, Foley, walla, and music/score. Throughout the course students will gain detailed knowledge of dialog editing, cueing, and sound effects, giving each student a solid foundation to continue their growth in sound design for visual media. (4 credits) **Prerequisite:** basic computer skills

**MC—M233 Digital Music Production: Waves of Creativity**
With modern music recording and production being more accessible than ever, anyone with a computer can share the melodies in their head with the world. Be it a symphony or the next number one hit single, students will learn to use music creation software to make their dreams come true. Minor knowledge of music preferred. Students will learn basic compositional techniques as well as production and sound engineering methods to bring as much clarity to their vision as possible. (4 credits) **Prerequisite:** basic computer skills

This is a practical course, emphasizing hands-on production for radio and Web broadcasting. Student will research, write, record, produce and edit original radio projects. Students may work on journalistic or creative projects with a commercial or
non-commercial orientation. They will develop on-air skills such as presenting, reporting, and interviewing. Sound is a powerful form of expression; through sound alone we can tell a story which moves an audience or takes them to another world by stimulating their imagination. The creative power as well as the story telling power of radio will therefore be fully explored in this course. A unique feature of this course is that it offers students the opportunity of broadcasting their radio projects on KRUU-FM. (4 credits)

Prerequisite: basic computer skills

MC—W215 Journalism 1: Communications for the Public Good
This course will prepare students to write nonfiction stories for publication. Students will understand the importance of reporting and ethics, learn AP style, and examine the formats of traditional and new media outlets. During the course, students will generate story ideas, collect information through research and interviews, fact check, and then compose final copy for a variety of news stories. (4 credits)

MC—W245 Writing for the Screen: From Idea to Image
Students will be introduced to the process of preparing a story to be told in a visual medium. Students will learn the basics of script and screenplay writing by participating in basic skills exercises, including dialogue emulation and performance, script-to-screen analysis, and scene adaptation. To produce effective screenplays, students will develop their own toolkit for overcoming challenges in idea conception, story structure, and dialogue. Course work will result in scripts suitable for production in later courses. (4 credits)

MC—W250 CCTS: The Power of the Word: Information and Inspiration for Action and Achievement
In this course, students will be introduced to persuasive communication. Methods of evaluating and responding to arguments will be covered. Students will learn the fundamentals of effective speech, writing and presentation, and examine those fundamentals in the contexts of storytelling, activism, advertising, and business. (4 credits)

MC—W251 The Power of Social Media Marketing: Communication in the Global Village
In this course, students will learn to harness the power of media marketing in the Internet age by using social sites — such as YouTube, Google+, Facebook, Twitter, Instagram, Pinterest, and LinkedIn — for their current, future or imagined businesses. Students will learn key marketing and branding concepts, and gain hands-on experience with visual marketing and modern content marketing. Topics of exploration include: attraction-based marketing vs. push-based marketing; organizing followers and friends; the visual
marketing creation process using, for example, large images and infographics; ecommerce tools for each social site; developing a social media marketing strategy. (4 credits) *Prerequisite:* basic computer skills

**MC — W252 The Power of Imagination**

This is a writing course that looks at the power of the human imagination and its role in fiction writing. The first part of the course will examine the function of imagination in human evolution and what parts of our physiology are involved with imagination. We will then look at some of the most imaginative writing that has been produced and how imagination plays a crucial role in the ability of the writer to create compelling and enriching narrative prose. We will discover that imagination is at the very core of the creative process and therefore developing our imaginative abilities will greatly enhance and develop the power of our writing. Throughout the course students will engage in exercises to express their imagination and develop great imaginative power. Students on the course will also undertake a writing project for the course, and there will be writing days to work on this project. (4 credits)

**MC — W300 Narrative 1: Unifying and Unfolding the Full Range of Human Experience**

This course examines the essential role of narrative in the creation of all forms of media. From the very beginnings of human records, whether it is mythology, scripture, literature, or the earliest cave paintings, the creators of these works have always told their audience a story or imparted a message by the use of narrative. In order to work in any creative medium, understanding the various ways in which narrative is used is a great advantage. This course will examine the range of narrative forms and narrative devices that have been used since the dawn of time right up until the modern day. We will discover that although the forms and types of media used might have changed as technology has advanced, in fact, most of the essential forms of narrative used in creative works have been with us for ages. Understanding why will reveal how narrative reflects both the universal and unique aspects of the experience of human life. As part of the course students will be required to undertake projects that aid the development of their own narrative skills. (4 credits)

**MC — W342 Global Solutions**

Global Solutions is a journalism and change maker course that looks at the leading global issues that are reported in the world’s press and then progresses to examine how these issues can be addressed and positive change brought about. All journalists know that after a period of time covering the issues of the day, simply exposing what is happening is not enough; change in policy and exercise of dynamic solutions need to be applied. This course looks at what the media can do to bring about change and then goes deeper
and looks at the ways in which solutions can be developed on a global scale. Some of the big issues of the day we will discuss are income inequality, access to education, food security, climate change, poverty, sustainability and access to political representation. As part of this we will discover that often what we believe is true about these issues is not accurate and that wrong information is part of the problem. One example being the belief that global population is increasing at unsustainable levels—the actual predictions might surprise you. There are many such examples. Lively debate and discussions of the best solutions to these issues will be the engine of this course. If you want to be a change maker—get on board for the ride!

MC—W345 Creative Process: Curving Back Onto My Own Nature, I Create Again and Again
In Creative Process, students study their own creative process as well as what artists, writers, and filmmakers have shared about creative inspiration. The purpose of this class is to break boundaries and rediscover an easy relationship with the inner Muse. The primary textbook is The Artist’s Way by Julia Cameron. The Syllabus Reader contains material by a wide range of authors such as Annie Dillard, Jorge Luis Borges, Eudora Welty, Ann Patchett, Patricia Hampl, William Saroyan, John Ciardi, Frank Conroy, Virginia Woolf, William Faulkner, Ernest Hemingway, Thomas Wolfe, William Stafford, Rainer Maria Rilke, Lu Chi, Mark Strand, Jane Hirshfield, Billy Collins, Elizabeth Gilbert, plus interviews with great authors by Bill Moyers and material from creativity experts Anne Lamott and Natalie Goldberg. A variety of guest lecturers working in different media will come to the class to discuss their work, career paths, and creative process. Students will keep a daily journal and engage in various creative projects during the course. As a final project, students produce a portfolio and can choose to participate in a group installation/exhibit on creativity. (4 credits) Prerequisite: ART, LIT, or MC major, or permission of instructor

MC—W410 Narrative 2: The Quest for the Essential Truths of Human Existence
This course will go deeper into some of the key aspects of narrative. It will also be more like a writer’s workshop. This means there will be time to develop ideas, novels or scripts that a writer is working on or wants to begin during the course. We will be having lectures from writers and other speakers in the business who will share their expertise with us. The course will also introduce the element of performance. Those students who wish to can learn how to perform their work or the work of others. This helps with understanding how the written word becomes a performance. The performance part of the course is optional for students. Key aspects that we will go deeper into are: developing characters, style, plot development, genre, symbolism, and improving our chances of being published. The profound connection between writing and development of consciousness will also be explored. (4 credits) Prerequisite: MC—W300
WTG 201 Poetry and Transcendence
Poetry can express the unsayable and touch upon the intangible. Throughout the ages, mystics have used the language of poetry to give voice to longing, devotion, and the exaltation of consciousness. This course focuses on great mystical poets of all time: Lao Tzu, Rumi, Hafez, Mirabai, Lalla, Hadewijch, St. John of the Cross, Romantics Blake and Keats, American visionaries Walt Whitman and Emily Dickinson, and more. The course also explores modern and contemporary poets whose work explores transcendence in subject and/or form — among others Rainer Maria Rilke, Pablo Neruda, Octavio Paz, Thomas Tranströmer, A. R. Ammons, Charles Wright, Tony Hoagland, Pattiann Rogers, and Mary Oliver. Students create a portfolio of their own transcendental poetry, practicing open and traditional forms, including the ghazal, pantoum, villanelle, and chant. Focus is on techniques that evoke transcendental experience — sound devices, repetition, figures of speech — as well as the relationship between words and white space, sound and silence. In this course, students learn to “see into the life of things,” as Wordsworth put it, “with an eye made quiet by the power / of harmony.” (4 credits)
Prerequisite: WTG 192 or consent of the instructor

WTG 202 Fiction 1
Fiction writing is among the most satisfying forms of artistic and personal expression. A fiction writer writes from the heart as well as the mind, but good fiction is much more than “disguised autobiography.” To excel at this craft, students need to learn the art of creating plot and character, fashion an appropriate point-of-view, and control style and tone. For inspiration and guidance, we will read some of the world’s finest writers of fiction. (4 credits) Prerequisite: WTG 192 or consent of the instructor

WTG 301 Literary Nonfiction Workshop 1
Creative writing is often mistakenly associated solely with fiction and poetry, but some of the best creative writing is found in nonfiction. Whatever writers put their attention on is filled with their own originality. In these courses, students read beautiful and moving selections of nonfiction prose and examine them for their grace, clarity, and effectiveness. Students then write their own nonfiction projects that could include essays, interviews, reviews, and other forms. (4 credits) Prerequisite: WTG 192 or consent of the instructor

WTG 302 Literary Nonfiction Workshop 2
Creative writing is often mistakenly associated solely with fiction and poetry, but some of the best creative writing is found in nonfiction. Whatever writers put their attention on is filled with their own originality. In these courses, students read beautiful and moving selections of nonfiction prose and examine them for their grace, clarity, and
effectiveness. Students then write their own nonfiction projects that could include essays, interviews, reviews, and other forms. (4 credits) *Prerequisite:* WTG 192 or consent of the instructor

**WTG 310 Poetry Writing**
This introductory course explores the basic building blocks of craft and technique in poetry—imagery, figurative language, sound devices, rhyme, rhythm, repetition, meter, point of view, and form. Textbook is Frances Mayes’ *The Discovery of Poetry: A Field Guide to Reading and Writing Poems*. Students also memorize poetry using *Saved by a Poem* by Kim Rosen, which explores the healing and transformative properties of speaking poetry out loud. This course draws on works by a great variety of modern and contemporary poets, including Elizabeth Bishop, Ted Koos, Billy Collins, Dorianne Laux, Jane Hirshfield, Peter Everwine, Li-Young Lee, Charles Wright, Wislawa Szymborska, Naomi Shihab Nye, and more. Through workshops, exercises, feedback and discussion, students hone craft and technique while creating a portfolio of original work, which includes traditional as well as open form poetry. The highlight of the course is a public reading. (4 credits) *Prerequisite:* WTG 192 or consent of the instructor

**WTG 313 Writing and Reading the Short Story**
Edgar Allen Poe once stated that everything in a short story works toward a “single effect.” Economy and precision of language make the short story the perfect narrative form. In this course, we will read and study intriguing stories such as Gabriel Garcia Marquez’s “The Very Old Man with Enormous Wings” and Eudora Welty’s “Why I Live at the P.O.” as models for short fiction we will write. We will also look closely at elements of fiction: character, structure, point of view, imagery, and figurative language as building blocks for our own stories. Students will write three short stories and workshop those stories in class. (4 credits) *Prerequisite:* WTG 192 or consent of the instructor

**WTG 314 Fiction 2**
This course advances techniques learned in Fiction Writing 1. Fiction writing is among the most satisfying forms of artistic and personal expression. A fiction writer writes from the heart as well as the mind, but good fiction is much more than “disguised autobiography.” To excel at this craft, students need to learn the arts of creating plot and character, fashion an appropriate point-of-view, and control style and tone. For inspiration and guidance we will read some of the world’s finest writers of fiction. (4 credits) *Prerequisite:* WTG 192 or consent of the instructor

**WTG 315 Writing Literary Nonfiction**
During the second half of the twentieth century, creative nonfiction — called “the new literature” — has steadily grown in popularity. Reading such writers as Annie Dillard,
Rosemary Mahoney, Joan Didion, Joseph Mitchell, and John McPhee, students discover the potential of nonfiction to elicit an aesthetic response equal to that of the novel. In this course, students learn to combine techniques of journalism and fiction in writing their own creative nonfiction. (4 credits) Prerequisite: WTG 192 or consent of the instructor

WTG 320 The Personal Essay
The personal essay celebrates heart and mind, exploring age-old questions about the human experience. Students learn the history of the personal essay, reading examples of personal prose discussion in Oriental and classical Literature, then tracing the origins of the modern essay tradition to the European Renaissance with the work of Michel de Montaigne. Students learn about the range and freedom of this brief “formless form” by acquainting themselves with modern and contemporary masters: Mark Twain, Virginia Woolf, Zora Neale Hurston, Jorge Luis Borges, Flannery O’Connor, Annie Dillard, David Sedaris, Dave Eggers, Amy Tan, Mark Spragg, and more. The class also focuses on experimental, contemporary hybrids, tracing the relationship between the personal essay and flash nonfiction, the lyric essay, the “hermit crab” essay, and prose poetry. Students are encouraged to keep a daily journal in which they record memories, observations, insights, and reflections. Students also create a substantial portfolio of at least three personal essays, learning about prewriting, drafting, and revision in the process. Students are encouraged to find a natural, authentic personal voice that is intimate, yet not self-indulgent. In the specificity of personal reflection, it is possible to touch upon the universality of human experience. (4 credits) Prerequisite: WTG 192 or consent of instructor

WTG 321 Blogging and Reflective Writing
Want to speak to the world and feel you need more than the Comment space on Facebook allows? Blogging can offer a platform from which to share your thoughts with a larger audience. This course will explain how to set up your own blog site and help you produce your first postings for the site. Drawing on personal feelings, opinions, memories, and insights, we’ll use reflective writing to channel those experiences into expressive prose to share with our readers. Then we’ll post our thoughts to share with the world. (4 credits) Prerequisite: WTG 192 or consent of the instructor

WTG 322 Memoir Writing
In this course, students are exposed to childhood memoir, graphic memoir (memoir in cartoon form or illustrated memoir), travel or journey memoir, eyewitness account, lyric and mosaic memoir, and more. Attention is given to the history of the memoir as well as to experimental techniques and contemporary hybrid forms. Students read selections from memoirs by authors such as Sei Shonagon, Frank McCourt, Janet Frame, Bill Bryson, David Sedaris, Annie Dillard, Shoba Narayan, Anne Patchett, Mark Spragg, and
Yang Erche Namu. The main textbook is *Tell It Slant* by Brenda Miller and Suzanne Paola, which explores the craft and technique of memoir writing in-depth. *Old Friend from Far Away* by Natalie Goldberg provides students with useful writing prompts for their journals. Students create their own portfolio — a series of linked or unlinked memoir essays or the opening chapter(s) of a book-length manuscript. Ultimately, students learn to stand back and — in the words of Anaïs Nin — consciously experience their life twice, “in the moment and in retrospection.” (4 credits) Prerequisite: WTG 192 or consent of the instructor.

**WTG 323 Memoir and Transcendence: Knowing the Self**
In this course, students explore memoir with a focus on the theme of transcendence — transcendental moments, spiritual quest, stories about overcoming obstacles and transformation, seeing the extraordinary in the ordinary, explorations of the uncharted territories of consciousness. Central is the craft of memoir writing, particularly techniques that encourage transcendence. Also covered are the history of the memoir and contemporary experimental forms. Students are exposed to internationally acclaimed memoirists whose work has a transcendental slant — among others Kenko, Annie Dillard, Henry David Thoreau, Isak Dinesen, Helen Nearing, Azar Nafisi, Chet Raymo, Chitra Banerjee Divakaruni, and Etty Hillesum. Textbooks are *Eat, Pray, Love* by Elizabeth Gilbert and *Inventing the Truth*, edited by William Zinsser. Students keep a journal and write a portfolio of memoir essays, exploring their life experiences to transcendental depths, getting to know their own Self on every level. In the words of Alan Shapiro, writing memoir sublimates transient identity in “the rapture of complete attentiveness. … In that extended moment, opposites cohere: the mind feels and the heart thinks, and receptivity’s a form of fierce activity.” (4 credits) Prerequisite: WTG 192 or consent of the instructor.

**WTG 340 Writers on Writing**
This course offers tools and techniques essential to the life of the writer. Students examine what celebrated writers — from novelists to children’s authors, from journalists to poets — have said about inspiration, gathering ideas, methods of working, favored tools and techniques, as well as tried and true writing and revision procedures. Through videos and presentations by guest speakers, students get a first-hand account of the writers’ life, learning vital skills to help them create their own healthy and sustainable writing routine. This course encourages discipline, making daily writing practice habit until it becomes easy. The syllabus reader contains encouraging, inspirational excerpts by poets and writers such as Eudora Welty, William Faulkner, Earnest Hemingway, William Saroyan, Frank Conroy, Thomas Wolfe, Annie Dillard, Patricia Hampl, William Stafford, Mark Strand, Jane Hirshfield, and more. Students reflect on their own creative process in
various assignments, plus write a portfolio in a genre of choice as a final project. (4 credits) Prerequisite: WTG 192 or consent of the instructor

**WTG 342 Writing for Children**
Writing for children can be as rewarding as writing for adults and just as challenging. Children are becoming more sophisticated at younger ages and enjoy reading books at their intelligence level. Students in this class will learn to find the appropriate subject matter, language, tone, and structure for the age group they are addressing. Students will start out writing pieces for preschoolers and early elementary grades and, afterwards, develop more complex narratives for adolescents and young adults. (4 credits) Prerequisite: WTG 192 or consent of the instructor.

**WTG 343 Writing for Children 2**
Children’s literature is divided into half a dozen or so formats, each tailored to age-specific vocabulary, interests, images, pacing, and subject matter. In Writing for Children 1, students create a picture book and write a first chapter book. In Writing for Children Writing 2, students can choose to write either a middle-grade book or a Young Adult novel. Although subject matter, complexity, and vocabulary must change, the skills for writing any form of children’s literature remain basically the same, including the Young Adult novel. Therefore, Writing for Children 1 is not a prerequisite for Writing for Children 2. Students can take either course in any order. (4 credits)

**WTG 345 Nature Writing**
The greatest issue of our time is the preservation of the world we inhabit for our own and future generations. As a result, this topic has become one of the most engaging of today’s writers, evolving into its own genre, its own literary type. The fathers of this genre are, of course, Ralph Waldo Emerson and Henry David Thoreau who passed the torch to writers such as John Muir, the founder of the Sierra Club, and Rachel Carson who penned the famous ecological work *Silent Spring*. In more recent years it has been carried by writers like Annie Dillard, Farley Mowat, John McPhee, Barbara Kingsolver, and Barry Lopez to name but a few. The one constant in all forms of nature writing is an abiding love of nature, but beyond that it can take many forms. In this course, we will read a number of different kinds of essays and we will write three of our own that may include an encounter with a wild animal, an ecological essay, and a personal essay about a transcendental communion with nature. (4 credits) Prerequisite: WTG 192 or consent of the instructor.

**MC—W350 Advanced Writing for the Screen**
This course continues to develop the student's tool-kit for tackling hard writing problems in the creation of scripts for video, web-video and film. Areas covered may include: kinds
of characters, writing routine, research and development, world building, visual metaphor, realism in dialogue, and pacing in character arch and story arch. $40 Lab fee (4 units) Prerequisite: MC 245

**WTG 350 Advanced Poetry Workshop**
Maharishi says, “Poets start with what the eyes see, the ears hear and the hands feel, then travel into space and time to explore the beyond, tracking the path of transcending.” This course offers advanced students the opportunity to profoundly hone craft and technique by focusing on a serious body of work in the genre of poetry. This course is usually held in April during National Poetry month so that students can attend public readings frequently. Students will familiarize themselves in-depth with the contemporary canon, using the work of contemporaries to analyze the precise mechanics of form, line break, punctuation, sound devices, imagery, figurative language, point of view, and more. Textbook is *The Poet’s Companion: a Guide to the Pleasures of Writing Poetry* by Kim Addonizio and Dorianne Laux. Part of this course is a workshop; students will continually receive feedback on their work from peers as well faculty, then spend considerable time on revision. The final portfolio in this class should be of publishable quality. The procedures for submitting work for publication will be discussed at length, and at the end of this course, students are required to submit some of their poetry to a magazine or contest of choice. The culminating event of the course will be a public reading. (4 credits) Prerequisite: WTG 192, WTG 201 or WTG 310 or permission of instructor

**WTG 360 Writing and Photography**
This course teaches the basics of digital photography and how to write about it. Students learn how to adjust the digital “negative” in an image-editing program such as Adobe Photoshop. Students keep a daily journal of their photographic experiences, learn to photograph and write about the environment, and produce a photo essay on their favorite topic. For daily printing needs, students use online sources, such as Snapfish or Shutterfly. The course also includes at least one field trip and a variety of creative photographic assignments. For the final portfolio, students select their best photographs to enlarge and learn how to print and mat them. Requirements: a $25 fee for materials and at least a 7-megapixel camera with zoom lens and manual controls; this means the ability to manually adjust shutter speed and aperture size. (4 credits) Prerequisite: WTG 192 or consent of the instructor

**WTG 370 Writing for Fun and Profit**
This is a course for students who would like experience in professional writing for niche publishing markets, such as educational testing. We’ll explore a variety of markets and the educational testing market in detail: the educational testing market. For that market,
we’ll focus on the compactness and concision necessary for writing test passages, the necessity for selecting topics appropriate for testing, recognizing sensitivity issues, mastering editing skills necessary to create grammatical and mechanical correctness, as well developing an eye for topics that will appeal to the appropriate grade level. The course will include a professional workshop with a testing development specialist, the possibility of a follow-up internship in Iowa City, and freelance writing opportunities. (4 credits) **Prerequisite:** WTG 192 or consent of the instructor

**WTG 371 Writing to Publish**
Writing to Publish is an advanced writing course designed to guide experienced writers through the publication process. The class teaches writers how to acutely edit their work, select a market for their work, and the intricate details about what publishers and editors are looking for. (4 credits)

**WTG 373 Graphic Narrative**
Graphic narrative — a genre of literature combining writing and art — has become increasingly popular in the past decades. The term “graphic novel” broadly refers to any fictional or non-fictional story that is told by means of both writing and illustration — often, though not necessarily, in cartoon form. In this class, students will read selections from various award-winning graphic novels and memoirs, among them *Logicomix* by Apostolos Doxiadis and Christos Papadimitriou, *Persepolis* by Marjane Sarpafi, *Blankets* by Craig Thompson, and the Pulitzer Prize winning *Maus* by Art Spiegelman. Students will also examine non-cartoon pairing of text and illustration in works such as *Principles of Uncertainty* by Maira Kalman and *The Tenaciously Sane Adventures of a Noman* by artist and painter Toc Fetch. Students are expected to write and illustrate their own graphic narratives during the class, studying craft and technique relevant to the genre with help of the textbook *Making Comics* by Scott McCloud. Writing-wise, the focus will be on dialogue, scene, plot, pacing, character development, selection of detail, language, voice, and editing. Artistically, the focus will be on choice of materials, drawing technique, page layout, and the relationship between positive and negative space, color, and shape. Aside from an instructor trained in Creative Writing, this course has a T.A. trained in Cartoon Studies and Art. (4 credits) **Prerequisite:** WTG 192 or consent of the instructor

**WTG 375 Flash Fiction: Crystalized Visions**
In this course, students will explore the art of flash fiction and create a portfolio of miniature stories (100 to 700 words per story). Flash fiction, once marginal, has now gained mainstream acceptance and is also known as microfiction, microstories, miniatures, short-shorts, short short stories, very short stories, prose poetry, postcard fiction, sudden fiction, and nanofiction. The form takes the popular writer’s adage *less is*
more quite seriously, giving students the opportunity to create dynamic, compact, and highly polished jewels in a relatively short space of time. Gesturing toward the transcendent, liberatory capacity of the form, flash fiction exponent Stuart Dybek states, “Within the constraint of their small boundaries the writer discovers great freedom.” Students will read selections from works by famous and lesser-known exponents of the form: Yasunari Kawabata, Gertrude Stein, Lydia Davis, James Wright, Stuart Dybek, Luis Cernuda, Charles Simic, Margaret Atwood, and others. Students will be encouraged to playfully experiment with the form and discover for themselves if it is “rugged enough to adapt itself to the lyrical impulses of the soul, the undulations of the psyche, the prickings of consciousness” as stated by French poet and art critic Charles Baudelaire (1821-1867), a critical founding figure of the form. (4 credits) Prerequisite: WTG 192 or consent of the instructor

WTG 399 Directed Study
(variable credits) Prerequisite: consent of the Department faculty and the Academic Standards Committee

WTG 410 Travel Writing
From Mark Twain to John Steinbeck, many of the world’s greatest writers have been drawn to travel writing. As Marcel Proust put it, “The real voyage of discovery consists not in seeking new landscapes but in having new eyes.” This travel-writing course teaches students how to perceive the familiar in a new way, finding points of interest in and around the state of Iowa. The class will go on several daytrips, and if possible a longer weekend trip to a city within a 4-hour radius of Fairfield. On these trips, students research and gather material for travel articles and essays that can range from the formal (objective) to the informal (subjective). Focus options of travel articles may be: destination, journey, special interest, “roundup” themes, historical or holiday, side trip, outdoor/recreation, news, humor, travel advice, food and travel, or personal experience. Students learn about the craft and technique of travel writing from discussions and from the textbook, L. Peat O’Neil’s Travel Writing, which outlines interviewing techniques, ways to write a good hook, how to research, how to write a successful pitch or query, the best markets for travel articles, etc. Students are expected to submit one article for publication to regional magazine The Iowa Source or another suitable publication. In the end, students learn that travel writing is not so much about place as about the travel writer, since travel experience is most interesting when filtered through an astute and perceptive individual consciousness. (4 credits) Prerequisite: WTG 192 or consent of the instructor
Undergraduate Literature Courses

LIT 205 CCTS: Introduction to Literature and Creative Writing
This introductory course is offered early in each academic year and covers three basic areas: a) how to read and analyze literature; b) how to write about literature; c) and how to write creative and effective essays. It will also contain a creative writing element. This course is a required course for all English majors (Literature and/or Creative Writing), and it is recommended that it be taken early in the major. Texts include short stories, essays, and a literary handbook especially designed for the course. (4 credits)

LIT 207 The Bhagavad-Gita: The Essence of Veda — Studied as the “Complete Guide to Practical Life”
This course will look at the Bhagavad-Gita not only for its insight and inspiration but also for the beauty of its form and language. The primary text of this course will be Maharishi Mahesh Yogi on the Bhagavad-Gita: A New Translation and Commentary Chapters 1-6. We will also read the Gita’s last 12 chapters in another translation, a condensed Mahabharata, and The Legend of Bagger Vance, a novel based on the Bhagavad-Gita. We will also look briefly at works by other writers such as Emerson, Thoreau, and T.S. Eliot who have been inspired by the Gita. (4 credits)

LIT 215 CCTS: Poetry, Fiction, and Drama
This Creativity and Critical Thinking seminar covers three basic areas: a) how to read and analyze literature; b) how to write about literature and incorporate Vedic Science; and c) how to write creative and effective essays. It will also include the basics of critical thinking and active learning. Texts include poetry, short stories, a play, and a literary handbook designed especially for this course. (4 credits)

LIT 220 CCTS: Literature and Enlightenment
A commonly held belief in Western culture over the last two millennia, from the birth of Jesus of Nazareth forward, is that the literature of Europe and the Americas is either founded on a Judeo-Christian theology or on secular humanism. The influence of paganism, pantheism, and the Vedic-Buddhist tradition of the Far East is regarded as minimal. Not only is this a distortion of history, the evidence of the literary canon to the contrary is significant. Hence, in this course we will explore a literature that is concerned with transcendence and liberation. Surprisingly, we will begin at the beginning with Genesis and with that hallmark of Christianity The Sermon on the Mount. We will peruse some works from the Medieval and Renaissance, but our focus will be on the writers of the British and American Romantic and Modernist periods, such as Wordsworth, Shelley, Keats, Emerson, Thoreau, Dickinson, Whitman, Yeats, Eliot, Thomas, and Stevens. We will read a couple of novels by writers like Virginia Woolf and Herman Hesse, and there
will be other surprises as well. (4 credits) Prerequisites: STC 108, taken during students’ first semester or consent of the Department faculty

LIT 265 Evolution of Film: From the Lumiere Brothers to Wes Anderson
This film survey traces the evolution of primarily American and European cinema from the early days of Griffith and Eisenstein through the twentieth and into the twenty-first century. It includes examples of history-shaping movements such as Soviet formalism, German expressionism, French realism, Italian neo-realism, film noir, surrealism, and nouvelle vague. As in LIT 363, we will watch a selection of some of the finest “world masterpieces on film.” $15 lab fee (4 credits)

LIT 302 The Ramayana as the Ultimate Epic Narrative: The Hero Conquering Ignorance and Realizing the Self
An epic is a long narrative in elevated style about characters of high position who perform extraordinary actions. From the great world epics, students study principles of Maharishi Vedic Science to illuminate the subtleties of language and thought. The primary text of this course is the Ramayana. Other selections may include parts of the Bible and other scriptures, Homer’s Odyssey, Dante’s Divine Comedy, and Goethe’s Faust. (4 credits)

LIT 305 Native American Literature
Modern Native Americans have rediscovered their spiritual heritage through a reclaiming of ancient tribal customs. In this course, we will track their spiritual transformation in such works as Leslie Marmon Silko’s Ceremony, about the healing and new meaning that comes to the hero’s life. In Frank Waters’ The Man Who Killed the Deer, the hero had at a young age lost his spiritual bearings but regains them through a series of profound insights. Black Elk Speaks is a Native American spiritual autobiography; at its center is Black Elk’s cosmic vision of America’s destiny. These and other works chronicle what is both profound and tragic in the life of America’s indigenous peoples. (4 credits)

LIT 325 Classics of Greece and Rome
The literature of ancient Greece and Rome is the source of the Western literary tradition. The Greeks in particular recognized the value of literature as an expression of society’s shared ideals and as a means of developing social unity and harmony. Works studied may include Homer's Odyssey, Aeschylus’ Agamemnon, Sophocles’ Oedipus Rex and Antigone, Euripides’ Hippolytus, Aristophanes’ Lisistrata, Aristotle’s The Poetics, and from Plato’s Republic. (4 credits)
LIT 328 The Bible as Literature: The Divine as the Source, Course, and Goal of All Existence
The Bible as Literature is a two-week course meant to introduce students to the Old and New Testaments of the Bible, as well as examine it as not only a religious text but also as a literary text. Moreover, we will consider the influence of the Bible on literature and culture. Cultural Literacy as it relates to the Bible is a primary aim of the course. We will look closely at Genesis, Exodus, Matthew, Luke, John, and Revelations among the Bible offerings. We will read an assortment of Biblical-influenced literary texts including: D.H. Lawrence’s The Horse Dealer’ Daughter, Eliot’s Journey of the Magi, Yeats’ Second Coming and The Magi, Keats’ Ode to a Nightingale, Coleridge’s Rime of the Ancient Mariner, Dylan Thomas’ Fern Hill, and many others. We will also watch a couple of films inspired by the Bible such as Amadeus and The Seventh Seal. (2–4 credits)

LIT 330 Medieval Literature: From Beowulf to the Medieval Romance
This course opens with the heroic ideals of the Anglo-Saxons, runs through the birth and popularization of courtly love, and ends at the doorstep of the European Renaissance. Intrinsically involved with the quest motif, this course charts the pilgrimages in the adventures of Beowulf, Chaucer’s Canterbury Tales, Sir Gawain search for the Green Knight, and the Arthurian knights (especially those concerned with the quest for the Holy Grail), and Dante’s emergence from the inferno into paradise in the Divine Comedy. (4 credits)

LIT 331 Fantasy Literature
“Fantasy is where you meet yourself,” says Norman Talbot. Resting on this premise, this course will attempt to define the term “fantasy,” consider what makes a literary work fantastical, and determine how fantasy differs from realism. Because the “fantastic” is an idea accessible in various forms, we will investigate into the nature of fantasy by reading examples from a wide selection of writers including, Lewis Carroll, Italo Calvino, Ursula Le Guin, E.T.A Hoffman, Jorge Luis Borges, Isabelle Allende, C.S Lewis, and Walter Moers. Besides fiction, we will also view some fantastical films. (4 credits)

LIT 335 Shakespeare’s Festival of Comedy
Comedy is a discovery of perfection, of harmony, of one’s Self, of an underlying spiritual existence. It is the triumph over adversity, fear, and suffering. It is the celebration of life eternal. In this course, we will examine the nature of comedy and many of Shakespeare’s favorite themes such as love, order, immortality, and right action. Among the plays we will read are Taming of the Shrew, Merchant of Venice, A Midsummer Night’s Dream, As You Like It, Much Ado About Nothing, Twelfth Night, and The Tempest. (4 credits)
LIT 339 Renaissance Literature: The Rebirth of Knowledge
The Renaissance was the re-emergence of dynamic social and intellectual activity in the Western world. It marked one of the most vibrant literary, dramatic, and poetic periods in history. Its writers searched for fundamental principles and orderly poetic structures in accord with natural law to assist in the full development of human life. Beginning with Petrarch, this course examines some of the greatest Renaissance writers of the sixteenth and early seventeenth centuries: Wyatt, Spenser, Sidney, Donne, Traherne, Herbert, Vaughan, Marvell, and Milton. Also included are readings from some of the major Renaissance philosophers, courtiers, and scientists. (4 credits)

LIT 341 Eighteenth-Century Literature: The Age of Pope, Swift, and Dryden
This course covers the literature of the Augustan Age, the Restoration, and the Age of Johnson, and considers the period’s emphasis on feelings and rational thought seen in the novel and in the intellectual tenor of the time. Writers include Dryden, Pope, Swift, Defoe, Richardson, Fielding, Burney, Samuel Johnson, and Jane Austen. (4 credits)

LIT 342 The Eighteenth-Century Novel: The Birth of the Novel
Like the Renaissance writers before them, eighteenth-century sages saw the spiritual power of nature residing in an orderly universe. They sought to tap that power through their attempts to write about it. The novel, the ultimate fictional statement about universal order, emerged from the diverse social, economic, and political forces of the eighteenth century. This course examines the rise of the novel through three different activities: (1) reading novels from Defoe to Austen, (2) studying the cultural milieu of the eighteenth century, and (3) formulating a theory of the novel and its applications. (4 credits)

LIT 344 The Romantic Period: Transcendentalism and the Inner World
This course examines the nineteenth-century Romantic Movement and its escape from the limitations of eighteenth-century rationalism through an emphasis on the divine creative power of the imagination, an exalted perception of poetry and the poet, sympathy for social renewal, a distrust of industrialization and urbanization, and a rediscovery of the transcendent. Writers include Blake, Wordsworth, Coleridge, Byron, Percy and Mary Shelley, and Keats. (4 credits)

LIT 345 Literature of Romance
Literature of Romance is the story of the relationships between men and women, sometimes idealized, sometimes tragic. Romantic love is such a dominant element in the modern world one would think that it has always existed. But as a philosophy and as an art form, romantic love—the elevated, all-consuming, life-altering affection for a single individual—is relatively new, established in western society in the early 12th century. The story of romantic love begins in the south of France with a single individual—Guillaume
IX and spreads throughout Europe and the West without abatement. Among the works we may read are works from Medieval *Chivalry*, a couple of Shakespeare’s romantic comedies, Jane Austen’s *Pride and Prejudice*, E.M. Forster’s *A Room with a View*, and a collection of romantic love poetry. (4 credits)

*Note: This course is not to be confused with LIT 344 Literature of the Romantic Period—rebellious and transcendental literature of the early 19th century.*

**LIT 347 Victorian Literature**

Victorian literary style reflects a period of transition from the Romantic to the Modern through a blending of profound subjective experience with an awakened consciousness of rapid social change. Writers may include Charlotte Bronte, Carlyle, Tennyson, Arnold, Dickens, George Eliot, the Brownings, Hopkins, and others. (4 credits)

**LIT 348 Twentieth-Century British Literature**

“Make it New!” was the clarion cry at the turn of the twentieth century of a whole generation of writers. Poets, novelists, and dramatists all wanted to break with a past they saw at corrupt and outdated. Therefore, everything for them concerning content and form was up for grabs. These explorers of the imagination began to investigate the previously uncharted dimensions of linguistic possibilities. One of their first choices was to take the attention of their audiences within. Modern European writers in all genres developed new literary techniques to express the deeper realities of consciousness at the basis of thought and human behavior. Combating the forces of urbanization, isolation, industrialization, and the decline of religion, such modern novelists as Forster, Woolf, Lawrence, and Joyce, and such poets as the French Symbolists, Yeats, Eliot, Thomas, and Auden, took refuge in a transcendental vision of life. (4 credits)

**LIT 349 Short Stories from One World**

We will read selections of short studies from around the world in this course, focusing on seven geographical units: Africa, Middle East, Asia, Australia and Oceania, Europe, Latin America, and North America. Some of the authors we will read are Raymond Carver, Flannery O’Connor, Kafka, Naguib Mahfouz, Virginia Woolf, James Joyce, Chinua Achebe, Isabelle Allende, and David Malouf. The rich diversity of their stories, representing a variety of world cultures, will give us an entry into the human experience in our own and other cultural domains and provide us with new insights. We will study the stories founded on the underlying motifs of “the condition of the individual,” “families and communities,” and “gender.” While we analyze how each story handles one or more of these motifs, we will also think thematically about the quest for “Sat-chitananda: Absolute Bliss Consciousness,” and we will study the ways in which this quest for unbounded Bliss takes different forms from story to story. (4 credits)
LIT 350 American Transcendentalism: Self-Determinism and Self-Actualization
Heeding the call of Ralph Waldo Emerson to create a truly American literature, American writers explored literary and cultural themes that have originated since Columbus first set foot on this continent: the American Eden, the ideal society, the perfectibility of humanity, Self-reliance, and the individual search for Self. Writers we will consider include Poe, Hawthorne, Melville, Emerson, Thoreau, Whitman, and Dickinson. (4 credits)

LIT 351 Modern American Literature
Reacting to the prosaic objectivism of the realist movement, the decline of Western spirituality, and the moral excess of the industrial revolution and European imperialism, a new movement in the arts called Modernism attempted to take the individual back to the spiritual source of the Transcendentalists and its Oriental transcendental roots. Leaders in this movement included Fitzgerald, Hemingway, Faulkner, Steinbeck, and Cather in fiction, and Frost, Eliot, Williams, Stevens, Moore, and Hughes in poetry. (4 credits)

LIT 354 Modern American Novel
Perhaps no other event in the 20th Century shaped the arts as much as World War I. It ushered in a period of intense scrutiny of all the old assumptions and attempted to redefine life in the wake of global devastation. In this course, “modern” refers to novels written during or related to the Modern Period, which existed from the turn of the century up to the Second World War. The chief American novelists of this period are Fitzgerald, Hemingway, Faulkner, Steinbeck, Willa Cather, and perhaps, Henry James who appeared a little earlier, but whose realism helped pave the way for the modern novel. We will read several novels and a couple of shorter works, or novellas, from one of America’s greatest literary periods. (4 credits)

LIT 355 Asian Literature: The Spiritual Literature of the Far East
Students will study literature from Eastern and/or Middle Eastern countries, including China, Japan, and Persia (Iran). Emphasis will be on those writers and texts that possess a good understanding of spirituality or deep human values. Works may include Lao Tsu’s Tao de Ching, the writings of Chuang Tze, the Confucian Odes, T’ang poetry, the poetry of Kabir, Tagore, Rumi, and Hafiz. Novelists may include Murakami, Kawabata, Mishima, and Narayan. (4 credits)

LIT 356 Contemporary Fiction
Contemporary fiction writers are the classics of tomorrow. In these days of multimedia, “fiction” could include films, videos, graphic novels, collages, and other visual media containing a fictional story line. In this course, we will read two contemporary novels by authors such as Barbara Kingsolver, Leslie Marmon Silko, R.K. Narayan, Nick Hornby,
and Kate Atkinson. We will also read a number of short stories by writers like T.C. Boyle, Alice Munro, and George Saunders and watch recent films of literary quality. Students will write one essay on any author or filmmaker studied in this class, prepare an oral report, including a visual such as a poster or PowerPoint presentation, and submit a creative work. This could be a short story or something visual with a fictional narrative such as a video, a short animation, graphic short story, etc. Students may include a Maharishi Vedic Science component in their analytical essay or create a Main Points Chart to accompany their oral presentation or final project. (4 credits)

**LIT 357 The Hero in Literature**

This course will explore the idea of the hero from antiquity to the present. The hero is a larger than life character whose actions affect the fate of a large community for good, or if a tragic hero, for ill. The hero’s behavior (see Arjuna for example) is a model for the ordinary individual. One of the great debates is whether the hero can even exit in the modern world. Among the texts and themes we will follow are: The Odyssey: The Classical Hero; Beowulf: The Germanic Hero; Gawain and the Green Knight: The Medieval Hero; Siddhartha: The Spiritual Hero; and The Bean Trees: The Feminine Hero. (4 credits)

**LIT 359 The Short Story**

A short story contains all the elements of the novel in micro form and because it is so compact is an ideal arena for studying literature. In this course, we will study some of the world’s greatest short story writers beginning with Romantics Washington Irving, Edgar Allan Poe, and Nathaniel Hawthorne, then moving to later, more realistic writers such Guy de Maupassant, Anton Chekhov, Sarah Orne Jewett, and Henry James. Afterward, we will read works by such modernist writers as James Joyce, D.H. Lawrence, E.M. Forster, William Faulkner, Ernest Hemingway, and Flannery O’Connor, finishing up with contemporary writers including Alice Munro, John Updike, and Leslie Marmon Silko. Students will write a short analytical essay on one of the writers studied in the course and will write a short story as the final project. Students may include a Maharishi Vedic Science component in their analytical essay or create a Main Points Chart to accompany their final project. (4 credits)

**LIT 360 Poetry: From Speech to Silence**

This course focuses on contemporary poetry with the aim of awakening students’ awareness to the stylistic techniques that express different visions of wholeness. Poets to be read may include Theodore Roethke, Denise Levertov, James Wright, Gary Snyder, Robert Bly, Richard Wilbur, Elizabeth Bishop, A.R. Ammons, Galway Kinnell, W.S. Merwin, and Jory Graham. (4 credits)
LIT 361 The Novel
The novel in the last two centuries has become the literary form of choice. It reigns supreme in conveying the depth, experience, and great complexity of character. Born in the eighteenth century when long narratives — including epics, fables, romances, and picaresque tales — were losing their vitality, the novel became literature’s torch bearer: the primary literary mode for depicting life. This course examines the history, techniques, and forms of the novel, from social realism to meta-fiction, and may include novels from any given period from the eighteenth century onward. (4 credits)

LIT 363 The Art of Film
This course emphasizes film technique, including cinematography, camera angles, and mise en scène. It takes the student out of the realm of the Saturday night “movie” and into the world of film as a major art form. Our primary texts in this course will be the films themselves, including the masterworks of some of the world’s finest directors. Some of the films that we may watch include Wild Strawberries, 8 1/2, Citizen Kane, North by Northwest, Annie Hall, and Run Lola Run. Course requirements include the writing of film reviews and the analysis of a key scene from a film we will have viewed. ($10 lab fee) (4 credits)

LIT 364 The Science Fiction Film
This course is part historical, beginning with Frankenstein from the 1930s and including films on up to the present. We will look into some of the broad sci-fi themes, such as what it is to be human, analyze what makes a good sci-fi film, and write a film review of a sci-fi film not shown in class. Some of the subgenres include space operas, alien films, B movies, visionary films, cautionary films, and humor. We will watch such iconic films as The Day the Earth Stood Still, 2001, Star Wars, E.T., Starman, Tron, Star Trek, The Matrix, and Blade Runner, plus some of the more recent entries, including Children of Men, Inception, Avatar, and Galaxy Quest. (4 credits)

LIT 365 Evolution of Film: From the Lumiere Brothers to David Lynch
This film survey traces the evolution of primarily American and European cinema from the early days of Griffith and Eisenstein through the twentieth and into the twenty-first century. It includes examples of history-shaping movements such as Soviet formalism, German expressionism, French realism, Italian Neo-realism, film noir, surrealism, and nouvelle vague. As in LIT 363, we will watch a selection of some of the finest “world masterpieces on film.” (4 credits)

LIT 366 The Peace Film: World Peace in Great Films by Enlightened Filmmakers
The Peace Film course explores the many forms of peace contemplated throughout history and depicted in the modern film. Its foundation and inspiration is Maharishi’s
vision of world peace that has led to the Peace Government and the establishment of Maharishi Peace Palaces. In this course, we will watch 11 films, including such classics as *Yellow Submarine*, *Grand Illusion*, and *The Magic Flute* as well as more recent efforts. Students will analyze films to see how peace is perceived and visualized in the international cinema community. Besides the films themselves, the primary text for the course is Robert Oates’s *Permanent Peace*, which examines how peace can be achieved individually and globally. (4 credits)

**LIT 367 Modern European Drama: From Realism to Expressionism**
Led by such dramatic innovators as Ibsen, Strindberg, Chekhov, Shaw, Pirandello, and Brecht, drama began to emerge from a century of mediocrity. In the late nineteenth century these dramatists pioneered a dramatic revolution that expressed itself in such forms as realism, naturalism, impressionism, expressionism, surrealism, and the theater of the absurd. All of these figures and the movements they spawned will be examined in this course along with the work of other influential dramatists such as Eliot, Yeats, and Shaffer. (4 credits)

**LIT 368 Contemporary Film**
In this course we will watch a set of excellent films from the past three decades. Our focus will be on what makes a film art and not simply entertainment. We will regularly use standard film techniques and their variations, such as lighting, camera angles, mise-en-scène, and movement in discussing films, but we will also closely examine specific scenes to more deeply understand how films tell stories visually. We will consider such narrative elements as beginnings and endings, foreshadowing, character development, point-of-view, symbolic patterning. Some of the films we will watch may include, Wes Anderson’s *Moonrise Kingdom*, Yimou Zhang’s *House of Flying Daggers*, Krzysztof Kieslowski’s *Blue*, Pedro Almodovar’s *Women on the Verge of a Nervous Breakdown*, Jean-Pierre Jeunet’s *Micmacs*, Alexander Payne’s *The Descendants*, The Cohen Brothers’ *O’ Brother, Where Art Thou?*, Tom Twyker’s *The Princess and the Warrior*, Jim Jarmusch’s *Ghost Dog*, Luc Besson’s *Angel-A*. (4 credits)

**LIT 369 Comparative Drama**
All Western drama begins with the Greeks, specifically the four titans of Athens’ Golden Age: Aeschylus, Sophocles, Euripides, and Aristophanes. In the festivals to Dionysus these four dramatists developed the theatrical concepts of Tragedy and Comedy and helped shape our present view of humanity. In America, some 24 centuries later, Eugene O’Neill gave shape to the modern theater. Much of what O’Neill created was strongly influenced by the Greeks. The American drama that followed O’Neill, Tennessee Williams, Arthur Miller, Beth Henley and others, labored directly under O’Neill’s influence and indirectly under that of the Greek masters. (4 credits)
LIT 370 Literature and the Environment
Nature and the environment has become the most celebrated cause of the last few decades, giving rise to a literature of its own. In this course, we will begin first with Maharishi’s vision of nature and natural law, then read some traditional naturalists such as Emerson and Thoreau, and finally move to a variety of modern environmentalists. Our primary text will be the Norton Book of Nature Writing. In our reading we will study the philosophical, historical, and cultural approaches to the environment that America has inherited. Students will also read an extra text on nature to present to the class and keep a nature journal to discover what Mitchell Thomas how calls our “ecological identity.” (4 credits)

LIT 371 The Lord of the Rings
In the first half of the twentieth century, J.R.R. Tolkien, an Oxford Medieval and Linguistics Professor, wrote one of the great epics of modern times. The Lord of the Rings has become a literary phenomenon, a critical success, a cult classic, and an enormously popular novel sequence that has never fallen out of favor. Moreover, it has spawned a subsidiary industry that includes, films, TV productions, games, toys, and LOR art. The Lord of the Rings has emerged as the quintessential fantasy/myth to which all modern myths pay homage, an archetypal tale that speaks to the heart of human beings on the very meaning and purpose of life. In this course, we will read the trilogy: The Fellowship of the Ring, The Two Towers, and The Return of the King. We will also consult the prequels to the trilogy—The Silmarillion and The Hobbit. When appropriate, we will look at scenes from Peter Jackson’s famous film sequence. (4 credits)

LIT 372 Media and Literature
In the age we live in, the media constructs and reconstructs the world we know. It is so pervasive that virtually no one on this planet is free from its influence, be it good or bad. At the basis of media is language, the first level of communication. Language forms itself into texts — written, visual, and audio texts — and texts are the interest of literature. In this course, we will read a variety of texts that deal directly and indirectly with media as we explore its severe limitations as well as its possibilities to help bring about a worldwide transformation. One literary figure commenting on the relationship between literature and the media said, “Literature is news that stays news.” — Ezra Pound. (4 credits)

LIT 373 Music and Literature
Literature, as the “flow of letters” (Maharishi), and music as the flow of sound and silence, expresses the flow of life and its fullness. In this course, we will study from various angles the connections between musical and literary forms. We will read literary
works that have inspired musical compositions which, in turn, have inspired other art forms like Richard Strauss’ tone poem based on Nietzsche’s *Thus Spoke Zarathustra* and adapted by Stanley Kubrick in *2001: A Space Odyssey*, or Peter Shaffer’s play about Mozart rendered in the film *Amadeus*, or George Bernard Shaw’s *Pygmalion* transformed into the musical *My Fair Lady*. While we read and think about connections among literature, poetry, music, and consciousness, we will listen to a wide range of musical pieces, from classical, to modern, to contemporary. We will also listen to the hymns of Sama and Rk Veda that convey the depth of silence from which poetry and music emerge and flow into life. (4 credits)

**LIT 374 The Great American Road Trip**
Does the open road beckon you? People have been traveling American highways for more than a century. This course follows their trips. We’ll read road literature, ranging from the snarky comments of Iowa traveler Bill Bryson to the more lyrical passages of William Least heat Moon. The course includes travel essays, road trip novels and films. We’ll also explore some interesting travel blogs and sites, and take our own road trip to record in travel blogs. (4 credits)

**LIT 377 The Japanese Novel**
By mid 19th century, Japan had shed its most treasured tradition, the way of the Samurai, and wholeheartedly embraced all things Western. The result of such rapid transformation has had profound effects on the Japanese culture. In this course, students will read postwar novelists Yukio Mishima and Yasunari Kawabata, both Nobel laureates, and modern Japanese novelist Haruki Murakami, not only considered Japan’s finest novelist, but possibly the “greatest novelist in the world” according to some. In addition to reading the Japanese novels (in translation), students will watch several Japanese films, make an oral presentation, take an exam, and write a critical analysis of a Japanese novel. (4 credits)

**LIT 378 Tolkien: The Early Works**
This course is a companion to LIT 371 *The Lord of the Rings*. In this course, we will focus on two primary works—*The Hobbit* and *The Silmarillion*. Although *The Silmarillion* was published posthumously, most of it was written before *The Hobbit* and *The Lord of the Rings*. We will also read some of Tolkien’s shorter fairytales, such as *Farmer Giles of Ham* and *Smith of Wootton Major*. We will also examine Tolkien’s famous essay on what makes a Fairy Story. Other possibilities are Tolkien’s translation of the marvelous Medieval fantasy *Gawain and the Green Knight* and his essay on *Beowulf: The Monsters and the Critics* that transformed *Beowulf* criticism. (4 credits)
LIT 379 History of the English Language
This is a two-week course for those students pursuing a degree in education with a focus in literature. The course will be primarily self-directed with the following components: An outline of Albert C. Baugh’s standard work — A History of the English Language, a summary of the video Mother Tongue from the series The Story of English, and a presentation by the student on how the English language developed from its inception to the present. (2 credits)

LIT 380 Seminar on Special Topics
Periodically, seminars on special topics are offered by visiting professors or by resident faculty. (2–4 credits — may be repeated for credit)

LIT 497 The Senior Thesis
As students finish their development in Literature and Creative Writing, they are given the opportunity to demonstrate what they have learned by writing a sophisticated critical analysis of a literary work. This exit essay will demonstrate such skills as the ability to analyze deeply and argue convincingly, to do sophisticated research, to make best use of MLA Documentation, and to add Maharishi Vedic Science as a means to unveil the subtlest elements of a literary work. We will also spend time reading and discussing some of the most popular forms of literary theory as well as some documents that have employed theory and Maharishi Vedic Science well. (4 credits) Prerequisite: consent of the instructor

LIT 498 Internship in Literature
This course is designed for the practical application of the literary skills — writing, speaking, research, analysis, and synthesis — students have been acquiring in the major. Advanced students find a work situation with community professionals to acquire greater applied knowledge in their field of interest. A defined project is set up and evaluated by both a workplace supervisor and a faculty advisor. (4–12 credits) Prerequisite: consent of the Department faculty and Academic Standards Committee
NOTE: The purpose of this course is as an addition to the requirements of the major; therefore, the credits from this course cannot be included as part of the course work required for the major.

LIT 499 Directed Study
(variable credits) Prerequisite: consent of Department faculty and the Academic Standards Committee
Undergraduate Composition Courses

WTG 191 College Composition 1
Students in Composition 1 begin to refine their thinking and writing skills founded on their experiences of Being. They integrate two fundamental characteristics of writing: the ongoing process of Self-discovery, and the creation of a finished work. They develop greater facilities with the writing process while strengthening foundational skills. Students read and discuss narrative models to locate the intimate connections between reading and writing. (4 credits)

WTG 192 College Composition 2:
Composition 2 develops the student’s ability to use language for a variety of purposes, subjects, and audiences. It focuses on both exposition and persuasion to strengthen those skills that will assist the student in succeeding academically. In this course, we read and discuss a range of prose models that reflect the diversity of thinking and writing across the disciplines. (4 credits) Prerequisite: WTG 191 or appropriate assessment

Film, TV/Web, Screenwriting Graduate Courses

DLMFA 500 Advanced Narrative: Transformational Storytelling
This course examines the essential role narrative plays in the creation of entertainment media, with an eye towards crafting works of lasting value. Through guest lectures, screenings and writing exercises, students will explore the fundamentals of dramatic storytelling including theme, style, character development, dialogue and story structure, with a special emphasis on transformational narratives in the creative process. (2 Credits)

DLMFA 510 Diving Deep into the Art of David Lynch: A Study in Freedom and Craft
In this unique course, taught by Lynch scholar Martha Nochimson (author of The Passion of the David Lynch and David Lynch Swerves), we will work with the releases involved in meditation in order to explore how they lead to freedom of expression. By closely studying selected work by Lynch as inspiration for our own creative processes, we will look deeply into the way Lynch crafts his films once his ideas have come to him. (4 credits)

DLMFA 520 Advanced Writing for Visual Media: Storytelling through Character, Consequence, and Consciousness
In this course, students delve deeper into the craft of writing for the screen, with the goal of developing their own projects. Continuing the exploration of narrative principles, they will study more advanced techniques of storytelling focused on scene development, alternative structuring and sequence design. Through analysis of published scripts,
screenings, guided exercises and group workshops, each student will attain the tools needed to develop his or her concepts into marketable final projects.

TV/Web Series track students will collaborate, working together in the writer’s room environment to write the series episodes. Screenwriting MFA Students complete writing assignments given to them by their mentors during the in-person residency at the beginning of each semester. While writing assignments will differ each semester, the methodology for dealing with them will be the same. Students will submit written work on a pre-determined schedule, receive personal criticism and grading from their mentor during online meetings, and participate in a workshop environment with the other students in the course. (8 Credits)

**DLMFA 522 Advanced Script Analysis: A Creative Approach to Uncovering Deeper Levels of Meaning in Storytelling**
Through the careful study and analysis of award-winning screenplays, students will discover the keys to crafting their own successful scenarios, with an eye to works that tell transformational stories of personal meaning to their authors. (4 credits)

**DLMFA 560 Advanced Pre-Production: Seeding the Field of Imagination**
The ever changing landscape of modern filmmaking, and in particular low/no budget filmmaking, has created new opportunities for filmmakers to produce works that even a decade ago would not have been possible. The first step in the path to take advantage of these new opportunities begins in pre-production. Topics to be discussed during this course include casting, script breakdown, budgeting, scheduling, fundraising/crowdsourcing, distribution methods, marketing with social media, and assembling a crew. Students will begin the process of developing their projects from Advanced Writing for Visual Media at this stage. (4 Credits)

**DLMFA 562 Advanced TV/Web Series Pre-Production: Manifesting the Idea into Reality**
Students will engage more deeply in the TV/Web Series pre-production process, making final casting and location decisions, then engaging in the final preparations prior to shooting the series. Working alongside, and under the mentorship of experienced industry professionals, students will actively participate in all aspects of preparations for shooting. (4 Credits)

**DLMFA 565 Advanced Film Pre-Production: Manifesting the Idea into Reality**
Students will engage more deeply in the pre-production process of their thesis films, making final casting and location decisions, then engaging in the final preparations prior to shooting the film. Working under the mentorship of faculty and visiting experienced
industry professionals, students will actively participate in all aspects of preparation for the production of their thesis project. (4 Credits)

**DLMFA 580 Thesis Project — Advanced TV/Web Series Production**
While the students continue to develop their thesis projects, this course reinforces skills in acting/directing actors, cinematography, production sound techniques, and on-set production roles/etiquette, to bolster the student’s previous working/academic knowledge. Master classes involving active participation with faculty and visiting guest lecturers will provide advanced techniques invaluable to each student’s upcoming thesis film project. (4 credits)

**DLMFA 582 Thesis Project — Advanced Film Production: Integration of Knowledge and Action**
Students continue to develop their thesis projects through the production of their individual thesis film projects. This course reinforces skills in acting/directing actors, cinematography, production, sound techniques, and on-set production roles/etiquette, to bolster the student’s previous working/academic knowledge. Faculty and visiting guest lecturers will provide master classes, mentorship and instruction in advanced techniques of film production. (12 credits)

**DLMFA 585 Advanced Post-Production of TV/Web Series: Manifesting All Possibilities**
Students will work on assembly, rough cut, fine cut, music, color grading, sound mixing, special effects of their thesis film projects. Faculty will continue to advise, mentor and guide students during this process, always with the goal of successful completion of the project before graduation. Visiting guest lecturers will provide additional insight and guidance. (variable credits — may be repeated for credit) *Prerequisite:* DLMFA 582

**DLMFA 586 Advanced Post-Production of Film: Manifesting All Possibilities**
Students will work on assembly, rough cut, fine cut, music, color grading, sound mixing, special effects of their thesis film projects. Students work independently and meet with faculty 2–3 times per week, either remotely or in-person. Faculty will continue to advise, mentor and guide students during this process, always with the goal of successful completion and defense of their thesis project before graduation. (16 credits)

**DLMFA 588 Advanced Marketing: The Business of Show Business - Desire, Action, and Accomplishment**
This course will take place at the conclusion of the program and will focus on teaching students current best industry practices for pitching, publicizing, and selling their thesis projects. At this time, each student will be required to defend his or her thesis project.
This course includes group meetings in Los Angeles during which students will have the opportunity to present their work to such industry professionals as producers, agents, studio executives, and various distribution entities. (4 credits)

**DLMFA 590 Residency #3: Creativity — Consciousness, Creativity, and the Screenwriting Process**
This course continues the process of discovering how the Transcendental Meditation technique affects creativity. The course will feature special guests who are experts in the neural correlates of meditation. (2 credits)

**DLMFA 591 Residency #4: Screenwriting and the Film Industry**
This residency focuses on preparing students for the practical concerns of presenting and marketing their work, and includes brainstorming techniques, pitching demonstrations, and a public staged reading of their thesis screenplay. (2 credits)

**DLMFA 592 Residency #5: Career Development for Writers in the Entertainment Industry**
This special residency brings students together to Los Angeles where they will have the opportunity to meet with leading figures in the film industry. Course work includes putting into practice their marketing skills with industry representatives, including agents, producers, and studio executives. (2 credits)

**DLMFA 595 Teaching Practicum**
This course is designed to allow advanced graduate students of good academic standing the opportunity to teach coursework in film. It is especially recommended for those students who plan to go into a teaching career or who expect to help finance further graduate work through teaching assistantships. In most cases it will involve course planning and preparation, lectures, presentations, small discussion groups, homework, and quiz grading. (4 credits) *Prerequisite: consent of department*
DEPARTMENT OF PHYSICS

FACULTY

• John Hagelin, PhD, Chair, Professor of Physics, Director of the Institute of Science, Technology and Public Policy, Trustee
• Ashley Deans, PhD, Professor of Physics
• David Scharf, PhD, Associate Professor of Physics
• Richard Weller, PhD, Adjunct Assistant Professor of Physics and Mathematics
• Dina El-Chammas, MS, Instructor of Physics

INTRODUCTION

It is said that, if you understand the laws of physics, you are halfway to understanding the world. It’s in that spirit—of physics as the basic core of today’s most important scientific disciplines—that Maharishi University of Management offers an exciting and comprehensive program in physics.

But the study of physics, as rigorous and compelling as it is as a field, also develops lifelong problem-solving, computational and computer-related skills that enable a graduate to excel in the most demanding and cutting-edge areas of study and professional work.

At MUM, the physics student is on the road to these discoveries. Whether the graduate steps into the fields of astronomy, chemistry, computer science, engineering, medicine, science writing, energy management, environmental policy, or teaching (to name but a few fields that physics prepares you for), physics study at MUM can be the ticket to employment in an endless variety of fascinating professional adventures.

This path is all the more powerful due to the program’s emphasis on both the direct experience and theoretical understanding of human consciousness and its higher states—integral parts of MUM’s physics curriculum. Down through the centuries, the most brilliant and creative physicists have emphasized human consciousness as the foundation for their discoveries. And an exciting momentum has built up over the past 30 years, as theoretical physicists have reached milestones toward a completely unified theory of all the known force and matter fields of nature. Inspired by the guidance of Maharishi Mahesh Yogi, the physicists at Maharishi University of Management have proposed that the unified field at the basis of the whole universe is the same as the unified field of consciousness, the experience of which has been recorded in the ancient Vedic literature
and revived through the advanced technologies of consciousness, the Transcendental Meditation and TM-Sidhi programs.

Now, with the increasingly widespread recognition that consciousness is much more than a localized offshoot of brain functioning, the spotlight is even brighter on physics as a leading discipline in the field of consciousness studies. That same light is also focused on Maharishi University of Management, now taking a leadership role in the field of consciousness studies, especially as we begin to explore the true potential of higher states of consciousness. Which means our physics program is in the exciting and unique position of being able to explore new territory – the rich and fertile connections between consciousness, brain research, and the study of physics.

Maharishi University of Management offers two physics programs:

(1) **The Physics Minor**, offered by the Physics Department. This involves a four-course calculus-based general physics sequence plus one elective. The minor is intended to be a supporting program to various majors at the University.

(2) **The Mathematics and Physics Track of the Mathematics Major**, offered by the Mathematics Department. This is intended for students who want to go more deeply into physics.

Physics today involves computer-based skills to an extent undreamed of a generation ago and, by emphasizing this in our courses, we will provide students with enhanced career opportunities.

**DEPARTMENTAL REQUIREMENTS**

**Graduation Requirements for the Minor in Physics**

To graduate with a minor in physics, students must successfully complete the following six courses:

- MATH 281 Calculus 1 (prerequisite: MATH 162)
- MATH 282 Calculus 2 (prerequisite: MATH 281)
- PHYS 210 Introduction to Classical Mechanics
- PHYS 220 Introduction to Fluids, Harmonics, Waves
- PHYS 230 Introduction to Electromagnetism
- PHYS 250 Introduction to Modern Physics

Plus one additional 4-credit physics course, at the level of PHYS 270 or higher.
Graduation Requirements for the Mathematics and Physics Track of the Mathematics Major

Complete graduation requirements for this program are found in the Department of Mathematics pages of this catalog. In addition to other requirements, the following courses are required.

- MATH 281 Calculus I
- MATH 282 Calculus II
- MATH 286 Linear Algebra I
- MATH 283 Calculus III
- MATH 304 Calculus IV
- MATH 308 Ordinary Differential Equations
- PHYS 210 Introduction to Classical Mechanics
- PHYS 220 Introduction to Fluids, Harmonics and Waves
- PHYS 230 Introduction to Electromagnetism
- PHYS 250 Introduction to Modern Physics
- PHYS 313 Classical Mechanics
- PHYS 360 Quantum Mechanics I
- PHYS 490 Senior Project

Teacher Certification with Endorsement in Physics — Secondary Level

Students aiming for teacher certification with endorsement in physics at the secondary level should consult the MUM Department of Education early in their planning. They need to complete at least 24 credits in physics (6 courses) together with their Major in Education.
COURSES

PHYS 110 Foundations of Physics and Consciousness: Discovery of the Unified Field and Its Practical Applications for Perfection in Life
This course gives a deep and non-mathematical understanding of the differences between classical and quantum physics. It explains the meaning and mechanics of unification and symmetry, and the main concepts of unified quantum field theories and superstring theory. It shows that at the basis of the universe lies a completely unified field, a self-interacting entity from which all particles and forces arise through the process of spontaneous symmetry breaking. The course gives students experience and understanding of the interconnectedness between the laws of physics, the universe, and themselves. (4 credits)

PHYS 207 Classical Mechanics, Thermodynamics and Solids: Analysis and Synthesis
This course presents classical mechanics topics including kinematics, Newton’s Laws, momentum, collisions, and work & energy. The course also runs through thermodynamics and the characteristics of solids. The course is an algebra based non-calculus physics class appropriate for pre-med students. The structure includes lectures that cover the topics conceptually and mathematically in addition to practical application based lab sessions. This is a very hands-on course that incorporates Workshop Physics, an innovative active-learning-based approach to teaching classical physics. (Lab fee $25) (4 credits) Prerequisite: MATH 162

PHYS 208 Rotational Motion, Fluid Dynamics, and Optics: Unity at the Basis of Diversity
This course presents classical physics topics including rotational motion, fluid dynamics, vibration & waves, and light. The course is an algebra-based non-calculus physics class appropriate for pre-med students. Emphasis is on understanding concepts and applications as opposed to mathematical derivation. The structure includes lectures that cover the topics conceptually and mathematically along with practical-applications-based lab sessions. The course incorporates RealTime Physics and Interactive Lecture Demonstrations, both of which are active-learning-based approaches to classical physics. (Lab fee $25) (4 credits) Prerequisite: PHYS 207
PHYS 209 Acoustics, Electricity, Magnetism, and Nuclear Physics: The Universality of Natural Law
This course presents topics of classical physics including acoustics, electrostatics, magnetism, electronic circuit elements, atomic structure, radioactivity, and nuclear fission & fusion. The course is an algebra-based non-calculus physics class appropriate for pre-med students. Emphasis is on understanding concepts and applications as opposed to mathematical derivation. The structure includes lectures that cover the topics conceptually and mathematically along with practical-applications-based lab sessions. The course incorporates RealTime Physics and Interactive Lecture Demonstrations, both of which are active-learning-based approaches to classical physics. (Lab fee $25) (4 credits) Prerequisite: PHYS 208

PHYS 210 Introduction to Classical Mechanics
Classical mechanics provides an accurate description of the objects and phenomena of everyday experience, and constitutes the basis of most of engineering, science, and technology. This course introduces the classical laws governing motion of particles and extended bodies in space and time, beginning with their active formulation in terms of force and acceleration and then deriving the equivalent formulation in terms of conservation of energy, momentum, and angular momentum. Topics include: motion, Newton’s laws, gravitation, and conservation laws. (4 credits) Prerequisite: MATH 281

PHYS 220 Introduction to Fluids, Harmonics and Waves
This course introduces the general principles of fluid mechanics, vibrations and waves. It develops the fundamental principles and mathematical representations of oscillations and standing and traveling waves, as well as conservation of energy and entropy. Topics include: pressure, fluid flow, simple harmonic motion, resonance, mathematical representations of traveling waves, wave properties (such as refraction, diffraction, interference, and polarization), temperature and heat, and the kinetic theory of gases. (4 credits) Prerequisites: MATH 282 and PHYS 210
PHYS 230 Introduction to Electromagnetism
Electrical forces largely determine the observable properties of matter in the whole range of science from atomic theory to cell biology. The integration of electricity and magnetism constitutes the first unified field theory, anticipating contemporary approaches by more than a century. This course introduces electric and magnetic forces, electric current, and electromagnetic interactions, along with the concepts of electric and magnetic fields and electric potential used to understand and describe them. Topics include: Coulomb’s and Gauss’s laws, the Biot-Savart law and Ampere’s law, Faraday’s law, and Maxwell’s equations. (4 credits) Prerequisites: MATH 282 and PHYS 210

PHYS 250 Introduction to Modern Physics
Quantum mechanics and Einstein’s theory of relativity are the major themes of this course. Topics include special relativity, the birth of quantum mechanics, Schrödinger’s equation, wave mechanics of one-dimensional problems, and the hydrogen atom. (4 credits) Prerequisites: MATH 282 and PHYS 210

PHYS 270 Astronomy and Cosmology
In this introductory course students learn about astronomical observation and the evolution of the whole universe. Topics include: the history of astronomy, Kepler's and Newton's laws, sky charts, telescopes, spectroscopy, the sun and planets, the search for exoplanets and extra-terrestrial intelligence, stellar formation and evolution, relativity, black holes, pulsars, quasars, galaxies, standard candles and the cosmic distance scale, the distance modulus, Hubble's law, the big bang and inflation, the search for dark matter, WIMPs and Machos, dark energy, and current theories of the past and future of the universe. (4 credits) Prerequisite: MATH 153

PHYS 297 CCTS Philosophy of Science
In this course we examine the nature and scope of the scientific method, which is the systematic, repeatable empirical approach to acquiring knowledge through the discovery and testing of hypotheses against experimental evidence. On this basis we can understand the universality of the scientific process and appreciate the scientific character of modern science and of Maharishi Vedic Science. The important contrast between normal science and paradigm-change is studied with reference to the scientific study of consciousness and the special issues this raises. We consider whether science is in conflict with religion or whether there is in fact a deep underlying harmony. And finally, we explore the implications of advanced physics for the scientific study of consciousness. This course satisfies the graduation requirements for a humanities course and for a course in Creative and Critical Thinking. (4 credits)
PHYS 330 Electromagnetism 1
The calculus of vector fields is applied to the study of electromagnetic fields and their sources. Maxwell’s equations and their application to relativistic and non-relativistic phenomena are examined in detail, along with the principles of physical optics. 
*Prerequisite:* MATH 282 and PHYS 230, MATH 283 recommended

PHYS 360 Quantum Mechanics 1
Topics include: wave mechanics, one-dimensional potential, operator methods and the Dirac formulation, the harmonic oscillator, the classical limit and the WKB approximation. (4 credits) *Prerequisites:* MATH 282, MATH 286, and PHYS 250; MATH 283 recommended

PHYS 460 Introduction to Quantum Field Theory 1
This course presents an introduction to the physical concepts and computational methods of quantum field theory, including the analysis of quantum electrodynamics using Feynman diagrams, beginning with electron-positron annihilation. The quantization of fields is treated in depth. Advanced topics may include the study of Hagelin’s Flipped SU(5) grand unified theory based on the superstring, with attention to hidden sector matter as providing a natural mechanism for quantum coherent phenomena in biological systems. *Prerequisite:* PHYS 360

PHYS 490 Senior Project: Integration of All Knowledge in the Self
Students who are completing the Mathematics and Physics Track of the Mathematics Major write a substantial paper unifying the knowledge gained from the courses taken during their major and relating this knowledge to deep principles from Maharishi Vedic Science. They will report on readings or research they conduct on a topic or problem suggested by the course PHYS 360 Introduction to Quantum Mechanics. In addition, they will also prepare an oral presentation, suitable for a lay audience, based on the paper, for submission for presentation at the annual Knowledge Celebration in June of the year of completion of the major. (4 credits) May be repeated for credit. *Prerequisite:* consent of the Department of Physics and Department of Mathematics faculty

PHYS 498 Internship in Physics
(variable credits) *Prerequisite:* consent of the Department of Physics faculty

PHYS 499 Directed Study
(variable credits) *Prerequisite:* consent of the Department faculty
DEPARTMENT OF PHYSIOLOGY AND HEALTH

FACULTY

- Robert Keith Wallace, PhD, Dean of the Maharishi College of Perfect Health, Co-Chair and Professor of the Department of Physiology and Health, Co-Director of the PhD in Physiology Program, Director of Research, Founding President of MUM
- Robert Schneider, MD, FACC, Dean of the Maharishi College of Perfect Health, Co-Chair and Professor of the Department of Physiology and Health, Co-Director of the PhD in Physiology Program, Director of the Institute for Natural Medicine and Prevention
- Paul Morehead, PhD, Associate Dean of the Maharishi College of Perfect Health, Director of MS Program in Maharishi AyurVedaSM and Integrative Medicine – Distance Education Track, Assistant Professor of Physiology and Health
- Liis Mattik, PhD, Associate Chair of the Department of Physiology and Health, Director of BS Program in Physiology and Health – Maharishi AyurVeda and Pre-Integrative Medicine, Assistant Professor of Physiology and Health
- Jim Davis, DO, Clinical Director of Integrative Wellness Center, Adjunct Professor of Physiology and Health
- Andrew Stenberg, MA, MA, Director of MS Program in Maharishi AyurVedaSM and Integrative Medicine – In-Residence Track, Instructor of Physiology and Health
- Antoine Nader, PhD, MD, Professor of Physiology and Health
- Sanford I. Nidich, EdD, Professor of Physiology and Health and Education, Senior Investigator, Institute for Natural Medicine and Prevention
- Snehalatha Jakkula, PhD, MD (Ayurveda), Assistant Professor of Physiology and Health
- Shahane Eksuzyan, PhD, Assistant Professor of Chemistry and Physics
- Supaya Wenuganen, PhD, Assistant Professor of Biology
- Maxwell Rainforth, PhD, Assistant Professor of Physiology and Health and Statistics
- Michael W. Lerom, MS, Assistant Professor of Chemistry
- Hemant Gupta, DNM, MD (AyurVeda), Adjunct Professor of Physiology and Health
- Stuart Rothenberg, MD, FAAFP, Adjunct Professor of Physiology and Health
- Nancy Lonsdorf, MD, Adjunct Professor of Physiology and Health
- Kenneth Walton, PhD, Adjunct Associate Research Professor, Institute for Natural Medicine and Prevention
- Carolyn King, PhD, Adjunct Associate Research Professor, Institute for Natural Medicine and Prevention
INTRODUCTION

Maharishi University of Management is the only university in the United States offering Maharishi AyurVeda – a comprehensive, prevention-oriented approach to health care based on Maharishi Mahesh Yogi’s revival of ancient ayurvedic knowledge, the traditional system of natural medicine of India. Ayurveda or “Science of Life” is a complete science of natural health care addressing mind, body, and environment.

The goals of the programs offered by the Department of the Physiology and Health are:

• to train individuals interested in providing healthy life-style education and natural health care service rooted in the knowledge and application of the clinically-effective, side-effect-free diagnostic and therapeutic modalities available in Maharishi AyurVeda,
• to provide an introduction to major systems of natural medicine,
• to provide an introduction to the applications of integrative health care in a scientific, evidence-based framework.

The foundational courses of Maharishi AyurVeda prepare students to care for their own health through regular practice of Maharishi’s technologies of consciousness – Transcendental Meditation technique and TM-Sidhi program – ideal daily and seasonal routine, balanced diet and lifestyle choices, and mutually enriching social behavior. More advanced courses provide training and practical experience in how to guide clients towards healthier lifestyle choices helping them to maintain or restore good health. Courses in all degree programs offered by the department further aim to build a strong scientific understanding of health from the modern and Vedic science perspectives.

As part of this discipline of health, students will study how human physiology is an expression of the deepest intelligence of nature and how to enliven nature’s intelligence – the inner intelligence of the body – through the Transcendental Meditation technique and other approaches of Maharishi AyurVeda.

Students will study how to assess the level of balance and imbalance in the mind and physiology through the technique of pulse reading, which is one of the most effective means of gauging the degree of balance and imbalance that simultaneously enlivens the inner intelligence of the body. They will also learn how the proper use of diet, herbal food supplements and essential oils, daily and seasonal routine attuned with the rhythms
of nature, regular physical activity, and traditional purification techniques from the ancient tradition of Ayurveda can be used for maintaining or restoring balance in the body.

Each program offers theoretical understanding of the main principles of Maharishi AyurVeda as well as extensive practical experience consulting with clients in a clinical setting. On the graduate level students will probe deeper into the knowledge, focusing on how to treat specific organ systems and health concerns.

**Programs Offered**

- **The Bachelor of Science in Physiology and Health** is offered in three tracks:
  1. A Maharishi AyurVeda Wellness Consultant track that prepares students to be health consultants and educators in the field of prevention of disease and promotion of health.
  2. A Pre-Integrative Medicine track that prepares students for a range of graduate training in licensed health professions in integrative medicine.
  3. A Pre-Naturopathic Medicine track that prepares students for graduate training in the field of naturopathic medicine.

- **The Master of Science in Maharishi AyurVeda and Integrative Medicine** is offered in three tracks:
  1. An In-residence track taught at the MUM Fairfield, Iowa campus. The duration of the track is one year of full-time study.
  2. A Distance Education track taught with online courses and one 5-day, in-residence, full-time clinical practicum intensive at the end of each year. The duration of the degree program is three years of part-time study.
  3. A Dual Degree track (MD MS) in collaboration with the American University of Integrative Sciences, St. Maarten School of Medicine (AUIS), which offers the MD degree. Students will be earning their MS in Maharishi AyurVeda and Integrative Medicine and the MD simultaneously. The duration of the dual degree track is four years of full-time study.

- **A doctoral research degree program (PhD)** that is designed for health professionals or those with a master’s degree in physiology, or the equivalent, to conduct original research on the effects of Maharishi AyurVeda and Transcendental Meditation on health and physiology.

*Note: These programs are designed to provide knowledge and practical experience sufficient for advising others in developing a personalized approach to health and wellness based on the principles of Maharishi AyurVeda. Regulations regarding health*
care practice and professional licensure standards vary by state and country. Graduates of the programs should be familiar with the laws of the jurisdiction in which they intend to be active to ensure that the scope of their activities does not violate regulations regarding health care practice. Becoming a Maharishi AyurVeda Wellness Consultant or Practitioner does not confer professional licensing status and Maharishi University of Management makes no representations regarding its economic or other value.

BACHELOR OF SCIENCE IN PHYSIOLOGY AND HEALTH

Special Features of the Maharishi AyurVeda Wellness Consultant Track

The Maharishi AyurVeda Wellness Consultant track prepares its students to be health educators and consultants in the field of prevention of disease and promotion of health. Students will study how to prevent disease and promote health according to the Maharishi Consciousness-Based Approach to Health. The program includes the following areas of study:

- **Pulse reading:** Learning to detect balance and imbalance in the body by feeling the pulse.
- **Diet:** Study of diets that balance and nourish the physiology.
- **Daily and seasonal routine:** Study of how to align the individual life with the daily and seasonal rhythms of natural law.
- **Family health:** Study of how to promote health in the areas of preconception, pregnancy, delivery, and postnatal care.
- **Maharishi AyurVeda Aromatherapy:** Learning to use nature's essences for well-being and perfect health.
- **Maharishi Yoga Asanas:** Learning to use Vedic body postures to enliven mind-body coordination to support pure awareness, the state of yoga.
- **Maharishi AyurVeda Wellness Consultant Training:** Training students to be able to consult with clients, family, and friends to help them achieve higher levels of health and wellness through Maharishi AyurVeda.
- **Maharishi AyurVeda Wellness Consultant Practicum:** Practicing the knowledge of Maharishi AyurVeda with clients in a clinical setting while under the supervision of experts in Maharishi AyurVeda and modern medicine.
- **Scientific foundations of health from both modern science and ancient Vedic science:** Study of the foundations of biology – living systems – and human anatomy and physiology.
Special Features of the Pre-Integrative Medicine Track

The Pre-Integrative Medicine Track offers foundational courses in both modern science and Maharishi AyurVeda. It prepares students for medical school and graduate training in other health professions. Integrative medicine is the practice of modern, conventional medicine integrated with natural, complementary and alternative medical practices. This track is particularly suited for students who want to pursue a career in integrative health care as a physician or other licensed health professional.

The pre-integrative medicine track offers courses in the following areas of study that are required for most modern (allopathic), osteopathic, and chiropractic medical schools. These academic areas are generally included in the Medical College Admission Test (MCAT).

- Physics: Study of matter, energy, space, and time, and their interrelationships with one another.
- General chemistry: Study of elements and their compounds, except those containing carbon.
- Organic chemistry: Study of carbon-containing compounds.
- Biochemistry: Study of basic chemical structures and chemical transformations that take place in living systems.
- Biology: Study of living organisms, molecular and cell biology, and human anatomy and physiology.

Note: MUM general education courses offer necessary writing skills and math proficiency to prepare students to take these courses in the pre-integrative medicine track. Graduating from the pre-integrative medicine track fully prepares students to enter the dual degree MD MS track in The American University of Integrative Sciences St. Maarten School of Medicine (AUIS) enabling seamless career path – from BS to MD MS.

Some medical schools and health care training programs may require additional coursework that is not required by the major. It is recommended that students consult with the admissions office of the school they are planning to attend after graduation to determine if they need to take additional classes.

In the area of foundations of natural medicine, we offer the following areas of study in Maharishi AyurVeda:

- Pulse reading: Learning to detect balance and imbalance in the body by feeling the pulse.
- Diet: Study of diets that balance and nourish the physiology.
• Daily and seasonal routine: Study of how to align the individual life with the daily and seasonal rhythms of natural law.
• Family health: Study of how to promote health in the areas of preconception, pregnancy, delivery, and postnatal care.
• Maharishi Yoga Asanas: Learning to use Vedic body postures to enliven mind-body coordination to support pure awareness, the state of yoga.
• Maharishi AyurVeda Wellness Consultant Training: Training students to be able to consult with clients, family, and friends to help them achieve higher levels of health and wellness through Maharishi AyurVeda.
• Maharishi AyurVeda Wellness Consultant Practicum: Practicing the knowledge of Maharishi AyurVeda with clients in a clinical setting while under the supervision of experts in Maharishi AyurVeda and modern medicine.
• Scientific foundations of health: From both modern science and ancient Vedic science, students will learn foundations of human anatomy and physiology.

Special Features of the Pre-Naturopathic Medicine Track

The Pre-Naturopathic Medicine Track offers foundational courses in both modern science and Maharishi AyurVeda. The choice of classes in this track is tailored to prepare students for graduate training in the field of naturopathic medicine. Naturopathic medicine is a distinct system of health care that emphasizes the use of prevention and natural therapeutics for both acute and chronic health conditions.

The pre-naturopathic medicine track offers courses in the following areas of study that are required for most naturopathic medical schools.
• Biology: Study of living organisms, molecular and cell biology, and human anatomy and physiology.
• General chemistry: Study of elements and their compounds, except those containing carbon.
• Organic chemistry: Study of carbon-containing compounds.
• Biochemistry: Study of basic chemical structures and chemical transformations that take place in living systems.
• Physics: Study of classical mechanics and thermodynamics
• Psychology: Introduction to modern psychology

Note: MUM general education courses offer necessary writing skills and math proficiency to prepare students to take these courses in the pre-naturopathic medicine track.

Some naturopathic schools may require additional coursework that is not required by the major. It is recommended that students consult with the admissions office of the school
they are planning to attend after graduation to determine if they need to take additional classes.

In the area of foundations of natural medicine, we offer the following areas of study in Maharishi AyurVeda:

• Pulse reading: Learning to detect balance and imbalance in the body by feeling the pulse.
• Diet: Study of diets that balance and nourish the physiology.
• Daily and seasonal routine: Study of how to align the individual life with the daily and seasonal rhythms of natural law.
• Family health: Study of how to promote health in the areas of preconception, pregnancy, delivery, and postnatal care.
• Maharishi Yoga Asanas: Learning to use Vedic body postures to enliven mind-body coordination to support pure awareness, the state of yoga.
• Maharishi AyurVeda Wellness Consultant Training: Training students to be able to consult with clients, family, and friends to help them achieve higher levels of health and wellness through Maharishi AyurVeda.
• Maharishi AyurVeda Wellness Consultant Practicum: Practicing the knowledge of Maharishi AyurVeda with clients in a clinical setting while under the supervision of experts in Maharishi AyurVeda and modern medicine.
• Scientific foundations of health: From both modern science and ancient Vedic science, students will learn foundations of human anatomy and physiology.

Graduation Requirements for the Bachelor of Science in Physiology and Health

The requirements for the BS in Physiology and Health tracks are as follows:

Requirements for Maharishi AyurVeda Wellness Consultant Track

To graduate with a BS in Maharishi AyurVeda Wellness Consultant track in Physiology and Health, students must successfully complete all requirements for the bachelor’s degree. (Please refer to “Degree Requirements” in “Academic Policies.”) As part of the requirements for the BS in Maharishi AyurVeda Wellness Consultant track in Physiology and Health, all students must complete the following required courses totaling 58 credits:

Required courses
• BIO 220 Introduction to Biology
• BIO 265 Human Anatomy and Physiology I (Prerequisite: BIO 220 or BIO 251)
• BIO 266 Human Anatomy and Physiology II (Prerequisite: BIO 265)
• FOR 479 Maharishi Vastu Architecture (Prerequisite for undergraduates: FOR103)
• PH 230 Maharishi AyurVeda Course on Aromatherapy (Prerequisite: PH 260)
• PH 260 Maharishi AyurVeda Course on Self-Pulse Reading for Good Health
• PH 262 Maharishi AyurVeda Course on Diet, Digestion, and Nutrition (Prerequisite: PH 260)
• PH 263 Maharishi Yoga Asanas
• PH 320 Maharishi AyurVeda Family Health Series Course One – Healthy, Happy Mother and Baby (Prerequisites: PH 262, and either PH 263 or FOR 462; Physiology and Health majors only)
• PH 330 Maharishi AyurVeda Advanced Course on Aromatherapy I (Prerequisites: PH 230, and approval of the instructor based on evaluation of portfolio of 3 case studies)
• PH 331 Maharishi AyurVeda Advanced Course on Aromatherapy II (Prerequisite: PH 330)
• PH 380 Research Methods
• PH 430 Maharishi AyurVeda Wellness Consultant Training (Prerequisites: PH 262 and BIO 266)
• PH 431 Maharishi AyurVeda Wellness Consultant Practicum (8 credits) (Prerequisites: PH 430, and either PH 263 or FOR 462)

Course offerings may vary each year. With the exception of PH 431, which can be repeated for credit up to four times, courses generally cannot be repeated for credit, only for knowledge.

Note: Students may fulfill all or some of their requirements for biology by having completed equivalent undergraduate coursework at an accredited university and earned a grade of “B-” or higher. Undergraduate degree students can apply transfer credits to cover the general education requirements, electives, and up to half the coursework in the major (29 credits) for a maximum of 70 total credits.

Additional Requirement: Completion of Major Senior Project
The senior project for the bachelor’s in Physiology and Health consists of a reflection paper and a portfolio of case studies. This reflection paper (1000-1200 words) is integral to the case studies. Students reflect on what they have learned from their case studies and demonstrate their understanding of the core principles of Maharishi AyurVeda and how these principles relate to human physiology and optimal state of health.

The portfolio of case studies (based on at least 50 clinical encounters including observation, student/client encounter with direct supervision, and one-on-one cases) is the means to demonstrate competence in evaluating the level of balance, causative factors, and ayurvedic pathology. Appropriate measures are recommended to restore balance
through stress reduction, lifestyle, diet, spices, herbal supplements, meditation, yoga, and other modalities of Maharishi AyurVeda.

Maharishi AyurVeda Wellness Consultant track students are required to complete the major senior project during two courses of PH 431 Maharishi AyurVeda Wellness Consultant Practicum.

**Requirements for Pre-Integrative Medicine Track**

To graduate with a BS in Pre-Integrative Medicine track in Physiology and Health, students must successfully complete all requirements for the bachelor’s degree. (Please refer to “Degree Requirements” in “Academic Policies.”) As part of the requirements for the BS in Pre-Integrative Medicine track in Physiology and Health, all students must complete 86 credits of coursework (84 if taking FOR 462 in place of PH 263) as follows:

**Required courses**

- BIO 251 Principles of Biology (*Prerequisite*: CHEM 111 or placement into CHEM 201 or approval of the instructor)
- BIO 252 Cell and Molecular Biology I (*Prerequisite*: BIO 251 and CHEM 313)
- BIO 253 Cell and Molecular Biology II (*Prerequisite*: BIO 252)
- BIO 265 Human Anatomy and Physiology I (*Prerequisite*: BIO 220 or BIO 251)
- BIO 266 Human Anatomy and Physiology II (*Prerequisite*: BIO 265)
- CHEM 201 General Chemistry I (*Prerequisites*: MATH 162 and one of the following: CHEM 111, or placement through the chemistry assessment process, or approval of the instructor)
- CHEM 202 General Chemistry II (*Prerequisite*: CHEM 201)
- CHEM 203 General Chemistry III (*Prerequisite*: CHEM 202)
- CHEM 311 Organic Chemistry I (*Prerequisite*: CHEM 203)
- CHEM 312 Organic Chemistry II (*Prerequisite*: CHEM 311)
- CHEM 313 Organic Chemistry III (*Prerequisite*: CHEM 312)
- CHEM 350 Principles of Biochemistry (*Prerequisite*: CHEM 313; *Recommended*: BIO 253 and BIO 266)
- FOR 479 Maharishi Vastu Architecture (*Prerequisite for undergraduates*: FOR103)
- PH 260 Maharishi AyurVeda Course on Self-Pulse Reading for Good Health
- PH 262 Maharishi AyurVeda Course on Diet, Digestion, and Nutrition (*Prerequisite*: PH 260)
- PH 263 or FOR 462 Maharishi Yoga Asanas
• PH 320 Maharishi AyurVeda Family Health Series Course One – Healthy, Happy Mother and Baby (*Prerequisites*: PH 262, and either PH 263 or FOR 462; Physiology and Health majors only)
• PH 430 Maharishi AyurVeda Wellness Consultant Training (*Prerequisites*: PH 262 and BIO 266)
• PH 431 Maharishi AyurVeda Wellness Consultant Practicum (*Prerequisites*: PH 430, and either PH 263 or FOR 462)
• PHYS 207 Classical Mechanics, Thermodynamics, and Solids (*Prerequisite*: MATH 162)
• PHYS 208 Rotational Motion, Fluid Dynamics, and Optics (*Prerequisite*: PHYS 207)
• PHYS 209 Acoustics, Electricity, Magnetism, and Nuclear Physics (*Prerequisite*: PHYS 208)

Course offerings may vary each year. With the exception of PH 431, which can be repeated for credit up to four times, courses generally cannot be repeated for credit, only for knowledge.

*Note: Students may fulfill all or some of their requirements for general chemistry, biology, organic chemistry, biochemistry, and physics by having completed equivalent undergraduate coursework at an accredited university and earned a grade of “B-” or higher. Undergraduate degree students can apply transfer credits to cover the general education requirements, electives, and up to half the coursework in the major (43 credits, 42 if taking FOR 462 in place of PH 263) for a maximum of 70 total credits.*

**Additional Requirement: Completion of Major Senior Project**

The senior project for the bachelor’s in Physiology and Health major consists of a reflection paper and a portfolio of case studies. This reflection paper (1000-1200 words) is integral to the case studies. Students reflect on what they have learned from their case studies and demonstrate their understanding of the core principles of Maharishi AyurVeda and how these principles relate to human physiology and optimal state of health.

The portfolio of case studies (based on at least 50 clinical encounters including observation, student/client encounter with direct supervision, and one-on-one cases) is the means to demonstrate competence in evaluating the level of balance, causative factors, and ayurvedic pathology. Appropriate measures are recommended to restore balance through stress reduction, lifestyle, diet, spices, herbal supplements, meditation, yoga, and other modalities of Maharishi AyurVeda.

Pre-Integrative Medicine track students are required to complete the major senior project during one course of PH 431 Maharishi AyurVeda Wellness Consultant Practicum.
Requirements for Pre-Naturopathic Medicine Track

To graduate with a BS in Pre-Naturopathic Medicine track in Physiology and Health, students must successfully complete all requirements for the bachelor’s degree. (Please refer to “Degree Requirements” in “Academic Policies.”) As part of the requirements for the BS in Pre-Naturopathic Medicine track in Physiology and Health, all students must complete 86 credits of coursework (84 if taking FOR 462 in place of PH 263) as follows:

Required courses

- BIO 251 Principles of Biology (*Prerequisite*: CHEM 111 or placement into CHEM 201 or approval of the instructor)
- BIO 252 Cell and Molecular Biology I (*Prerequisite*: BIO 251 and CHEM 313)
- BIO 253 Cell and Molecular Biology II (*Prerequisite*: BIO 252)
- BIO 265 Human Anatomy and Physiology I (*Prerequisite*: BIO 220 or BIO 251)
- BIO 266 Human Anatomy and Physiology II (*Prerequisite*: BIO 265)
- CHEM 201 General Chemistry I (*Prerequisites*: MATH 162 and one of the following: CHEM 111, or placement through the chemistry assessment process, or approval of the instructor)
- CHEM 202 General Chemistry II (*Prerequisite*: CHEM 201)
- CHEM 203 General Chemistry III (*Prerequisite*: CHEM 202)
- CHEM 311 Organic Chemistry I (*Prerequisite*: CHEM 203)
- CHEM 312 Organic Chemistry II (*Prerequisite*: CHEM 311)
- CHEM 313 Organic Chemistry III (*Prerequisite*: CHEM 312)
- CHEM 350 Principles of Biochemistry (*Prerequisite*: CHEM 313; *Recommended*: BIO 253 and BIO 266)
- FOR 479 Maharishi Vastu Architecture (*Prerequisite for undergraduates*: FOR 103)
- PH 120 Introduction to Modern Psychology (*Prerequisite*: WTG 191)
- PH 260 Maharishi AyurVeda Course on Self-Pulse Reading for Good Health
- PH 262 Maharishi AyurVeda Course on Diet, Digestion, and Nutrition (*Prerequisite*: PH 260)
- PH 263 or FOR 462 Maharishi Yoga Asanas
- PH 320 Maharishi AyurVeda Family Health Series Course One – Healthy, Happy Mother and Baby (*Prerequisites*: PH 262, and either PH 263 or FOR 462; Physiology and Health majors only)
- PH 430 Maharishi AyurVeda Wellness Consultant Training (*Prerequisites*: PH 262 and BIO 266)
- PH 431 Maharishi AyurVeda Wellness Consultant Practicum (8 credits) (*Prerequisites*: PH 430, and either PH 263 or FOR 462)
• PHYS 207 Classical Mechanics, Thermodynamics, and Solids (*Prerequisite:* MATH 162)

Course offerings may vary each year. With the exception of PH 431, which can be repeated for credit up to four times, courses generally cannot be repeated for credit, only for knowledge.

*Note:* Students may fulfill all or some of their requirements for general chemistry, biology, organic chemistry, and physics by having completed equivalent undergraduate coursework at an accredited university and earned a grade of “B-” or higher.

Undergraduate degree students can apply transfer credits to cover the general education requirements, electives, and up to half the coursework in the major (43 credits, 42 if taking FOR 462 in place of PH 263) for a maximum of 70 total credits.

**Additional Requirement: Completion of Major Senior Project**

The senior project for the bachelor’s in Physiology and Health major consists of a reflection paper and a portfolio of case studies. This reflection paper (1000-1200 words) is integral to the case studies. Students reflect on what they have learned from their case studies and demonstrate their understanding of the core principles of Maharishi AyurVeda and how these principles relate to human physiology and optimal state of health.

The portfolio of case studies (based on at least 50 clinical encounters including observation, student/client encounter with direct supervision, and one-on-one cases) is the means to demonstrate competence in evaluating the level of balance, causative factors, and ayurvedic pathology. Appropriate measures are recommended to restore balance through stress reduction, lifestyle, diet, spices, herbal supplements, meditation, yoga, and other modalities of Maharishi AyurVeda.

Pre-Naturopathic Medicine track students are required to complete the major senior project during two courses of PH 431 Maharishi AyurVeda Wellness Consultant Practicum.

**Graduation Requirements for the Minor in Physiology and Health**

To graduate with a minor in Physiology and Health, students must successfully complete 20 credits of coursework as follows:

• PH 230 Maharishi Ayurveda Course on Aromatherapy (*Prerequisite:* PH 260)
• PH 260 Maharishi Ayurveda Course on Self-Pulse Reading for Good Health
• PH 262 Maharishi Ayurveda Course on Diet, Digestion, and Nutrition (*Prerequisite:* PH 260)
• PH 263 Maharishi Yoga Asanas
• Students may choose their remaining required 4 credits from among the following courses to complete the minor in Physiology and Health:
  o PH 120 Introduction to Modern Psychology (*Prerequisite:* WTG 191)
  o PH 330 Maharishi AyurVeda Advanced Course on Aromatherapy I
    (*Prerequisites:* PH 230, and approval of the instructor based on evaluation of portfolio of 3 case studies)
  o PH 380 Research Methods

**Teaching Majors Available within the Physiology and Health Major**

Students in Physiology and Health may select courses that prepare them to gain an Iowa teaching license when combined with a major in secondary education. Students should consult the Education Department early in their planning to organize their college sequence of courses. Those wishing to become secondary biology teachers must take a minimum of 24 credits in the Physiology and Health and Sustainable Living majors. Those wishing to become chemistry teachers must take a minimum of 24 credits in the Physiology and Health major.

**MASTER OF SCIENCE IN MAHARISHI AYURVEDA AND INTEGRATIVE MEDICINE**

The Master of Science in Maharishi AyurVeda and Integrative Medicine offers graduate training in anatomy, physiology, pathology, assessment, management and prevention of health disorders and promotion of ideal health from the perspective of Maharishi AyurVeda with introductions to other major systems of natural medicine.

Ayurveda is the world’s oldest and most complete system of natural health care. Maharishi AyurVeda is a holist formulation of Ayurveda that includes knowledge and technologies to restore health from the levels of mind, body, and environment. This is done by enlivening the inner intelligence of the body, which is identified in Maharishi AyurVeda as the field of consciousness, the unified field of natural law.

This degree is offered in three tracks:

1) An In-residence track at the MUM Fairfield, Iowa campus. The duration of this track is one year, full time.

2) A Distance Education track with online courses and one 5-day, in-residence, full-time clinical practicum intensive at the end of each year. The duration of this track is three years, part time.

3) A Dual Degree track (MD MS) in collaboration with the American University of Integrative Sciences, St. Maarten School of Medicine (AUIS), which offers the MD degree. Students will be earning the MS in Maharishi AyurVeda and
Integrative Medicine and the MD simultaneously. The duration of the dual degree track is four years, full time.

*Note: The three MS tracks are essentially the same in overall content and outcomes. However, the tracks differ in duration, educational setting, mode of delivery, and organization of course content.*

**Entrance Requirements for Master of Science in Maharishi AyurVeda and Integrative Medicine – In-residence Track**

To be admitted to the MS in Maharishi AyurVeda and Integrative Medicine - In-residence track, applicants must have education, training, and experience in a health-related field. The admissions committee will use discretion in accepting applicants according to the following criteria.

Applicants must:

- hold a bachelor’s degree,
- be fluent in English (see “International Student Admissions” in “Admissions” portion of catalog),
- have previous education, training and experience in a health-related field,
- have college-level human anatomy and physiology course(s), or equivalent of those courses,
- have two recommendations from professors or colleagues, and
- provide professional education transcripts, or verification of degrees.

Accepted students are required to learn the Transcendental Meditation technique before beginning the MS program and are strongly encouraged to learn the TM-Sidhi program as soon as possible as well. The Transcendental Meditation technique and the TM-Sidhi program are practiced regularly as an integral part of one’s training in Maharishi AyurVeda.

**Graduation Requirements for Master of Science in Maharishi AyurVeda and Integrative Medicine – In-residence Track**

To graduate with an MS in Maharishi AyurVeda and Integrative Medicine - In-residence track, students must successfully complete all requirements for the master’s degree. As part of the requirements of the In-residence track, all students must complete the following required courses totaling 40 credits:

- PH 570 Introduction to Maharishi AyurVeda and Integrative Medicine (*Prerequisite:* Acceptance to MS program – In-residence track)
- PH 571 Principles of Prevention, Diagnosis, and Treatment in Maharishi AyurVeda (*Prerequisite:* PH 570)
- PH 572 Musculoskeletal System (*Prerequisite:* PH 571)
• PH 573 Cardiovascular/Renal System (Prerequisite: PH 572)
• PH 574 Digestive System and Metabolism (Prerequisite: PH 573)
• PH 575 Pulmonary System and ENT (Prerequisite: PH 574)
• PH 576 Articular System (Prerequisite: PH 575)
• PH 577 Endocrine/Reproductive System (Prerequisite: PH 576)
• PH 578 Hematologic/Immunologic System (Prerequisite: PH 577)
• PH 579 Nervous System and Skin (Prerequisite: PH 578)
• PH 580 Maharishi Rejuvenation Therapy – Seasonal Purification for Healthy Body (Prerequisite: PH 579)
• PH 581 Review, Clinical Cases and Examinations (Prerequisite: PH 580)

In addition, students must:
• successfully complete an examination for each course at ≥ 70% performance;
• engage in at least 100 patient encounters, either observing a consultation, participating in a small group patient-oriented discussion, or conducting a one-on-one consultation; and
• pass the final clinical cases and examination.

Entrance Requirements for Master of Science in Maharishi AyurVeda and Integrative Medicine – Distance Education Track

To be admitted to the MS in Maharishi AyurVeda and Integrative Medicine - Distance Education track, applicants must either be licensed health professionals or have education, training, and experience in a health-related field. The admissions committee will use discretion in accepting applicants according to the following criteria.

Applicants must:
• hold a bachelor’s degree;
• be fluent in English (see “International Student Admissions” in “Admissions” portion of catalog);
• be enrolled as a student in an accredited medical school, either allopathic, osteopathic, naturopathic, or chiropractic
  or
  be a licensed MD, DO, ND, DC, nurse practitioner, or physician assistant, or other licensed health practitioner
  or
  have previous education, training and experience in a health-related field;
• have two recommendations from professors or colleagues; and
• provide professional education transcripts, or verification of degrees.
Since the Master’s is a Consciousness-Based Education℠ program, accepted students are required to learn the Transcendental Meditation technique before beginning the MS program.

Graduation Requirements for Master of Science in Maharishi AyurVeda and Integrative Medicine — Distance Education Track

To graduate with an MS in Maharishi AyurVeda and Integrative Medicine — Distance Education track, students must successfully complete all requirements for the master’s degree. As part of the requirements for the MS in the Distance Education track in Maharishi AyurVeda and Integrative Medicine, all students must complete the following required courses totaling 40 credits:

• PH 500 Principles of Prevention, Diagnosis and Treatment in Maharishi AyurVeda I (Prerequisite: Acceptance to MS program – Distance Education track) Note: This course may be waived if student has completed equivalent training and passes a qualifying exam.
• PH 501 Principles of Prevention, Diagnosis and Treatment in Maharishi AyurVeda II and Other Systems of Natural Medicine (Prerequisite: PH 500 or qualifying exam)
• PH 502 Musculoskeletal System (Prerequisite: PH 501)
• PH 503 Cardiovascular/Renal System (Prerequisite: PH 502)
• PH 504 Digestive System and Metabolism (Prerequisite: PH 503 part B)
• PH 505 Pulmonary System and ENT (Prerequisite: PH 504)
• PH 506 Articular System (Prerequisite: PH 505)
• PH 507 Endocrine/Reproductive System (Prerequisite: PH 511)
• PH 508 Hematologic/Immunologic System (Prerequisite: PH 507)
• PH 509 Nervous System and Skin (Prerequisite: PH 508)
• PH 510 Clinical Cases Intensive I (Prerequisite: PH 503 part A)
• PH 511 Clinical Cases Intensive II (Prerequisite: PH 506)
• PH 512 Review, Clinical Cases and Examinations (Prerequisite: PH 509)

In addition, students must:
• successfully complete an examination for each course at ≥70% performance;
• attend three 5-day, in-residence clinical sessions in the Fairfield campus;
• engage in at least 100 patient encounters, either observing a consultation, participating in a small group patient-oriented discussion, or conducting a one-on-one consultation; and
• pass the final clinical cases and examination.
Entrance Requirements for Master of Science in Maharishi AyurVeda and Integrative Medicine – Dual Degree Track

To be admitted to the MS in Maharishi AyurVeda and Integrative Medicine – Dual Degree track offered by Maharishi University of Management in collaboration with the American University of Integrative Sciences, St. Maarten School of Medicine (AUIS), applicants must be concurrently accepted by MUM into the MS program and by AUIS into the MD program according to each program’s respective entrance requirements.

The first two years of coursework for both degrees will be offered at the campus of AUIS in St. Maarten, Caribbean. For the MD degree, the second two years of the clinical science coursework will be offered at clinical sites in the US and internationally. For the MS degree, the second two years of coursework will be offered by distance education and as one 3-week clinical internship in Maharishi AyurVeda at MUM campus in Fairfield, Iowa. The duration of the Dual Degree track is four years of full-time study. After successful completion of the program, graduates will be awarded the MS degree from MUM and the MD degree from AUIS. Students who successfully complete the MD program will be eligible to take the United States Medical Licensing Examination (USMLE) and to apply for medical residencies in the United States and Canada. Graduates may be eligible to apply for residency and clinical practice in other countries, according to local regulations.

The admissions committees of both AUIS and MUM will use discretion in accepting applicants. Information about admission to AUIS may be found at http://auis.edu/admissions/u-s-students-entrance-requirements.

For admission to the MS component of the Dual Degree track, applicants must:
• hold a bachelor's degree or bachelor’s equivalent,
• be fluent in English (see “International Student Admissions” in “Admissions” portion of MUM catalog),
• be simultaneously enrolled in the AUIS St. Maarten MD program,
• provide two recommendations from professors or colleagues, and
• provide education transcripts, or verification of degrees.

Since the Dual Degree track is a Consciousness-Based EducationSM program, accepted students are required to learn the Transcendental Meditation technique before entering the program or at the beginning of the first semester as part of the program.

MUM students who graduate in good standing with a BS in Physiology and Health in the Pre-Integrative Medicine track (GPA ≥3.0 with positive faculty recommendations) will be preferentially considered for admission into the Dual Degree track.
Since the collaborative program includes courses in Maharishi AyurVeda, taught by MUM faculty, students who have completed the undergraduate physiology and health program at MUM will have a strong basis for mastering the Dual Degree track coursework.

Each applicant is evaluated individually. The admissions committees of both institutions may make exceptions to these requirements on an individual basis. In addition, a Dual Degree track admissions coordinating committee that represents both MUM and AUIS will make the final decisions on admission to the Dual Degree track.

**Graduation Requirements for Master of Science in Maharishi AyurVeda and Integrative Medicine – Dual Degree Track**

To graduate with an MS in Maharishi AyurVeda and Integrative Medicine — Dual Degree track offered by Maharishi University of Management in collaboration with the American University of Integrative Sciences, St. Maarten School of Medicine, students must successfully complete all requirements for the master’s degree from MUM, plus the requirements for the MD degree from the American University of Integrative Sciences, St. Maarten School of Medicine. Students may transfer from the Dual Degree track to the Distance Education track or In-residence track of the MS if they choose not to continue in the Dual Degree track. Alternatively, a Dual Degree track enrollee may de-enroll from the Dual Degree track to pursue the MD single degree program offered by AUIS.

As part of the requirements for the MS in Maharishi AyurVeda and Integrative Medicine – Dual Degree track, all students must complete the following required courses totaling 52 credits:

- PH 520 Principles of Prevention, Diagnosis, and Treatment in Maharishi AyurVeda I (*Prerequisite: Acceptance to MS program – Dual Degree track*)
- PH 521 Principles of Prevention, Diagnosis, and Treatment in Maharishi AyurVeda II and Other Systems of Natural Medicine (*Prerequisite: PH 520*)
- PH 522 Anatomy, Physiology, and Prevention of the Musculoskeletal System in Maharishi AyurVeda (*Prerequisite: PH 521*)
- PH 523 Anatomy, Physiology, and Prevention of the Cardiovascular/Renal System in Maharishi AyurVeda (*Prerequisite: PH 522*)
- PH 524 Anatomy, Physiology, and Prevention of the Digestive System and Metabolism in Maharishi AyurVeda (*Prerequisite: PH 523*)
- PH 525 Anatomy, Physiology, and Prevention of the Pulmonary System and ENT in Maharishi AyurVeda (*Prerequisite: PH 524*)
- PH 526 Anatomy, Physiology, and Prevention of the Articular System in Maharishi AyurVeda (*Prerequisite: PH 525*)
• PH 527 Anatomy, Physiology, and Prevention of the Endocrine/Reproductive System in Maharishi AyurVeda (Prerequisite: PH 526)
• PH 528 Anatomy, Physiology, and Prevention of the Immune/Hematologic System in Maharishi AyurVeda (Prerequisite: PH 527)
• PH 529 Anatomy, Physiology, and Prevention of the Nervous System and Skin in Maharishi AyurVeda (Prerequisite: PH 528)
• PH 531 Pathophysiology, Introduction to Diagnosis and Treatment of the Musculoskeletal System (Prerequisite: PH 529)
• PH 532 Pathophysiology, Introduction to Diagnosis and Treatment of the Cardiovascular/Renal System (Prerequisite: PH 531)
• PH 533 Pathophysiology, Introduction to Diagnosis and Treatment of the Digestive System and Metabolism (Prerequisite: PH 532)
• PH 534 Pathophysiology, Introduction to Diagnosis and Treatment of the Pulmonary System and ENT (Prerequisite: PH 533)
• PH 535 Pathophysiology, Introduction to Diagnosis and Treatment of the Articular System (Prerequisite: PH 534)
• PH 536 Pathophysiology, Introduction to Diagnosis and Treatment of the Endocrine/Reproductive System (Prerequisite: PH 535)
• PH 537 Pathophysiology, Introduction to Diagnosis and Treatment of the Hematologic/Immunologic System (Prerequisite: PH 536)
• PH 538 Pathophysiology, Introduction to Diagnosis and Treatment of the Nervous System and Skin (Prerequisite: PH 537)
• PH 541 Clinical Diagnosis and Treatment of Disorders of the Musculoskeletal System (Prerequisite: PH 538)
• PH 542 Clinical Diagnosis and Treatment of Disorders of the Cardiovascular/Renal System (Prerequisite: PH 541)
• PH 543 Clinical Diagnosis and Treatment of Disorders of the Gastrointestinal System (Prerequisite: PH 542)
• PH 544 Clinical Diagnosis and Treatment of Disorders of the Pulmonary System and ENT (Prerequisite: PH 543)
• PH 545 Clinical Diagnosis and Treatment of Disorders of the Articular System (Prerequisite: PH 544)
• PH 546 Clinical Diagnosis and Treatment of Disorders of the Endocrine/Reproductive System (Prerequisite: PH 545)
• PH 547 Clinical Diagnosis and Treatment of Disorders of the Immunologic/Hematologic System (Prerequisite: PH 546)
• PH 548 Clinical Diagnosis and Treatment of Disorders of the Nervous System and Skin (Prerequisite: PH 547)
• PH 550 Clinical Intensive (Prerequisite: PH 548)
• PH 551 Advanced Clinical Diagnosis and Treatment of Disorders of the Musculoskeletal System (Prerequisite: PH 550)
• PH 552 Advanced Clinical Diagnosis and Treatment of Disorders of the Cardiovascular/Renal System (*Prerequisite:* PH 551)
• PH 553 Advanced Clinical Diagnosis and Treatment of Disorders of the Gastrointestinal System (*Prerequisite:* PH 552)
• PH 554 Advanced Clinical Diagnosis and Treatment of Disorders of the Pulmonary System and ENT (*Prerequisite:* PH 553)
• PH 555 Advanced Clinical Diagnosis and Treatment of Disorders of the Articular System (*Prerequisite:* PH 554)
• PH 556 Advanced Clinical Diagnosis and Treatment of Disorders of the Endocrine/Reproductive System (*Prerequisite:* PH 555)
• PH 557 Advanced Clinical Diagnosis and Treatment of Disorders of the Immunologic/Hematologic System (*Prerequisite:* PH 556)
• PH 558 Advanced Clinical Diagnosis and Treatment of Disorders of the Nervous System and Skin (*Prerequisite:* PH 557)
• PH 560 Capstone Project and Final Examination (*Prerequisite:* PH 558)

In addition, students must engage in at least 100 patient encounters from observing consultations, conducting one-on-one consultations, and participating in small group patient-oriented discussions.

**PHD IN PHYSIOLOGY**

Faculty and graduate students of Maharishi University of Management continue to advance the scientific understanding of the mechanisms and applications of natural, prevention-oriented methods for the health of the individual and society. This PhD in Physiology is a research program that is designed for graduate health professionals or those with a master’s in physiology, or the equivalent, to conduct original research on the effects of Maharishi AyurVeda and the Transcendental Meditation program on health and physiology.

The objectives of the PhD in Physiology program are:

1. To give students training in research design and implementation at the doctoral level, leading to publication; and

2. To provide a program for advanced original research on the effects of modalities of Maharishi AyurVeda, including Transcendental Meditation. Examples of topics with faculty expertise available for research theses include:

• Aging
• Applied molecular biology
• Cardiovascular health
• Neuroscience applications in health
• Post-traumatic stress or stress-related mental health disorders

**Entrance Requirements for the PhD Degree in Physiology**

The entrance requirements for the Doctor of Philosophy in Physiology are:

• Practice of the Transcendental Meditation program
• MS in Physiology; MS in Maharishi AyurVeda and Integrative Medicine; MD, DO, or ND degree; or certification as a nurse practitioner, physician assistant, or any equivalent health-professional training
• Twelve credit hours of graduate level physiology and/or neurophysiology (*Not offered by MUM*)

Satisfaction of entrance requirements must be approved by the department’s graduate faculty, in addition to receiving approval by the director of the program and the dean of the graduate school.

**Graduation Requirements for the PhD Degree in Physiology**

To graduate with a PhD in Physiology, students must successfully complete all general requirements for the doctoral degree (please refer to “Requirements for a Doctoral Degree” in “Academic Policies”). As part of these requirements, students must successfully complete the following degree requirements:

**Core curriculum**

• Four credit hours of research methods (may be fulfilled with bachelor or master level course, transfer credit, tutorial, or directed study)
• Four credit hours of biostatistics (may be fulfilled with bachelor or master level course, transfer credit, tutorial, or directed study)
• STC 508 Science and Technology of Consciousness (STC 108/109 may be substituted upon approval of department)

**Elective courses**

• PH 260 Maharishi AyurVeda Course on Self-Pulse Reading for Good Health
• PH 262 Maharishi AyurVeda Course on Diet, Digestion, and Nutrition (*Prerequisite: PH 260*)
• PH 263 Maharishi Yoga Asanas

Upon successful completion of this core curriculum, students will be advanced to PhD Candidate status. Students will then write their dissertation proposal:
• PH 700 Dissertation Proposal Preparation with formal defense before faculty (8 credits per semester — may be repeated for credit until dissertation proposal is accepted)

Upon successful completion of PH 700, which culminates with the written proposal, students will advance to the PhD Researcher status and then enroll in PH 701 Dissertation Research (8 credits per semester — may be repeated for credit until dissertation is completed).

The PhD degree will be awarded to a PhD Researcher once the following steps have been completed:
• Presentation of the dissertation findings in a formal lecture with an open public forum for discussion.
• Acceptance of the dissertation by the Graduate School and the Library.
COURSES

Undergraduate Courses

Descriptions of biology (BIO), chemistry (CHEM), and physiology (PH) courses in this degree program are listed alphabetically by course code below. Physics (PHYS) courses are listed in the Department of Physics section of the catalog.

BIO 220 Introduction to Biology: Pure Consciousness Underlies the Structure and Behavior of All Living Beings
This introductory biology course is intended to give students a broad overview of biology and understanding of the basic biological principles with respect to humans. It is designed to acquaint students with the fundamental terms, concepts, and principles of human biology. The course includes topics about foundational concepts like: the structure of cells; transport across membranes; and structure and functions of human musculoskeletal, digestive, cardiovascular, and other organ systems. Subjects covered in this course include recent discoveries by Nobel Laureates. The understanding that cells in human physiology are a replica of natural law expressed in the ancient Veda and Vedic Literature will be explored in this course. Includes a written assignment and a public speaking exercise, in which students are required to explain the basic concepts of biology and their relation to humans. Lab sessions on the basic concepts of general biology and their application are included. Lab fee: $25 (4 credits – cannot be taken for credit after BIO 251)

BIO 251 Principles of Biology: Locating the Intelligence of Nature in Biology
This course shows how the dynamic intelligence at the basis of life unfolds in terms of the principles discovered in biochemistry, cell biology, and genetics. These principles are seen to uphold the self-organization, maintenance, and evolution of life on earth. Emphasis is placed on the expressions of intelligence, order, and integration found at different levels of biological organization. Main topics are: cells and how they transform energy, classical genetics, principles of evolution, and biological diversity and its evolution. Subjects covered in this course include recent discoveries by Nobel Laureates. Public speaking presentations by students on topics of the greatest interest to them are a part of the course. Includes laboratory. Lab fee: $25 (4 credits) Prerequisite: CHEM 111, or placement into CHEM 201, or approval of the instructor.

BIO 252 Cell and Molecular Biology I: Exploring Biological Concepts and Methods at the Cell and Molecular Levels
This course presents the foundations of (mainly human) biology at the cellular and molecular levels, emphasizing the fundamental themes of natural law in the ordered
structures and functions of the cell. Topics include: review of the chemical constituents of life; bioenergetics, enzymes and metabolism; structure and functions of the plasma membrane; aerobic respiration and the mitochondrion; photosynthesis and the chloroplast; interaction of cells with their environment; the cytoplasmic membrane system; cytoskeleton and cell motility; and techniques in cell and molecular biology. Subjects covered in this course include recent discoveries by Nobel Laureates. Public speaking presentations by students on topics of the greatest interest to them are a part of the course. Includes laboratory. Lab fee: $25 (4 credits) Prerequisite: CHEM 313

BIO 253 Cell and Molecular Biology II: Exploring Biological Concepts and Methods at the Cell and Molecular Levels
This course presents the foundations of (mainly human) biology at the cellular and molecular levels, emphasizing the fundamental themes of natural law in the genetic material and interactions with the environment. Topics include: the nature of the gene and the genome; gene expression: from transcription to translation; the cell nucleus and control of gene expression; DNA replication and repair; cellular reproduction; cell signaling and signal transduction; cancer; the immune response; and techniques in cell and molecular biology. Subjects covered in this course include recent discoveries by Nobel Laureates. Public speaking presentations by students on topics of the greatest interest to them are a part of the course. Includes laboratory. Lab fee: $25 (4 credits) Prerequisite: BIO 252

BIO 265 Human Anatomy and Physiology I: Outer Depends on Inner, the State of Inner Balance of Our Body Determines Our Health
Human Anatomy and Physiology I is the first of a two-course series exploring the terminology, structure, function, and interdependence of the human body systems, as well as relevant medical terminology. This course provides understanding of how the body’s structure and function maintains balance and homeostasis. The integrated functioning of trillions of diverse cells, each with a million chemical reactions per second, gives rise to a healthy, vital human being. Students will study tissues, organs, and organ systems and their role in maintaining health and balance. Tony Nader, MD, PhD discovered that major areas of the physiology are precisely correlated, in structure and function, to the 40 aspects of Veda and the Vedic Literature. The understanding of human physiology as a replica of natural law expressed in the ancient Vedic Literature will be explored in this two-course series. Topics include comprehensive study of the musculoskeletal system, cardiovascular, digestive, and immune systems. Subjects covered in this course include recent discoveries by Nobel Laureates. Lab fee: $25 (4 credits) Prerequisite: BIO 220 or BIO 251
BIO 266 Human Anatomy and Physiology II: The Dynamic Silence of the Self Is a State of Eternal Balance and Infinite Order That Is the Basis for the Orderly Growth, Coordination, and Evolution of Everything in Creation

This is the second course of the two-course series of Human Anatomy and Physiology. In this course students will study the reproductive, respiratory, nervous, and endocrine organ systems. This course will present an in-depth overview of the organ systems that are major coordinators of homeostasis. Focus will be on the endocrine system and divisions of the nervous system, and how they control other organ systems of the body and maintain homeostasis. Effects of stress on human physiology, body response to stress, and the relationship between stress and lifestyle diseases will also be covered. Subjects covered in this course include recent discoveries by Nobel Laureates. Students will continue exploring how every aspect of the ancient Vedic Literature is mirrored by the human physiology. This course includes public speaking presentations based on the connection between consciousness, Veda, and human anatomy and physiology. Lab fee: $25 (4 credits) Prerequisite: BIO 265

CHEM 111 Fundamentals of Chemistry: Learning the Foundational Layers of Life

This course is designed to impart the fundamental concepts and principles of chemistry, such as atomic structure, nomenclature, stoichiometry, and chemical bonds for students interested in an introduction to chemistry, and those intending to enroll in the Pre-Integrative Medicine chemistry series – CHEM 201 et seq. – that need initial exposure to, or a review of, the basics of chemical problem solving and concepts. Subjects covered in this course include recent discoveries by Nobel Laureates. Students who have taken no previous chemistry courses may find the pace a bit fast unless they have a good grasp of algebra including working with exponents and logarithms. Includes experiment demonstrations as well as public speaking presentations on fundamental concepts of chemistry. (4 credits) Prerequisite: MATH 153

CHEM 201 General Chemistry I: Pure Consciousness Underlies the Structure and Behavior of Matter

Topics include: measurement and dimensional analysis; atoms, molecules, and ions; stoichiometry, mass relationships in chemical reactions; reactions in aqueous solutions; electronic structure of atoms and periodicity; ionic bonds and some main-group chemistry; covalent bonds and molecular structure. Subjects covered in this course include recent discoveries by Nobel Laureates. Includes public speaking presentations on basic concepts of general chemistry. Weekly laboratory sessions are included. Lab fee: $25 (4 credits) Prerequisites: MATH 162 and one of the following: CHEM111, or placement through the chemistry assessment process, or approval of the instructor
CHEM 202 General Chemistry II: Exploring More Refined Levels of Existence through the Structure and Behavior of Matter
Topics include: thermochemistry; gases; liquids, solids, and phase changes; solutions and their properties; chemical kinetics; chemical equilibrium; aqueous equilibria: acids and bases. Subjects covered in this course include recent discoveries by Nobel Laureates. Includes public speaking presentations on basic concepts of general chemistry. Weekly laboratory sessions are included. Lab fee: $25 (4 credits) Prerequisite: CHEM 201

CHEM 203 General Chemistry III: Structure and Behavior of Matter in Accord with the Laws of Nature
Topics include: applications of aqueous equilibria, e.g., buffered solutions, titrations and pH curves, solubility products; thermodynamics: spontaneity, entropy, free energy; electrochemistry; main-group elements; transition metals, complex ions and crystal field theory; metals; nuclear chemistry; and an overview of organic and biological molecules. Subjects covered in this course include recent discoveries by Nobel Laureates. Includes public speaking presentations on basic concepts of general chemistry. Weekly laboratory sessions are included. Lab fee: $25 (4 credits) Prerequisite: CHEM 202

In this course students will study functional groups and chemical reactivity; and structure-property relationships of carbon compounds. Topics include: structure and bonding; polar covalent bonds; acids and bases; formal charge, resonance, nomenclature and stereochemistry of alkanes and cycloalkanes; stereochemistry at tetrahedral centers; and overview of organic reactions, nomenclature, synthesis, and reactions of alkenes and alkynes. Subjects covered in this course include recent discoveries by Nobel Laureates. This course includes public speaking presentations on basic concepts of organic chemistry. Weekly laboratory sessions are included. Lab fee: $25 (4 credits) Prerequisite: CHEM 203

CHEM 312 Organic Chemistry II: Continuing the Study of Structure-Property Relationships as the Expression of the Self-Referral Dynamics of Pure Consciousness, and Investigating Structure Determination
In this course students will continue to study structure-property relationships of carbon compounds, and will investigate structure determination. Topics include: nomenclature and chemistry of aromatic compounds; structure determination using infrared, ultraviolet, nuclear magnetic resonance spectroscopy, and mass spectrometry; nucleophilic substitutions and eliminations of organohalides; nomenclature, properties, synthesis, and reactions of alcohols, phenols, thiols, ethers, and sulfides; nomenclature, preparation, and
nucleophilic addition reactions of aldehydes and ketones. Subjects covered in this course include recent discoveries by Nobel Laureates. This course includes public speaking presentations on basic concepts of organic chemistry. Weekly laboratory sessions are included. Lab fee: $25 (4 credits) Prerequisite: CHEM 311

CHEM 313 Organic Chemistry III: A Glimpse into the Infinite Organizing Power of Pure Creative Intelligence Expressed in Chemical Reactions and Biochemical Pathways
In this course students will investigate the wide role of the carbonyl group in the chemical reactions and discover familiar chemical reactions in biochemical pathways. Topics include: carboxylic acids, their derivatives, and nucleophilic acyl substitution reactions; carbonyl alpha-substitution and condensation reactions; amines and heterocycles; and biomolecules and their metabolism: amino acids, peptides, proteins, carbohydrates, lipids, and nucleic acids. Subjects covered in this course include recent discoveries by Nobel Laureates. Includes public speaking presentations on basic concepts of organic chemistry. Weekly laboratory sessions are included. Lab fee: $25 (4 credits) Prerequisite: CHEM 312

CHEM 350 Principles of Biochemistry: Viewing Life through a Chemical Lens
This course focuses on the basic chemical constituents of life and their transformations in living systems. Topics include: the structure, kinetics, and regulation of enzymes; bioenergetics; photosynthesis; intermediary metabolism (covering the synthesis and breakdown of amino acids, carbohydrates, lipids and nucleic acids); and integration of metabolism. Subjects covered in this course include recent discoveries by Nobel Laureates. Student public speaking presentations on special topics and laboratory are integral to the course. Lab fee: $25 (4 credits) Prerequisites: CHEM 313; Recommended: BIO 253 and BIO 266

PH 101 Physiology Is Consciousness: Awakening the Cosmic Potential of the Human Brain
The course will explore the new paradigm in science that the “Physiology is Consciousness.” Current concepts of mind and body will be understood in terms of this new paradigm. This course will present our facts of brain structure and function in light of Maharishi Vedic Science and the discovery of Veda and Vedic Literature in human physiology done by Tony Nader, MD, PhD. We will examine how our brain constructs reality at every moment and how the experience of unboundedness – the Self of every individual – can transform our physiology and awaken the total creative potential of the brain in enlightenment, which is the birthright of every human being. Includes public speaking presentations on course topics. Materials fee: $10 (4 credits)
PH 120 Introduction to Modern Psychology: Human Motivation and Development
This course is designed to give students a basic understanding of the psychology of human behavior. Students will be exposed to terminology, principles, and theories of modern psychology. Includes public speaking presentations on course topics. (4 credits) Prerequisite: WTG 191

PH 225 CCTS: Examining Health Care Systems in the Light of Cultural Bias: Alternative Solutions to Good Health
Students explore underlying assumptions that make up their worldview. Important health-related issues, including stress, cardiovascular disease, and diabetes, are examined in light of current approaches to health, including modern medicine and Maharishi AyurVeda. This class includes creative problem solving, analysis of current issues through writing, and group discussions. Includes public speaking presentations on course topics. (4 credits) Prerequisite: WTG 191.

PH 230 Maharishi AyurVeda Course on Aromatherapy: Using Nature’s Essences for Well-Being
This course presents the history and basic principles of aromatherapy, and its application in Maharishi AyurVeda. Topics include: the chemistry and therapeutic properties of aromatic molecules; detailed descriptions of the chemical structure and properties of essential oils and hydrosols, their therapeutic effects on physiological and emotional states, and their effect on the three doshas; and indications for common ailments. In this course students will learn how to select appropriate essential oils and hydrosols for well-being in accord with the principles of Maharishi AyurVeda Aromatherapy. Includes public speaking presentations and labs. Lab fee: $25; Materials fee: $15 (4 credits) Prerequisite: PH 260

PH 260 Maharishi AyurVeda Course on Self-Pulse Reading for Good Health: Measuring the Impulses of the Body’s Intelligence and Restoring Balance in the Physiology through the Touch of Three Fingertips
Self-Pulse Reading is the most ancient and most natural means of determining the level of balance or imbalance in the mind and body. Taking the pulse enlivens the connection between mind and body, consciousness and matter. Furthermore, the procedure of taking the pulse produces a balancing effect on the mind and body. This course presents Maharishi’s revival of this ancient technology. In this course students will learn how to read their pulse and detect imbalances early, before they manifest as symptoms of a disease; how to determine where imbalances are; and how to restore balance. This course includes public speaking exercises. Materials fee: $10 (4 credits)
PH 262 Maharishi AyurVeda Course on Diet, Digestion, and Nutrition: Imbibing Intelligence from Food and the Environment — Enlivening Strong Digestion and Selecting a Diet Ideally Suited to the Individual

Diet, digestion, and nutrition are fundamental to health. How we metabolize food and drink directly affects the strength, vitality, immunity, and longevity of the physiology. This course provides very practical knowledge of what to eat, when to eat, and how to eat to maintain or restore perfect balance of the three doshas — the three principal governing qualities of intelligence in the body. **Topics include:** influence of consciousness on the process of digestion and nutrition, effects of different foods on physiology, categories of food according to their influence on the three doshas, and basic principles of *Dravya Guna* (Materia Medica) — Vedic herbology. This course includes public speaking exercises, as well as two field trips: one to local organic and natural food stores, and one to a local organic dairy production farm. Based on availability, ayurvedic cooking demonstrations are included. Field trip fee: $20; Materials fee: $20 (4 credits)

**Prerequisite:** PH 260

PH 263 Maharishi Yoga Asanas: Vedic Exercise to Enliven Mind-Body Coordination to Support Pure Awareness, the State of Yoga

Yoga is one of the 40 aspects of the Veda and Vedic Literature representing unifying quality of consciousness. According to Maharishi, Yoga provides technologies to unfold the experience of the unified level of consciousness or Transcendental Consciousness. The theoretical part of this unique course presents the knowledge of Yoga as unity and provides understanding of the specific effects of Yoga Asanas on the mind and body, physiology and consciousness. Proper practice of Yoga Asanas — another aspect of this course — provides students with the experience of deep relaxation, stress release, and expansion in the direction of unbounded pure consciousness. This course includes public speaking exercises on the effects of Yoga Asanas on specific mental and physical health conditions, and the readings of Maharishi’s commentaries to the Bhagavad-Gita as the essence of Vedic knowledge and the discipline of Yoga. Materials fee: $10 (4 credits)

PH 314 Biostatistics: Discovering the Orderly Patterns and Relationships at the Basis of Nature’s Functioning

Statistics offers powerful quantitative tools based on the underlying orderliness of Nature to support improved decision-making in many fields, including the health and life sciences. Statistics is the art and science of finding meaningful patterns and relationships in data (data analysis), generating useful data (data production), and drawing valid conclusions from data (statistical inference). In this course you will learn how to use key graphical and numerical tools of data analysis, how to effectively present your findings, and evaluate the validity of your conclusions. Health and life sciences examples and case studies will be emphasized. **Topics include:** graphical and numerical tools for
summarizing and describing data, modeling data with probability distributions, sampling and surveys, designing experiments, hypothesis testing for means and proportions, correlation analysis, and modeling relationships using regression analysis. (4 credits)

Prerequisite: MATH 153 or equivalent

PH 320 Maharishi AyurVeda Family Health Series Course One - Healthy, Happy Mother and Baby: An Integrated Approach for Promoting Health in the Areas of Preconception, Pregnancy, Delivery, and Postnatal Care for Both Prospective Parents and the Newborn Child
The comprehensive time-tested knowledge of Maharishi AyurVeda provides the basis to give every family the best start. Topics include: preconception guidelines to maximize fertility and fetal health, month-by-month guidelines for pregnancy, strategies to facilitate labor and provide the ideal environment at delivery, and postpartum care guidelines for both parents and newborns to ensure the fullest recuperation for mothers and a healthy beginning for every family. Materials fee: $30 (4 credits) Prerequisites: PH 262, and either PH 263 or FOR 462; Physiology and Health majors only

PH 330 Maharishi AyurVeda Advanced Course on Aromatherapy I: Probing Deeper into the Use of Nature’s Essences for Well-Being
This course presents advanced knowledge of aromatherapy including the approach of Maharishi AyurVeda Aromatherapy and its foundation in the Vedic science. Students will learn monographies of essential oils and hydrosols, including therapeutic formulas for specific health conditions. This course will present the effects of essential oils and hydrosols on different physiological systems in light of the discovery by Tony Nader, MD, PhD, that human physiology is the expression of Veda and the Vedic Literature. Students will deepen their understanding of how to select appropriate essential oils and hydrosols for well-being in accord with the principles of Maharishi AyurVeda Aromatherapy. The lab component of the course will provide students hands-on experience making blends, facial and body creams, soft gels, and other preparations most suitable for their skin and body types, using essential oils and other natural organic products. This course includes public speaking presentations. Lab fee: $50; Material fee: $15 (4 credits) Prerequisites: PH 230, and approval of the instructor based on evaluation of portfolio of 3 case studies

PH 331 Maharishi AyurVeda Advanced Course on Aromatherapy II: Exploring the Connections Between Nature's Essences and Human Physiology as the Expression of Veda
This course explores the connection between Maharishi AyurVeda Aromatherapy, human physiology, and Veda and the Vedic Literature. Students will probe deeper into the relationship of specific essential oils with the different parts of the physiology in light of
the discovery by Tony Nader, MD, PhD, that human physiology is the expression of Veda and the Vedic Literature. This will give students a profound, holistic understanding of Maharishi AyurVeda Aromatherapy. This course includes public speaking presentations and labs. Lab fee: $25; Material fee: $10 (4 credits) Prerequisites: PH 330

PH 380 Research Methods: Discovering the Total Potential of Natural Law
This course introduces the student to the rationale for evidence-based medicine and the knowledge and skills necessary for conducting scientific research. Topics include: the scientific method, selection of research topics, procedures for conducting literature reviews, experimental designs, statistical analysis, and interpretation of findings. Particular emphasis is placed on design of randomized controlled clinical trials, including selection of treatment and control groups, subject selection criteria, measurement of outcomes, and threats to validity. Students will have the opportunity to collect and analyze data as a practical component to the course. This course includes two presentations: one on a published research study in the student’s area of interest and the other on the student’s own research proposal. (4 credits)

PH 382 MCAT Preparation: Connecting the Points of Knowledge with the Wholeness of Knowledge
The Medical College Admission Test (MCAT) is a standardized national exam required for entrance to medical school. In this course, students will have the opportunity to integrate all of their learning from the Pre-Integrative Medicine track and take practice MCAT exams. (4 credits) Recommended: Completion of the biology, general chemistry, physics, organic chemistry, and biochemistry courses

PH 398 Internship: Expanding the Knowledge of Physiology and Health in the Field
Students observe and work in Maharishi Medical Centers or medical laboratories, schools or health care facilities in various aspects of health care, research, clinical operations, patient care, health education, etc. (4 credits — may be repeated for credit) Prerequisites: consent of the department faculty and the Academic Standards Committee

PH 399 Directed Study: Gaining Total Knowledge through Self-Referral Education
(variable credits) Prerequisite: consent of the department faculty and the Academic Standards Committee

PH 430 Maharishi AyurVeda Wellness Consultant Training: Learning How to Guide Clients to Wellness and Health
This course prepares students to consult with clients, family, and friends, helping them achieve higher levels of health and wellness through Maharishi AyurVeda. Students will understand and apply the knowledge of mind-body types, and the dietary and lifestyle
origins of imbalance. Topics include: ayurvedic anatomy and physiology; the role of consciousness at the basis of physiology; the use of ayurvedic pulse reading to detect the level and the root cause of imbalance; the means to restore balance with the use of herbs, diet, aromatherapy, Maharishi Yoga Asanas, and other modalities of Maharishi AyurVeda; protocols for common imbalances; and how to obtain and retain clients in the wellness consultant practice. Includes case workshops and public speaking presentations. Materials fee: $65 (4 credits) Prerequisites: PH 262 and BIO 266

PH 431 Maharishi AyurVeda Wellness Consultant Practicum: Practicing How to Guide Clients to Wellness and Health
During this course students get practical experience of the knowledge gained in all the previous courses in Maharishi AyurVeda, and build confidence in consulting with clients, family, and friends to guide them to higher levels of health and wellness. In the clinical setting, students take turns leading consultations, and participate in discussions of case studies under the supervision of experts in Maharishi AyurVeda and modern medicine. By the end of the course students are required to complete their major capstone project, consisting of a reflection paper and a portfolio of case studies based on at least 50 clinical encounters (including observation, student/client encounter with direct supervision and one-on-one cases). (4 credits – may be repeated for credit up to four times with the permission of the department Academic Advisor. This course is limited in size, with preference given to seniors and students who require this course to meet their graduation requirements) Prerequisites: PH 430, and either PH 263 or FOR462

Note: The course is designed to provide practice of how to advise others in developing a personalized approach to health and wellness based on the principles of Maharishi AyurVeda. Regulations regarding health care practice and professional licensure standards vary by state and country. Course participants should be familiar with the laws of the jurisdiction in which they intend to be active to ensure that the scope of their activities does not violate regulations regarding health care practice. Becoming a Maharishi AyurVeda Wellness Consultant does not confer professional licensing status and Maharishi University of Management makes no representations regarding its economic or other value.

PH 450 Teaching Practicum: Developing Skill in Action in the Field of Health Care Education
This course is designed to allow advanced undergraduate students of good academic standing the opportunity to assist an instructor in teaching a course. It is especially recommended for those students who plan to go into a teaching career or who expect to help finance graduate work through teaching assistantships. In most cases it will involve helping the instructor with course planning and preparation, small discussion groups, and
homework and quiz grading. Some lecture and lab preparation, and presentations may also be included as a teaching experience. (4 credits) **Prerequisite:** consent of Department

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**Graduate Courses**

**Master of Science in Maharishi AyurVeda and Integrative Medicine – Distance Education Track**

*Note: Some courses within the Distance Education track are split into two parts to fit the academic calendar. These are designated as part A and part B, as necessary.*

**PH 500 Principles of Prevention, Diagnosis and Treatment in Maharishi AyurVeda I: Understanding the Foundations of Consciousness-BasedSM, Prevention-Oriented Health Care**

This course presents the foundations of natural, prevention-oriented health care, including ayurvedic anatomy, physiology, digestion and metabolism, ayurvedic herbology, pulse assessment, mental health, and clinical approach to basic common disorders. (4 credits) **Prerequisite:** Acceptance to MS program – Distance Education track

*Note: This course may be waived if student has completed equivalent training and passes a qualifying exam.*

**PH 501 Principles of Prevention, Diagnosis and Treatment in Maharishi AyurVeda II and Other Systems of Natural Medicine: Exploring the Wide Range of Possibilities to Restore and Maintain Perfect Health**

In this course students will continue to study digestive balance and imbalance, ayurvedic herbology, diagnosis, and pulse. New topics include ayurvedic internal medicine (Kaya Chikitsa), Yoga Asanas, rejuvenation and purification therapies (Pancha Karma), Vedic architecture, biorhythms and Vedic prediction (Jyotish), women’s health, and introduction to the Total Heart Health program. The course also provides an introduction to Traditional Chinese medicine and homeopathy. (4 credits) **Prerequisite:** PH 500 or qualifying exam

**PH 502 Musculoskeletal System: Enlivening the Structural Intelligence of the Body**

This course begins the in-depth study of the ayurvedic approach to the eight organ systems. The focus is on the anatomy and physiology of the musculoskeletal system, and on the pathophysiology, prevention, diagnosis, and treatment of the main disorders in the system from the perspective of Maharishi AyurVeda. Disorders covered include various muscular pain and myopathies, which are among the most common complaints in modern society. This course also presents an introduction to other systems of natural medicine: osteopathy and chiropractic medicine. (3 credits) **Prerequisite:** PH 501
PH 503 Cardiovascular/Renal System: Enlivening the Intelligence of the Fluid Systems of the Body
This course presents the knowledge of the anatomy and physiology of the cardiovascular and renal systems, and of the pathophysiology, prevention, diagnosis, and treatment of cardiovascular/renal disorders from the perspective of Maharishi AyurVeda and other natural health care approaches. This course goes deep into the Total Heart Health program, a comprehensive program to treat and prevent heart disease and its risk factors, including hypertension, obesity, diabetes, and stress; and covers renal disorders such as renal failure, cystitis, kidney stones, and urinary tract infections. (4 credits) Prerequisite: PH 502 for PH 503 part A; and PH 510 for PH 503 part B
Note: PH 510 Clinical Intensive I must be taken between parts A and B of PH 503.

PH 504 Digestive System and Metabolism: Enlivening the Digestive Intelligence of the Body
The health of the digestive system is critical for immunity, strength, and healthy tissues. The focus is on the anatomy and physiology of the digestive system and metabolism, and on the pathophysiology, prevention, diagnosis, and treatment of their main disorders from the perspective of Maharishi AyurVeda. This course goes deeply into the principal disorders of the digestive system, including indigestion, hyperacidity, GERD, irritable bowel, and constipation. (4 credits) Prerequisite: PH 503 part B

PH 505 Pulmonary System and ENT: Enlivening Prana – the Life Breath
This course focuses on the anatomy and physiology of the pulmonary system and ENT, and on the pathophysiology, prevention, diagnosis, and treatment of their main disorders from the perspective of Maharishi AyurVeda. It investigates the main disorders of the respiratory system including common cold, influenza, asthma, and COPD. This course also provides an overview of imbalances in ears, nose, and throat, and an introduction to other systems’ approach to respiratory imbalances. (4 credits) Prerequisite: PH 504

PH 506 Articular System: Awakening the Intelligence within the Gaps of the Physiology
Joint disorders are very common, often debilitating disorders in modern society. This course addresses different types of arthritis and joint disorders, and investigates their causes, symptoms, and means of alleviation from the perspective of Maharishi AyurVeda and other natural systems. The focus is on the anatomy and physiology of the articular system, and on the pathophysiology, prevention, diagnosis, and treatment of the main disorders in the system from the perspective of Maharishi AyurVeda. (2 credits) Prerequisite: PH 505
PH 507 Endocrine/Reproductive System: Enlivening the Inner Intelligence of the Hormonal System in the Body
In this course the students will learn about obstetrics, gynecology, men's health, and pediatrics. The endocrine system, along with the nervous system, is the master controller of all physiological functions. This course covers the various hormonal and reproductive disorders, including thyroid, adrenal, and reproductive problems. The focus is on the anatomy and physiology of the system, and on the pathophysiology, prevention, diagnosis, and treatment of its main disorders from the perspective of Maharishi AyurVeda. (4 credits) Prerequisite: PH 511

PH 508 Hematologic/Immunologic System: Enlivening Ojas – the Subtle Essence of the Tissues Responsible for Health and Immunity
In Maharishi AyurVeda, the health of the blood and plasma is the basis for the nourishment and health of all the other systems. This course presents the common disorders of the cellular components of the blood and immune system, and their causes, diagnosis, and treatment from the perspective of Maharishi AyurVeda and other systems of natural health care. (4 credits) Prerequisite: PH 507

PH 509 Nervous System and Skin: Enlivening the Master Controller System of the Body
The nervous system, along with the endocrine system, is responsible for controlling every physiological function, as well as our experience in consciousness. The focus is on the anatomy and physiology of this critical system, and on the pathophysiology, prevention, diagnosis, and treatment of its main disorders from the perspective of Maharishi AyurVeda and other systems of natural health care. (4 credits) Prerequisite: PH 508

PH 510 Clinical Cases Intensive I: Putting Knowledge of Prevention-Oriented Health Care into Practice
This five-day, in-residence intensive will give students an opportunity to review and practice all that has been learned in their first year of study by providing wellness consultations to live clients under the supervision of experienced clinical faculty. (1 credit) Prerequisite: PH 503 part A

PH 511 Clinical Cases Intensive II: Perfecting the Practical Application of Natural Health Care
This five-day, in-residence intensive will give students an opportunity to review and practice all that has been learned in their second year of study by providing wellness consultations to live clients under the supervision of experienced clinical faculty. (1 credit) Prerequisite: PH 506
PH 512 Review, Clinical Cases and Examinations: Integrating and Expressing the Total Knowledge of Life in Perfect Health
This five-day, in-residence intensive will give students an opportunity to review and practice all the knowledge gained during the course of their studies by providing wellness consultations to live clients under the supervision of experienced clinical faculty. The students’ didactic and clinical competence will be evaluated. (1 credit) Prerequisite: PH 509

Master of Science in Maharishi AyurVeda and Integrative Medicine – Dual Degree Track

PH 520 Principles of Prevention, Diagnosis, and Treatment in Maharishi AyurVeda I: Understanding the Foundations of Consciousness-BasedSM, Prevention-Oriented Health Care
This course presents the foundations of natural, prevention-oriented health care, including ayurvedic anatomy, physiology, digestion and metabolism, ayurvedic herbology, pulse assessment, mental health, and clinical approach to basic common disorders. (3 credits) Prerequisite: Acceptance to MS program – Dual Degree track

PH 521 Principles of Prevention, Diagnosis, and Treatment in Maharishi AyurVeda II and Other Systems of Natural Medicine: Exploring the Wide Range of Possibilities for Maintaining and Restoring Balance in Mind and Body
In this course students will continue the study of herbology and pulse assessment. New topics include the study of digestive balance and imbalance, ayurvedic internal medicine (Kaya Chikitsa), Yoga Asanas, rejuvenation and purification therapies (Pancha Karma), Vedic architecture, biorhythms and Vedic prediction (Jyotish), women’s health, and introduction to total heart health. The course also provides an introduction to Traditional Chinese medicine and homeopathy. (3 credits) Prerequisite: PH 520

PH 522 Anatomy, Physiology, and Prevention of the Musculoskeletal System in Maharishi AyurVeda: Enlivening the Inner Intelligence of the Structural Systems of the Body
In this course students will study the structure and function of the musculoskeletal system, and prevention of its imbalances from the perspective of Maharishi AyurVeda. This includes additional study of Veda in Human Physiology. This course also presents an introduction to osteopathy and chiropractic medicine. (0.75 credit) Prerequisite: PH 521
PH 523 Anatomy, Physiology, and Prevention of the Cardiovascular/Renal System in Maharishi AyurVeda: Enlivening the Inner Intelligence of the Fluid Systems
In this course students will study the structure and function of the cardiovascular/renal system, and prevention of its imbalances from the perspective of Maharishi AyurVeda. This includes additional study of Veda in Human Physiology. (0.75 credit) Prerequisite: PH 522

PH 524 Anatomy, Physiology, and Prevention of the Digestive System and Metabolism in Maharishi AyurVeda: Enlivening the Inner Intelligence of the Nourishing Systems
In this course students will study the structure and function of the digestive system and metabolism, and prevention of digestive and metabolic imbalances from the perspective of Maharishi AyurVeda. This includes additional study of Veda in Human Physiology. (0.75 credit) Prerequisite: PH 523

PH 525 Anatomy, Physiology, and Prevention of the Pulmonary System and ENT in Maharishi AyurVeda: Enlivening the Inner Intelligence of the Systems that Sustain the Life Breath - Prana
In this course students will study the structure and function of the pulmonary system and ENT, and prevention of imbalances in this system from the perspective of Maharishi AyurVeda. This includes additional study of Veda in Human Physiology. (0.75 credit) Prerequisite: PH 524

PH 526 Anatomy, Physiology, and Prevention of the Articular System in Maharishi AyurVeda: Enlivening the Inner Intelligence of the Gaps and Joints in the Physiology
In this course students will study the structure and function of the articular system, and prevention of imbalances in it from the perspective of Maharishi AyurVeda. This includes additional study of Veda in Human Physiology. (0.75 credit) Prerequisite: PH 525

PH 527 Anatomy, Physiology, and Prevention of the Endocrine/Reproductive System in Maharishi AyurVeda: Enlivening the Inner Intelligence of the Systems of Regulation and Reproduction
In this course students will study the structure and function of the endocrine/reproductive system, and prevention of imbalances in this system from the perspective of Maharishi AyurVeda. This includes additional study of Veda in Human Physiology. (0.75 credit) Prerequisite: PH 526
PH 528 Anatomy, Physiology, and Prevention of the Immune/Hematologic System in Maharishi AyurVeda: Awakening the Inner Intelligence Responsible for Strength and Immunity – Ojas – the Finest Expression of Consciousness in Physiology
In this course students will study the structure and function of the immune/hematologic system, and prevention of imbalances in it from the perspective of Maharishi AyurVeda. This includes additional study of Veda in Human Physiology. (0.75 credit) **Prerequisite:** PH 527

PH 529 Anatomy, Physiology, and Prevention of the Nervous System and Skin in Maharishi AyurVeda: Awakening the Inner Intelligence of the Main Control Systems of the Body
In this course students will study the structure and function of the nervous system and skin, and prevention of imbalances in this main control system of the body from the perspective of Maharishi AyurVeda. This includes additional study of Veda in Human Physiology. (0.75 credit) **Prerequisite:** PH 528

PH 531 Pathophysiology, Introduction to Diagnosis and Treatment of the Musculoskeletal System: Discovering How the Inner Intelligence of the Structural Systems Gets Disturbed, and How to Restore Balance
In this course students will study disorders of the musculoskeletal system, including somatic dysfunction: low back pain, chronic pain, spasm, muscle cramps, myofascial pain syndrome; injuries: strains, sprains, tendonitis; and neuromuscular disorders: Fibromyalgia, myasthenia gravis, carpal tunnel syndrome, osteoporosis, bone fracture. (1.5 credits) **Prerequisite:** PH 529

PH 532 Pathophysiology, Introduction to Diagnosis and Treatment of the Cardiovascular/Renal System: Discovering How the Inner Intelligence of the Fluid Systems Gets Disturbed, and How to Restore Balance
In this course students will study disorders of the cardiovascular/renal system, including diabetes, obesity, congestive heart failure; and disorders of the kidney and urinary system. (1.5 credits) **Prerequisite:** PH 531

PH 533 Pathophysiology, Introduction to Diagnosis and Treatment of the Digestive System and Metabolism: Discovering How the Inner Intelligence of the Nourishing Systems Gets Disturbed, and How to Restore Balance
In this course students will study disorders of the digestive system and metabolism, including hyperacidity and GERD, irritable bowel, Crohn’s disease, diarrhea, dysentery, and hemorrhoids. (1.5 credits) **Prerequisite:** PH 532
PH 534 Pathophysiology, Introduction to Diagnosis and Treatment of the Pulmonary System and ENT: Discovering How the Inner Intelligence of the Systems that Sustain the Life Breath – Prana - Gets Disturbed, and How to Restore Balance
In this course students will study disorders of the pulmonary system and ENT, including asthma, COPD, smoking, rhinitis, sinusitis, laryngitis, influenza, pneumonia, tuberculosis, bronchiectasis, and sleep disorders. (1.5 credits) Prerequisite: PH 533

PH 535 Pathophysiology, Introduction to Diagnosis and Treatment of the Articular System: Discovering How the Inner Intelligence of the Gaps and Joints Gets Disturbed, and How to Restore Balance
In this course students will study disorders of the articular system, including osteoarthritis, gout, trauma, spondylitis, rheumatoid arthritis, Lupus Erythematosus, and Lyme disease. (1.5 credits) Prerequisite: PH 534

PH 536 Pathophysiology, Introduction to Diagnosis and Treatment of the Endocrine/Reproductive System: Discovering How the Inner Intelligence of the Regulation and Reproduction Systems Gets Disturbed, and How to Restore Balance
In this course students will study disorders of the endocrine/reproductive system, including hypothyroidism, hyperthyroidism, Grave’s Disease, thyroid nodules, Hashimoto’s Thyroiditis, prediabetes, diabetes, gestational diabetes, obesity, low testosterone, erectile dysfunction, impotence, and menopausal syndrome. (1.5 credits) Prerequisite: PH 535

PH 537 Pathophysiology, Introduction to Diagnosis and Treatment of the Hematologic/Immunologic System: Discovering How the Inner Intelligence of the Body’s Strength and Immunity Gets Disturbed, and How to Restore Balance
In this course students will study disorders of the hematologic/immunologic system, including multiple sclerosis, celiac sprue disease, pernicious anemia, vitiligo, scleroderma, psoriasis, inflammatory bowel disease, anemia, lymphoma, thrombocytopenia, and sepsis. (1.5 credits) Prerequisite: PH 536

PH 538 Pathophysiology, Introduction to Diagnosis and Treatment of the Nervous System and Skin: Discovering How the Inner Intelligence of the Main Control, Sensing and Coordination Systems Gets Disturbed, and How to Restore Balance
In this course students will study disorders of the nervous system and skin, including multiple sclerosis, Alzheimer's disease, Parkinson's disease, epilepsy, stroke, and encephalitis. (1.5 credits) Prerequisite: PH 537
PH 541 Clinical Diagnosis and Treatment of Disorders of the Musculoskeletal System: Knowing How to Restore the Inner Intelligence of the Structural Systems
This course will investigate in more detail the diagnosis and treatment of major disorders of the musculoskeletal system. Clinical skills will be further developed in live seminars and in live cases that students see in their clinical rotations. (1.5 credits) Prerequisite: PH 538

PH 542 Clinical Diagnosis and Treatment of Disorders of the Cardiovascular/Renal System: Knowing How to Restore the Inner Intelligence of the Fluid Systems
This course will investigate in more detail the diagnosis and treatment of major disorders of the cardiovascular/renal system. Clinical skills will be further developed in live seminars and in live cases that students see in their clinical rotations. (1.5 credits) Prerequisite: PH 541

PH 543 Clinical Diagnosis and Treatment of Disorders of the Gastrointestinal System: Knowing How to Restore the Inner Intelligence of the Nourishing Systems
This course will investigate in more detail the diagnosis and treatment of major disorders of the gastrointestinal system. Clinical skills will be further developed in live seminars and in live cases that students see in their clinical rotations. (1.5 credits) Prerequisite: PH 542

PH 544 Clinical Diagnosis and Treatment of Disorders of the Pulmonary System and ENT: Knowing How to Restore the Inner Intelligence of the Systems That Sustain Life Breath (Prana)
This course will investigate in more detail the diagnosis and treatment of major disorders of the pulmonary system and ENT. Clinical skills will be further developed in live seminars and in live cases that students see in their clinical rotations. (1.5 credits) Prerequisite: PH 543

PH 545 Clinical Diagnosis and Treatment of Disorders of the Articular System: Knowing How to Restore the Inner Intelligence of the Gaps and Joints
This course will investigate in more detail the diagnosis and treatment of major disorders of the articular system. Clinical skills will be further developed in live seminars and in live cases that students see in their clinical rotations. (1.5 credits) Prerequisite: PH 544

PH 546 Clinical Diagnosis and Treatment of Disorders of the Endocrine/Reproductive System: Knowing How to Restore the Inner Intelligence of the Regulation and Reproduction Systems
This course will investigate in more detail the diagnosis and treatment of major disorders of the endocrine/reproductive system. Clinical skills will be further developed in live
PH 547 Clinical Diagnosis and Treatment of Disorders of the Immunologic/Hematologic System: Knowing How to Restore the Inner Intelligence Responsible for the Body’s Resistance and Strength (Ojas)
This course will investigate in more detail the diagnosis and treatment of major disorders of the immunologic/hematologic system. Clinical skills will be further developed in live seminars and in live cases that students see in their clinical rotations. (1.5 credits) *Prerequisite: PH 545*

PH 548 Clinical Diagnosis and Treatment of Disorders of the Nervous System and Skin: Knowing How to Restore the Inner Intelligence of the Main Control, Sensing and Coordinating Systems
This course will investigate in more detail the diagnosis and treatment of major disorders of the nervous system and skin. Clinical skills will be further developed in live seminars and in live cases that students see in their clinical rotations. (1.5 credits) *Prerequisite: PH 547*

PH 550 Clinical Intensive: Culturing the Clinical Relationship – Guiding Patients to Health
In this three-week course at MUM, students will see an extensive series of patients; conduct complete evaluations, including pulse diagnosis, clinical interview, clinical observation, tongue diagnosis; and compose appropriate recommendations for restoring balance, including diet, lifestyle modification, herbs, five-sense therapies, environmental therapies, meditation, Yoga Asanas, etc. The course also includes lectures, group discussions, and other modes of learning. Clinical cases will be conducted under the supervision of faculty and the recommendations will be presented to faculty for approval. (3 credits) *Prerequisite: PH 548*

PH 551 Advanced Clinical Diagnosis and Treatment of Disorders of the Musculoskeletal System: Mastering the Knowledge of How to Restore the Inner Intelligence of the Structural Systems
This course will refine skills in diagnosis and treatment of more serious and chronic disorders of the musculoskeletal system via webinars and analysis of cases encountered in the students’ clinical rotations. (1.5 credits) *Prerequisite: PH 550*
PH 552 Advanced Clinical Diagnosis and Treatment of Disorders of the Cardiovascular/Renal System: Mastering the Knowledge of How to Restore the Inner Intelligence of the Fluid Systems
This course will refine skills in diagnosis and treatment of more serious and chronic disorders of the cardiovascular/renal system via webinars and analysis of cases encountered in the students’ clinical rotations. (1.5 credits) Prerequisite: PH 551

PH 553 Advanced Clinical Diagnosis and Treatment of Disorders of the Gastrointestinal System: Mastering the Knowledge of How to Restore the Inner Intelligence of the Nourishing Systems
This course will refine skills in diagnosis and treatment of more serious and chronic disorders of the gastrointestinal system via webinars and analysis of cases encountered in the students’ clinical rotations. (1.5 credits) Prerequisite: PH 552

PH 554 Advanced Clinical Diagnosis and Treatment of Disorders of the Pulmonary System and ENT: Mastering the Knowledge of How to Restore the Inner Intelligence of the Systems that Sustain the Life Breath (Prana)
This course will refine skills in diagnosis and treatment of more serious and chronic disorders of the pulmonary system and ENT via webinars and analysis of cases encountered in the students’ clinical rotations. (1.5 credits) Prerequisite: PH 553

PH 555 Advanced Clinical Diagnosis and Treatment of Disorders of the Articular System: Mastering the Knowledge of How to Restore the Inner Intelligence of the Gaps and Joints
This course will refine skills in diagnosis and treatment of more serious and chronic disorders of the articular system via webinars and analysis of cases encountered in the students’ clinical rotations. (1.5 credits) Prerequisite: PH 554

PH 556 Advanced Clinical Diagnosis and Treatment of Disorders of the Endocrine/Reproductive System: Mastering the Knowledge of How to Restore the Inner Intelligence of the Regulation and Reproductive Systems
This course will refine skills in diagnosis and treatment of more serious and chronic disorders of the endocrine/reproductive system via webinars and analysis of cases encountered in the students’ clinical rotations. (1.5 credits) Prerequisite: PH 555
PH 557 Advanced Clinical Diagnosis and Treatment of Disorders of the Immunologic/Hematologic System: Mastering the Knowledge of How to Restore the Inner Intelligence of the Body’s Strength, Resilience, and Immunity
This course will refine skills in diagnosis and treatment of more serious and chronic disorders of the immunologic/hematologic system via webinars and analysis of cases encountered in the students’ clinical rotations. (1.5 credits) Prerequisite: PH 556

PH 558 Advanced Clinical Diagnosis and Treatment of Disorders of the Nervous System and Skin: Mastering the Knowledge of How to Restore the Inner Intelligence of the Main Control and Sensing Systems
This course will refine skills in diagnosis and treatment of more serious and chronic disorders of the nervous system and skin via webinars and analysis of cases encountered in the students’ clinical rotations. (1.5 credits) Prerequisite: PH 557

PH 560 Capstone Project and Final Examination: Celebrating Mastery of Total Knowledge of Health
In this final degree program course, students will complete a capstone (senior) project and comprehensive examination including final case presentations. In consultation with faculty, the capstone project may be either a research project or clinical application of integrative medicine. (1 credit) Prerequisite: PH 558

Master of Science in Maharishi AyurVeda and Integrative Medicine – In-residence Track

PH 570 Introduction to Maharishi AyurVeda and Integrative Medicine: Foundations of Consciousness-Based℠, Prevention-Oriented Health Care
In this course students will have the introduction to the foundations of natural, prevention-oriented health care from the perspective of Maharishi AyurVeda, including ayurvedic anatomy, physiology, digestion and metabolism, and pulse assessment. (2 credits) Prerequisite: Acceptance to MS program – In-residence track

PH 571 Principles of Prevention, Diagnosis, and Treatment in Maharishi AyurVeda: Enlivening the Inner Intelligence of the Body to Restore and Maintain Perfect Health
In this course students will study the foundations of natural, prevention-oriented health care from the perspective of Maharishi AyurVeda, including ayurvedic anatomy, physiology, digestion and metabolism, herbology, pulse assessment, mental health, and clinical approach to basic common disorders. Students will also learn about digestive balance and imbalance, ayurvedic internal medicine (Kaya Chikitsa), Yoga Asanas, rejuvenation and purification therapies (Pancha Karma), Vedic architecture, biorhythms
and Vedic prediction (Jyotish), and women’s health, and will get an introduction to the Total Heart Health program. This course also provides a short introduction to Traditional Chinese medicine and homeopathy. This course includes clinical cases. (6 credits) 
Prerequisite: PH 570

PH 572 Musculoskeletal System: Enlivening the Inner Intelligence of the Structural Systems of the Body
This course begins the in-depth study of the ayurvedic approach to the eight organ systems. In this course students will study the anatomy and physiology of the musculoskeletal system and the pathophysiology, prevention, diagnosis, and treatment of main disorders of the musculoskeletal system from the perspective of Maharishi AyurVeda and osteopathy. Students will also receive special training in the pulse diagnosis technique with respect to the musculoskeletal system. The course covers various types of muscular pain and myopathies, which are among the most common complaints in the modern society. This course includes clinical cases. (4 credits) 
Prerequisite: PH 571

PH 573 Cardiovascular/Renal System: Enlivening the Inner Intelligence of the Fluid Systems
This course goes deep into the Total Heart Health program, a comprehensive program to treat and prevent heart disease and its risk factors, including hypertension, obesity, diabetes, and stress. It also covers the main renal disorders, including renal failure, cystitis, kidney stones, and urinary tract infections. In this course students will study the anatomy and physiology of the cardiovascular and renal systems and the pathophysiology, prevention, diagnosis, and treatment of their main disorders from the perspective of Maharishi AyurVeda. Students will also receive special training in the pulse diagnosis technique with respect to the cardiovascular and renal systems. This course includes clinical cases. (4 credits) Prerequisite: PH 572

PH 574 Digestive System and Metabolism: Enlivening the Inner Intelligence of the Nourishing Systems
The health of the digestive system is critical for immunity, strength, and healthy tissues. In this course students will study the anatomy and physiology of the digestive system and the pathophysiology, prevention, diagnosis, and treatment of main disorders of the digestive system from the perspective of Maharishi AyurVeda. This course goes deeply into the principal disorders of the digestive system, including indigestion, hyperacidity, GERD, irritable bowel, and constipation. Students will also receive special training in the pulse diagnosis technique with respect to the digestive system. This course includes clinical cases. (4 credits) Prerequisite: PH 573
PH 575 Pulmonary System and ENT: Enlivening the Inner Intelligence of the Systems that Sustain Prana – The Life Breath
This course investigates the main disorders of the respiratory system including common cold, influenza, asthma, and COPD. In this course students will study the anatomy and physiology of the pulmonary system and ENT, and the pathophysiology, prevention, diagnosis, and treatment of their main disorders from the perspective of Maharishi AyurVeda. This course covers imbalances in ears, nose, and throat and includes an introduction to other systems’ approach to respiratory imbalances. Students will also receive special training in the pulse diagnosis technique with respect to the pulmonary system ENT. This course includes clinical cases. (4 credits) Prerequisite: PH 574

PH 576 Articular System: Enlivening the Inner Intelligence of the Gaps in the Physiology
Joint disorders are very common, often debilitating disorders in modern society. This course addresses different types of arthritis and joint disorders. In this course students will study the anatomy and physiology of the articular system and the pathophysiology, prevention, diagnosis, and treatment of main disorders of the articular system from the perspective of Maharishi AyurVeda. Students will also receive special training in the pulse diagnosis technique with respect to the articular system. This course includes clinical cases. (4 credits) Prerequisite: PH 575

PH 577 Endocrine/Reproductive System: Enlivening the Inner Intelligence of the Hormones in the Physiology
In this course students will learn about obstetrics and gynecology, men's health, and pediatrics. The endocrine system, along with the nervous system, is the master controller of all physiological functions. In this course students will study the anatomy and physiology of the endocrine and reproductive systems and the pathophysiology, prevention, diagnosis, and treatment of main disorders of the endocrine and reproductive systems from the perspective of Maharishi AyurVeda. This course covers various hormonal and reproductive disorders, including thyroid, adrenal, and reproductive problems. Students will also receive special training in the pulse diagnosis technique with respect to the endocrine and reproductive systems. This course includes clinical cases. (2 credits) Prerequisite: PH 576

PH 578 Hematologic/Immunologic System: Awakening Ojas, the Inner Intelligence Responsible for Strength and Immunity
In Maharishi AyurVeda the health of the blood and plasma is the basis for the nourishment and health of all the other systems. In this course students will study the anatomy and physiology of the hematologic and immunologic systems and the pathophysiology, prevention, diagnosis, and treatment of their main disorders from the
perspective of Maharishi AyurVeda. This course covers the common disorders of the cellular components of the blood and immune system. Students will also receive special training in the pulse diagnosis technique with respect to the hematologic and immunologic systems. This course includes clinical cases. (4 credits) Prerequisite: PH 577

PH 579 Nervous System and Skin: Awakening the Main Control Systems of the Body
The nervous system, along with the endocrine system, is responsible for controlling every physiological function, as well as our experience in consciousness. In this course students will study the anatomy and physiology of the nervous system and skin, and the pathophysiology, prevention, diagnosis, and treatment of their main disorders from the perspective of Maharishi AyurVeda. Students will also receive special training in the pulse diagnosis technique with respect to the nervous system and skin. This course includes clinical cases. (4 credits) Prerequisite: PH 578

PH 580 Maharishi Rejuvenation Therapy - Seasonal Purification for Healthy Mind and Body: Purification Leads to Progress
Students will dive deep into the knowledge and application of Pancha Karma – the traditional full-body purification and rejuvenation therapy of Maharishi AyurVeda. Students will learn how to assess the need for Pancha Karma in clients and how to give recommendations based on different conditions. This course includes clinical cases. (1 credit) Prerequisite: PH 579

PH 581 Review, Clinical Cases and Examinations: Integrating and Expressing Total Knowledge of Health
This intensive will give students an opportunity to review and practice the knowledge gained during the course of their studies by consulting live clients under the supervision of experienced clinical faculty. Didactic and clinical competence will be evaluated. (1 credit) Prerequisite: PH 580

PhD in Physiology Program

PH 700 Dissertation Proposal Preparation: Integrating and Expressing Total Knowledge of Health
Each student selects a dissertation committee and submits a dissertation topic to the graduate faculty for approval. Following acceptance of the dissertation topic, the student prepares the dissertation research proposal, which is evaluated by the dissertation committee. (8 credits per semester— may be repeated for credit until dissertation is completed) Prerequisites: PhD candidate status and consent of the dissertation advisor
PH 701 Dissertation Research: Celebrating Mastery of Total Knowledge of Health

Students conduct original research and prepare their dissertations during their third and fourth years in the program. Any changes in dissertation topic must be approved by the dissertation committee. (8 credits per semester — may be repeated for credit until dissertation is completed) Prerequisites: approval of the dissertation proposal and consent of the dissertation committee
DEPARTMENT OF SUSTAINABLE LIVING

FACULTY

• David Fisher, PhD, Department Chair, Associate Professor of Sustainable Living
• Lonnie Gamble, BS, Assistant Professor of Sustainable Living
• Appachanda Thimmaiah, PhD, Associate Professor of Sustainable Living
• Dina El Chammas, MA, Assistant Professor of Sustainable Living
• Anna Bruen, MA, Visiting Instructor of Sustainable Living
• Stuart Valentine, MBA, Adjunct Assistant Professor of Sustainable Living
• Jesse Dann, PhD, Adjunct Professor of Sustainable Living
• Dan Chiras, PhD, Adjunct Professor of Sustainable Living
• Chris Bell, JD, LLM, Adjunct Instructor of Sustainable Living

INTRODUCTION

The Department of Sustainable Living offers programs at the leading edge of sustainability. In these programs, students learn the most up-to-date knowledge and gain hands-on, practical experience in applying what they learn. Sustainable development is a concept typically referring to entire nations or broad geographical regions. When sustainable development is applied to local communities, the critical problems we face are fundamentally those of human consciousness. They arise when people do not use the full potential of their creativity and intelligence and, as a result, violate laws of nature.

Maharishi University of Management is the first university in the world to expand the scope of sustainable living to include the knowledge of how to live in accord with natural law — how to avoid creating problems in the first place. This can be done only from the level of consciousness itself. In our study of consciousness we realize that the keys to solving puzzles in sustainability are the keys to our own consciousness. It is through developing awareness of the true connection between humans and their surroundings that we will see lasting progress in sustainability and the quality of the environment.

The Sustainable Living major builds an understanding of how to think critically when considering the design and flourishing of manmade as well as natural systems. It involves knowledge of the ecology of living systems with implications for sustainability in the areas of technology, agriculture, architecture, energy, and landscape design, as well as in personal growth and evolution, social interaction, and sustainable business practices.
Programs Offered

• BA in Sustainable Living, which prepares students to interact with evolving green technologies and adapt the principles of deep sustainability to any system in order to implement sustainable principles that support careers, further study, or research.

• Minor in Sustainable Living, which provides students with a practical foundation for understanding the principles and practices of deep sustainability.

• Certificate in Regenerative Agriculture, a year-long program that combines classroom instruction with six months of field work learning all facets of organic agriculture, from starting seeds to post-harvest field preparation.

• MA in Sustainable Living, which offers students more advanced sustainability training which will allow them to coach any group of environmentally-minded people – a village, business, school, or non-profit organization – to integrate all major components of sustainability into their endeavors.

SPECIAL FEATURES

• In response to critical pressure on our planet’s natural resources, the Sustainable Living programs focus on pragmatic skills and knowledge that support the provision of sustainable energy, food, water, waste services, and the development of essential public policy that underlies the ubiquitous provision of these services. The widespread adoption of regenerative technologies depends on the development of a new and more holistic worldview – one that is rooted in an understanding of natural systems, humans’ place in them, and the development of non-exploitive, cooperative relationships among humans and between humans and nature. We need a fundamental change in the philosophy and theory that guides human’s relationship with each other and the rest of nature. David Korten calls the old exploitation and extraction based worldview the Empire story, and the new cooperative worldview Earth Community.

• At Maharishi University of Management, the experiential basis of a change in worldview to Earth Community is the simple, natural and effortless experience of being provided by the practice of the Transcendental Meditation technique. Regular meditation combined with dynamic activity in daily life leads to the development of higher states of consciousness, making the new worldview not just an intellectual idea but a lived reality. In addition to the outer pragmatic skills necessary for physically designing and building a sustainable world, our program provides the inner foundation for the creation of a new outer world. This inner foundation includes the development of consciousness and the supporting intellectual understanding about the fundamental philosophy and social, political, and economic theory underlying this new world view.

• For the BA, students can earn up to 16 credits of internships in on-the-job training in sustainable agriculture, renewable energy and green building organizations environmental and other non-profits, green business, and many other venues that provide practical experience in selected areas of interest.
• Academic credit may also be earned in the BA for successful completion of professional certification courses in Building Biology and Permaculture Design.
• Students have the option of taking a semester in Hawaii that includes study of permaculture, the history of sustainability in Hawaii, and designing and working on projects related to sustainability.

DEPARTMENTAL REQUIREMENTS

Graduation Requirements for the Bachelor of Arts Degree in Sustainable Living

To graduate with a BA in Sustainable Living, students must successfully complete all requirements for the bachelor’s degree. (Please refer to “Degree Requirements” in “Academic Policies.”) As part of the requirements for the BA in Sustainable Living, students must complete 52 credits of course work as follows:

20 credits of SL core courses
• SL—B101 Sustainability, Buildings and the Built Environment
• SL—E101 Energy and Sustainability
• SL—G101 Permaculture Design
• SL—G201 Ecology
• SL—P101 Global Sustainability
plus at least 4 credits of Sustainable Living Internship
Note: up to 12 additional credits of Sustainable Living Internship can be applied towards the elective requirement (see below).

plus 20 credits of Sustainable Living elective courses
Students may concentrate four of their electives in Sustainable Living concentrations. The remainder of electives can be any Sustainable Living courses, or from the following:
• ED 335 Education for Sustainability
• MGT 431 Entrepreneurship – Concept to Market
• GOV 402 Making Peace with the Earth
Students may also request to have other courses accepted as elective credit at the discretion of their adviser.

plus 8 credits Sustainable Living Senior Project
A summative project that will apply concepts and skills learned in other Sustainable Living courses. Before taking Sustainable Living Senior Project, it is highly recommended to take Sustainable Living Project Prep, which counts as an elective.

plus
• Pass Senior Comprehensive Exam on Sustainable Living
Graduation Requirements for the Minor in Sustainable Living

To graduate with a minor in Sustainable Living, students must complete 24 credits of Sustainable Living courses as follows:

20 credits of SL core courses
- SL—B101 Sustainability Buildings and the Built Environment
- SL—E101 Energy and Sustainability
- SL—G101 Permaculture Design
- SL—G201 Ecology
- SL—P101 Global Sustainability

plus one additional Sustainable Living course (4 credits)

Graduation Requirements for a Certificate in Regenerative Agriculture

To receive a certificate in the Regenerative Agriculture Professional Certificate Program, students must complete 37 credits of Sustainable Living courses, as follows:

33 credits of courses:
- SL—A401 Planning an Organic Farm (4 credits)
- SL—A340 Soil Science (4 credits)
- SL—A202 Biodynamic Agriculture (4 credits)
- SL—A341 Starting Seeds in Greenhouses (3 credits)
- SL—A342 Greenhouse Management (3 credits)
- SL—A343 Field Preparation and Transplanting (3 credits)
- SL—A344 Organic Crop Nutrient Management (3 credits)
- SL—A345 Organic Pest Management (3 credits)
- SL—A346 Harvest, Post-Harvest, and Value Addition (3 credits)
- SL—A347 Apprenticeship (3 credits)

plus, two Forest Academies (4 credits)

Requirements for Concentrations

Our goal is to give students the skills to rethink every aspect of human endeavor in terms of sustainability. To achieve this, our Sustainable Living program is designed to provide grounding in entire field of sustainability. To complement this breadth, we provide depth in key areas through 3–4 course sequences. We call these course sequences concentrations. Concentrations are available as dictated by student demand.

Students are not required to take concentrations, and courses in concentrations are open to students not taking concentrations within a given area. Students may take as much or
as little of a concentration as desired. However, completion of all courses in a concentration in the suggested order is designed to yield a holistic level of depth in the subject area that may not be obtained by taking just part of it. The entry-level course in each concentration is often a Sustainable Living Program Core Course and is usually a prerequisite for higher-level courses in the concentration.

Concentrations are not designed to provide vocational training leading to a high level job in the field, e.g. an architect or engineer. For that, we recommend significant further study at an institution specializing in that vocational field.

Below is a listing of concentrations and the courses that comprise them. For details on each course including prerequisites, see the list of courses in numerical order in the “Courses” section below.

**Agriculture**
SL—A101 Organic Agriculture
SL—A201 Season Extension
SL—A401 Planning an Organic Farm
SL—A202 Biodynamic Agriculture

**Sustainability and the Built Environment**
SL—B101 Sustainability, Buildings, and the Built Environment (required core course)
SL—B201 Natural Building
SL—B202 Ecocities
SL—B301 High Performance Green Building

**Energy**
SL—E101 Energy and Sustainability: The Energy Basis of Humans and Nature (required core course)
SL—E201 Energy Technology
SL—E301 Modeling and Monitoring Energy Flow

**Fundamentals of Sustainability**
SL—F151 Deep Ecology
SL—F305 Spirituality and Sustainability
SL—F310 Sustainability and Social Justice
SL—F401 Philosophies of Sustainability

**Applied Soil Ecology**
SL—G201 Ecology (required core course)
SL—G195 Living Systems
SL—A301 Living Soil
Social Changemaker
SL—P101 Global Sustainability (required core course)
SL—P303 Energy Consciousness and Society
SL—P404 How to Create Social Change

Regenerative Agriculture
SL—A401 Planning an Organic Farm (4 credits)
SL—A340 Soil Science (4 credits)
SL—A202 Biodynamic Agriculture (4 credits)
SL—A341 Starting Seeds in Greenhouses (3 credits)
SL—A342 Greenhouse Management (3 credits)
SL—A343 Field Preparation and Transplanting (3 credits)
SL—A344 Organic Crop Nutrient Management (3 credits)
SL—A345 Organic Pest Management (3 credits)
SL—A346 Harvest, Post-Harvest, and Value Addition (3 credits)
SL—A347 Apprenticeship (3 credits)
Note: This concentration must be taken in its entirety and in sequence.

Teaching Major Available within the Sustainable Living Major
Students in Sustainable Living may select courses that prepare them to gain an Iowa teaching license when combined with a major in secondary education. Students should consult the Education Department early in their planning to organize their college sequence of courses. Those wishing to become secondary biology teachers must take a minimum of 24 credits in the Sustainable Living and Physiology & Health majors.

Masters of Arts in Sustainable Living
Sustainability has become a global hot topic over the last 15–20 years, but its meaning has been increasingly diluted. The result is that what often passes for sustainability today is a vision of the future that settles for little more than making existing systems more efficient, and replacing toxic materials and practices with those that are less toxic. While useful and frequently necessary, these steps fall well short of the change required to bring about a fully healed Earth and human civilization. What is needed is Deep Sustainability, which calls for restructuring entire systems rather than making only superficial changes.

Deep Sustainability is more fully defined as life in a thriving world in which we lead rich, celebratory, productive, and spiritually fulfilling lives without depleting each other, the other creatures that inhabit the earth with us, and the present and future environment that we all depend on. Taken together, the core precepts of Sustainable Living represent a new
way of thinking about humanity's presence on the earth and its place in the universe. This new paradigm is rapidly replacing the old paradigm that created the industrial age, neoclassical economics, and a mechanistic, reductionist worldview that values dominating nature more than cooperating with it.

The MA in Sustainable Living not only gives students the most profound knowledge, tools, and skills needed to understand Deep Sustainability, but also the experience of putting them to use in practical, real-world settings. The goal of this program is to learn how to integrate all the components of a sustainable community – including some rarely mentioned in other MA programs such as the development of consciousness, indigenous values, and cultural competence – into a dynamic, holistic framework that is self-reinforcing.

Salient features of the program include:
• A cohort system, in which the entire class takes a sequence of courses together for the first year. This allows maximum time for bonding as teams work through community projects together.
• Assigning half of the students’ time in the first year and all of it in the second year to application of classroom experience to field sustainability projects.
• Transdisciplinary methodologies, which integrate different disciplines to create entirely new approaches to problem-solving.
• The recognition that different personality types approach challenges differently. Transformers recognize the value of existing structures and strive to work at high levels within existing organizations and structures, creating change from within. By contrast, revolutionaries prefer to spend their energy imagining new realities and designing creative solutions to implement them rather than trying to fix what they see as unsustainable organizations.
• The option to complete the second phase of the program by serving in the U.S. Peace Corps. (Successful application to the Corps is required.)

**Entrance Requirements for the Master of Arts Degree in Sustainable Living**
To enter the MA program, an applicant must have an undergraduate cumulative Grade Point Average of at least a 3.0 (out of a possible 4.0)

**Graduation Requirements for the Master of Arts Degree in Sustainable Living**
To graduate with an MA in Sustainable Living, students must successfully complete all requirements for the Master’s degree. (Please refer to “Degree Requirements” in “Academic Policies.”) As part of the requirements for the MA in Sustainable Living, students must complete 61 credits of course work (81 with the U.S. Peace Corps option, see above) as follows:
• FOR 500 Science of Creative Intelligence (2 credits)
• FOR 523 Construction of Unified Field Chart (2 credits)
• FOR 524 Advanced Topics in Field Sustainability (2 credits)
• SL 502 Nature, Indigenous Wisdom, and the Self (2 credits)
• SL 510 Facilitating Holistic Community Development (3 credits)
• SL 517 Advanced Ecological Design Implementation (3 credits)
• SL 524 Advanced Foundations of Sustainability (3 credits)
• SL 531 Consciousness and Sustainability Seminar (2 credits)
• SL 540 Transformative Entrepreneurship (3 credits)
• SL 546 Holistic Social Justice and Ethics (3 credits)
• SL 550 Conceptual Maps for Change-Makers (3 credits)
• SL 560 Conscious Economics (3 credits)
• SL 580 Community Sustainability Project (8 credits)
• SL 595 Field Work and Thesis Preparation (22 credits)
COURSES

Undergraduate Courses

SL—A101 Organic Agriculture: Nourishing Civilization through Safe Food Production (Offered annually)
This course will explore how aligning agriculture with Natural Law can be accomplished using the basic principles of ecological agriculture at all stages of food production, processing, and marketing. Students will examine the influence of conventional agricultural practices on ecosystems, environmental quality, and human health, as well as its impact on socio-cultural and economic aspects. The course also includes hands-on organic agriculture production practices such as soil management, composting, pest management, harvesting, storage, and marketing. Specific management requirements for important vegetable and field crops will also be discussed. The course also explores understanding of USDA organic standards and certification system. A case study on Bhutan as the first country going 100% organic by 2020 will be discussed in detail. Students spend approximately half of their time in class learning principles of crop production and half of the time applying their knowledge and gaining practical experience at the University’s organic farm and greenhouses or other organic farms. Course fee: $65 (4 credits)

SL—A201 Season Extension (Offered according to demand)
Learn how to extend the season growing, harvest produce throughout the winter and start transplants using unheated hoop houses. Topics include: choosing the hoop house location, design, layout, and costs, growing transplants, natural insect and disease control in hoop houses, nutrition, food system sustainability, and more. Class will include field trips to local hoop houses and some hands on activities. Course fee: $65 (4 credits)

SL—A202: Biodynamic Agriculture (Offered annually)
Biodynamic Agriculture is an advanced state of organic farming which lays the foundation for a new way of thinking about our relationship to earth and the environment. It was the first ecological farming system to raise a voice against the commercial fertilizers and pesticides during the early years of industrial agriculture. In Biodynamic agriculture a farm is considered as a self-sufficient organism with interactions with biotic and abiotic factors. This course will introduce students to biodynamic agriculture, concepts, principles and practices. Students will understand soil as a living entity, soil formation, classification, agronomic aspects comprising soil fertility, nutrient cycling, and the importance of soil organic matter. This course will also
cover biodynamic preparations, which are vital in this system of farming. The role of planets and constellations on plants and farming to attune the crops to the biorhythms of nature will be discussed. The Demeter Biodynamic and Processing Standards for certification and marketing of certified products will also be covered. Course Fee: $65 (4 credits)

**SL—A205 Agriculture and Food Certification** (Offered according to demand)
Globalization of the agri-food system and the complex challenges in the present food supply chain and safety has necessitated the importance for inspection and certification. To ensure quality and safety, independent organizations provide assurance to the stakeholders. Such independent organizations or third parties are private or public organizations responsible for accessing, evaluating, and certifying safety and quality claims based on a particular set of standards and compliance methods. Food certification provides assurances about a product to consumers and traders by providing information about the commodity and its production processes. This course will provide practical understanding of standards and certification processes for Organic and Biodynamic Agriculture, SQF, BRC, HACCP, Non-GMO project, and Global GAP. Upon successful completion, the students will receive a certificate from Demeter Association and Cert ID. Lab fee: $65 (4 credits)

**SL—A301 Living Soil: Pure Consciousness Expressing Healthy Plants Through Vibrant Soil** (Offered annually)
This course presents a journey into the soil beneath our feet — the true “Last Frontier” — so close, yet so poorly understood. Students will delve into the world of the below ground and learn what all those billions of creatures are doing down there. Precisely because people did not understand healthy soil, “modern” chemical agriculture slowly but surely destroyed the very basis of healthy crop production. In this course, students will learn how and why modern agriculture fell into the trap of chemical dependency, and how to grow bumper crops that contain nutrients in the forms, amounts and balances that humans require. They will also learn which organisms are needed in soil for different plant species and in different climates, and how to see them and monitor their presence. The course also teaches how to easily grow one’s own soil biota and put them back into soil to replenish and revitalize gardens, agricultural fields, orchards, vineyards or their own back yard. Lab fee: $65 (4 credits) *Prerequisites:* SL—G101, SL—G195, and SL—G350

**SL—A340 Soil Science**
Soil is one of the most complex ecosystems, with a diversity of habitats that differ from place to place. Even within a farm no two soil patches are the same. This course will help
to understand soil formation, soil physics, chemistry and biology, nutrient cycles and flows, and managing high quality soils. (4 credits)

**SL — A341 Starting Seeds in Greenhouses**
In this course students will learn about bed preparation, including making and maintaining raised beds. The next step will be starting seeds in a greenhouse. Activities will include installing irrigation, mulching, and applying biodynamic preparations. Students will also visit farms and businesses, as well as begin learning about farm accounting and record keeping. (3 credits)

**SL — A342 Greenhouse Management**
Activities during this course will include installing greenhouse shade cloths, transplanting seedlings, weeding, mulching, applying biodynamic preparations, and harvesting. A workshop on beekeeping will also be offered. Students will also learn to organize and run a fundraiser. (3 credits)

**SL — A343 Field Preparation and Transplanting**
This course will focus on field preparation and transplanting greenhouse seedlings to the fields. Students will continue with activities such as weeding, mulching, and harvesting. The course will include a workshop on food and agriculture certification standards and systems. (3 credits)

**SL — A344 Organic Crop Nutrient Management**
Organic crops often require special attention, and this course will focus on managing organic crop nutrients. Other farm activities will continue, such as weeding, mulching, and harvesting. Also, this course will cover how to handle crop termination, the stage when plants have reached the end of their cycle. A workshop on food processing and adding value will be offered. (3 credits)

**SL — A345 Organic Pest Management**
Natural pest control will be a topic in this course, including the types of pests that are common and how organic farmers deal with them. This course will also continue with instruction in crop termination. In addition, students will learn about fall bed preparation, including rock dust amendments, planting over-winter crops, applying compost, applying compost tea preparations, and applying biodynamic preparations. The Southeast Iowa Food Hub will offer a workshop on food advocacy. (3 credits)

**SL — A346 Harvest, Post-Harvest, and Value Addition**
This course will include harvesting of the cold weather crops that had been planted. The focus will be on winterizing: draining the irrigation and removing the infrastructure,
storing machinery and equipment, doing financial accounting, and evaluating the crop plan. (3 credits)

**SL—A347 Apprenticeship**
(3 credits)

**SL—A401 Planning an Organic Farm: Natural Law as the Basis of Intelligent Planning** (Offered at least every other year)
This course provides an opportunity for students to create a business plan for a small farm or farming-related business. Students will learn the planning process from exploring their values and goals to creating a vision and mission, and on to planning strategies for the financial, human resources, marketing and production aspects of their farm/business. Topics will include annual and perennial crops, value-added enterprises, income/cash flow, risk analysis and contingency planning. We will also examine the SPIN business models for small farms. The class will include field trips to local farms and food-related businesses. Course fee: $65 (4 credits) **Prerequisite:** one of the following: SL—A101, SL—A201, SL—A301, or consent of the instructor

**SL—B101 Sustainability, Buildings and the Built Environment** (Offered annually)
The built environment consists of all the things that humans build: buildings and the rural, suburban, and urban context in which they are placed. Buildings, the cities they are placed in, and the transportation systems that connect them are the biggest things that humans build. Designing and building them sustainably is one of the greatest challenges facing humanity. This course gives an overview of issues of sustainability in the built environment and the developing solutions –high performance solar powered buildings, natural building, the ecocity movement, reuse of existing structures, urban agriculture, managing water in the urban landscape, turning wastes into resources. We’ll also explore how we can use the ancient ideas about orientation and placement of buildings and the design of cities from Maharishi Sthapatya Ved in the design of the contemporary sustainable built environment. The goal is to create a built environment that, like the natural environment, is regenerative, giving back more than it takes. This course is one of five required core courses in the Sustainable Living program and is a prerequisite to other courses in the Built Environment concentration. Course fee: $65 (4 credits)

**SL—B201 Natural Building** (Offered every other year)
Natural building is the art and science of using lightly processed, natural materials to create beautiful, durable, energy efficient structures. Students will learn how to combine traditional materials with contemporary ideas about sustainability. **Topics include:** the design process, materials and methods (straw/fiber, clay, earth, stone, wood and their combinations) building science for natural building, air and moisture flow, energy
considerations, siting and zoning Course will include hands on work in a variety of materials, and may include the construction of a structure. Lab fee: changes yearly (4 credits) Prerequisite: SL—B101

**SL—B202 Ecocities** (Offered every other year)
Cities are the biggest things that humans build. The car centered urban, suburban, and rural patterns of human settlement that have developed in North America are a byproduct of the era of cheap fossil fuels, and waste resources and human energy. This course will explore the emerging principles of sustainable city design. **Topics include:** historic perspectives, the ecocity movement, the effect of density on sustainability, land use and zoning for sustainability, new urbanism, urban agriculture, and more. (4 credits)
*Prerequisite:* SL—B101, or consent of the instructor

**SL—B240 Maker Course: Learn (Just Enough) to Make (Almost) Anything** (Offered every other year)
"The Maker Movement" emphasizes learning-through-doing in a social environment. Maker culture emphasizes entrepreneurship, open-source technology and peer-to-peer development, and this class will introduce you to the world of Makers. In this course, we’ll introduce you to the new tools that are being developed that are revolutionizing and democratizing the way things are being made, and we’ll discuss how the innovation process is changing as a result. Tools like the Arduino open source micro controller, developed to make electronic systems development open to people like artists and farmers, 3d printers, computer controlled routers and laser cutters. You will also learn to use more conventional tools, like woodworking tools, blacksmithing equipment, and welding equipment. Most of the time will be spent in the shop making things. “Desktop manufacturing” is now possible, and like desktop publishing, audio, and video production, it will revolutionize the way things are made. Students will have the chance to work individually or in groups on developing their own prototype of a sustainably produced product. There will be plenty of hands-on shop time, along with brainstorming sessions and critiques. We will also discuss the ethics of technology and consumer culture, and how the Maker movement might lead us to a world where we control our "stuff," instead of it controlling us. Class will include field trips to the shops and offices of local innovators and makers, guest lectures, and films. (4 credits)

**SL—B301 High Performance Green Building: Shaping the Future with Regenerative Design** (Offered every other year)
Fifty percent of the energy that flows through the US economy is used in buildings. Rethinking the design of buildings is a key part of sustainability. In this course, students learn the basic principles of designing and constructing climate responsive buildings that create more energy and clean water than they use. The emphasis will be on using
commercially available conventional building materials, although natural building materials will be introduced. (Building with natural, lightly processed materials is covered in Building 203: Natural Building.) Topics include: the design process, building science, energy, air and moisture flow in buildings, health effects of material selection, building components (foundations, wall sections, roof systems, HVAC, siding etc.), the development process, zoning, passive solar/renewable energy, and siting. Course fee: $65 (4 credits) Prerequisite: SL—G101

SL—E101 Energy and Sustainability: The Energy Basis of Humans and Nature
(Offered annually)
This course explores the role energy plays in sustainability and in the development of complexity and order in nature and in the human economy. Anything of economic value comes from nature or from humans, and both require energy. Therefore, energy is critical to the economy. Energy inevitably loses usefulness as it flows through manmade and natural systems. Sustainability is about regeneration and renewal of opportunity for future generations. Therefore, renewable sources of energy are essential for sustainability. Students will learn basic energy concepts and their application to sustainability and renewable energy systems. The course will include lecture, readings, films, guest speakers, field trips, and hands-on work. This course is one of the six sustainable living core courses and is required for all courses in the energy concentration. Course fee: $65 (4 credits)

SL—E201 Renewable Energy Technology (Offered every other year)
On earth, solar energy is the only energy source available to renew and offset the inevitable decline in usefulness as energy flows through manmade and natural systems. Sustainability is about regeneration and renewal of opportunity for future generation, and therefore switching from fossil fuels to solar energy is essential for sustainability. Direct solar (thermal and photovoltaics), wind, and flowing water are the core technologies necessary to power a sustainable economy. This course gives students the theoretical and practical background necessary to design and evaluate renewable energy technology that use solar energy directly (solar thermal and PV) and solar energy in the form of wind and flowing water. The course will include lecture, readings, films, guest speakers, field trips, hands-on work, and a team project. Course Fee: $65 (4 credits) Prerequisite: SL—E101, MATH 170, or consent of the instructor

SL—F151 Deep Ecology (Offered every other year)
The main argument in environmental ethics is between anthropocentric (human centered) and non-anthropocentric ways of being in the world. For people who advocate non-anthropocentric philosophies, it is of utmost importance for the human species to begin to behave in less selfish ways. Deep Ecology is the main non-anthropocentric school of
thought and though founded in the 1970s, it draws on sources as vast in time and
discipline as Taoism, Native American religions, and Quantum Physics. This course will
study the innovator of Deep Ecology, the late Norwegian philosopher Arne Naess, and
trace the movement up to its current incarnations in America and elsewhere, specifically
centering on the Transpersonal Ecology of Warwick For as it pertains to Maharishi’s
teachings. This course will spend time in nature with the earth as our teacher, culminating
in a camping trip. Finally, the course will show the close correlation of Deep Ecology
with the concept of natural law and Maharishi’s Vedic principles. Lab fee: $100 (4
credits)

**SL—F250 Systems Thinking** (Offered at least every other year)
Applied Systems Thinking is a course that provides participants the opportunity to apply
Dynamic Systems Thinking approaches, developed at MIT by Donella and Dennis
Meadow and Jay Forrester, to look at the impacts of exponential growth on our planet.
Their concepts outlined in the famous "Limits to Growth" became the basis for computer
systems modeling, ranging from manufacturing to climate change. This course will
primarily focus on agriculture and food production, but students will have the opportunity
to apply systems approaches to planning and problem solving with virtually any system
that interests them. Students will engage in film viewing, discussions, hands-on activities,
field trips, group projects and other exciting and fun excursions into the Systems
Thinking world. (4 credits)

**SL—F305 Spirituality and Sustainability** (Offered every other year)
The goal of this course is to expose students to the thinking of some of the leaders in the
field of sustainability who feel that there is an important relationship between spirituality
and sustainability. Some of these thinkers go so far as to say that this relationship is
essential to the project of sustainability so that without understanding spirituality there is
no sustainability. This course will explore the relationship of spirit and sustenance in a
variety of ways, through readings, field trips and speakers. By interacting with people
outside of our community, sometimes in real world situations, students will have the
opportunity to see how a person’s belief system affects their idea of sustainability and in
turn their actions. Course fee: $65 (4 credits)

**SL—F310 Social Justice and Sustainability** (Offered every other year)
Is it possible to have a grossly inequitable society and still have it be “sustainable?” Is
“sustainable development” really sustainable if it is undertaken within a context of
economic injustice? Are modern western societies and globalization just a new face on an
old, unsustainable theme: empire? We will attempt to answer these questions, and raise
several others, in this course. This class will explore concepts like “environmental
racism” and disciplines like “eco-pedagogy” as it looks at the role that social justice
should play within the project of sustainability. We will read authors like Vandana Shiva, David Orr, and Paulo Freire. Also, students will conceive and direct a project that addresses social justice issues within the community of Fairfield. Course fee: $65 (4 credits)

**SL—F320 Consciousness and the Dilemmas of the 21st Century**

This course builds upon a new design for STC 107 (Science and Technology of Consciousness) that starts with an investigation of consciousness and ways of knowing. The class then investigates how a new paradigm and associated technologies can help address the most challenging dilemmas of our century. (4 credits) *Prerequisite:* permission of the department

**SL—F325 Hawaiian History and Culture Through the Lens of Consciousness and Sustainability**

Hawaii is profoundly different from the mainland USA. In this course, we will review the history of Hawaiian people and culture, to identify those elements that have contributed to or detracted from deep sustainability. (4 credits) *Prerequisite:* permission of the department

**SL—F405 Deep Sustainability** (Offered every other year)

Deep Ecology is a movement in environmental philosophy that differentiates itself by asking deeper questions about the assumptions active in our modern thinking and draws from deeper sources—including Eastern and Indigenous religions and philosophies—in order to understand the human role in the current ecological crises and to generate truly novel solutions. Deep Sustainability, or the particular kind of Deep Sustainability that is being developed here at MUM, is that kind of thinking applied to the sustainability movement. It questions the commonly held beliefs of our scientistic and economistic worldview and it looks to the sources of human Being, like the idea of “purpose” or conceptions of “consciousness,” to guide our understanding into the future. Using Daniel Quinn’s book *Ishmael* as the primary text, but also looking at other theories of deep sustainability, this course in Deep Sustainability will challenge people to identify the worldviews they inhabit, to attempt to shift their paradigm towards evermore sustainable versions, and to reach out to people with other belief systems as a way of creating the new planetary consciousness that is necessary for the 21st Century. (4 credits)

**SL—G100 CCTS: Understanding and Advocating for Sustainability — The Individual as the Unit of Sustainability** (Offered every semester)

Passing along the awareness that the sustainability movement is the future of the human project is the key to any possible future. Therefore, this introductory course is designed to give students the experience of diving right in to the discipline of Sustainable Living.
Students will read from a variety of books and articles and engage in creative exercises that will allow them to discern key concepts in sustainability. Students will have the opportunity to open to the field of all possibilities by going through the process of evaluating their own beliefs alongside the belief systems of a variety of key players in the field of sustainability. Also, students will learn vital skills of assessing and listening that will help them refine their communication of key concepts, values, and beliefs in an intelligent and effective manner. At the end of this course, students should be able to say what they believe, express why, and do so in a way that invites participation rather than confrontation. (4 credits) Prerequisite: taken during students’ first semester, or with consent of the Department faculty.

SL—G101 Permaculture Design (Offered annually)
Permaculture Design is a system for rethinking and redesigning of every aspect of human endeavor in terms of sustainability. As such, it is a cross-disciplinary design system that involves architecture and building, agriculture, energy, urban and city design, economics and livelihoods, water, and the aesthetic integration of all of these in human settlements. On successful completion of the course, students will receive an internationally recognized certificate. The basic principles of permaculture design were developed by integrating the observation of natural systems, traditional indigenous wisdom, and modern scientific and technological knowledge by David Holmgren and Bill Mollison. Through lecture, discussion, observation, field trips, hands-on learning, videos, slide shows, and handouts, students gain the practical skills and theoretical knowledge to design and implement sustainable systems in harmony with the natural world so participants can understand and apply these methods and skills to their home property and local community. Participants will learn principles and methodologies of sustainable design, how to read the landscape’s strategies and tools for urban and rural homesteads, food forests and orchards, greenhouse operation, natural building and alternative energy techniques. This is a foundation course for the entire Sustainable Living program. Lab fee: $65 (4 credits)

SL—G107 Ecology: Observe How Living Organisms Maintain Perfect Orderliness in Their Physical Environment (Offered annually)
Ecology is often defined as the study of relationships between organisms and their living and non-living environment. The term has become more generalized in recent years to refer to a set of interacting entities in an environment. These entities could be thoughts, technologies, beliefs, organisms, pollutants, or mountains and the environment could be an individual mind, community, society, organism, planet, culture, or meadow. This more generalized notion of ecology opens us up to understand ecology as something that exists in the universe rather than just a lens or set of questions through which we gain knowledge of the world. In this course students will learn about fundamental ecological
concepts, including niche, habitat, community, ecosystem, biomes, biosphere; population ecology; species interactions; energy flows; nutrient cycling; and succession. Lab fee: $65 (4 credits) 

Prerequisites: SL-G100 (CCTS) or consent of the instructor

SL—G130 Materials, Tools, and Methods for Sustainability (Offered every other year)
This course will provide students with a comprehensive background in the nature and properties of our planet’s material resources and how they may be used in sustainable and ecologically friendly ways. Topics include: identifying different types of wood and knowing the best types for various purposes (e.g., why hickory is best for tool handles and cedar for shingles), understanding the differences between different types of metals and knowing when and where to use them (e.g., why it might be a bad idea to use brass next to aluminum), becoming expert in the use of tools, measuring instruments, methods of fastening and joining things, planning projects, and discussing the role of fine craftsmanship and consciousness-imbibed goods in the coming age. Lab fee: $65 (4 credits)

SL—G195 Living Systems: How Life’s Dynamic Intelligence Applies the Principles of Biochemistry, Cell Biology, and Genetics to Uphold Self-Organization, Maintenance, and Evolution of Life (Offered according to demand)
Fundamental to all life are basic functions that uphold self-organization, maintenance, and evolution. This course covers aspects of biochemistry, cell biology, genetics, and evolution, with emphasis on the expressions of intelligence, order, and integration found at different levels of biological organization. Course Fee: $65 (4 credits)

SL—G200 Building Biology: Learning to Restore the Balance between Nature, Ourselves, and the Built Environment (Offered according to demand)
This course examines the link between building practices and occupants’ health and well-being. Founded in Germany over 30 years ago, Building Biology not only encompasses sustainable and green practices, but also goes beyond them. It focuses on “building for life,” or how to optimize living conditions by applying healthy building and remodeling principles to living spaces. Students will find out how current construction practices impact the health of occupants and will gain skills to identify, analyze, and solve problems dealing with electromagnetic radiation, high-frequency radiation, indoor air quality, and water quality. They will also learn about natural building and remodeling practices through home inspections, case study reviews, and teleconferences with Building Biologists from around the country. The course looks at healthy buildings from different perspectives: a) elements — how air, water, matter, and energy impact the indoor environment, including health risks and remedies, b) design — what design
features promote a healthy building, and c) standards — applying Building Biology Healthy Home Standards. Course Fee: $65 (4 credits)

SL—G280 Ethnobotany: How Indigenous Peoples Use Plants for Culinary, Spiritual, Medicinal, and Other Purposes to Maintain Traditional Connections with Natural Law (Offered every other year)
Plants have met a large proportion of man’s physical, emotional, and spiritual needs for ages and continue to do so today, though often in new and less obvious ways. The broad scope of such use is the subject of this course, covering not only food and shelter but also clothing, herbs and spices, ornamentation, medicine, soaps, cosmetics, rope, and rubber, as well as artistic and spiritual uses. Course includes a trip to The Field Museum in Chicago. $65 course fee (4 credits)

SL—G326 Sustainable Initiatives — Now and Tomorrow
This course takes the ideas of the previous course on Hawaiian history and looks at what is being done now to promote sustainability, with a particular focus on education. Student teams compete for the best new design of one initiative that could be undertaken with a local partner. (4 credits) Prerequisite: permission of the department

SL—G340 Economics of Sustainability (Offered every other year)
Gain a conceptual understanding of economic sustainability and acquire specific knowledge and information needed to apply these concepts in your professional and personal life. A sustainable economy must be capable of meeting the needs of the present without diminishing opportunities for the future. Since all economic value is derived from either nature or society, a sustainable economy must continually renew and regenerate the “natural and human capital” from which it derived its “economic capital.” Sustainable capitalism may seem an oxymoron because today’s neoclassical capitalist economy clearly is not sustainable. However, market economies provide the most efficient means of meeting our individual needs if nature and society are protected from economic exploitation. We have the collective ability and means to work together to provide the social and political restraints and incentives needed to ensure long run ecological and social integrity. Through hands-on experiences both on campus and in the community, students in this course will gain an understanding of how sustainable living creates the ethical and intellectual foundation for sustainable businesses, communities, economies, and societies. Course fee $65 (4 credits)
SL—G353 Sustainable Water Resource Management: Water and Sustainability; Problems and Solutions to Water Quality and Scarcity Worldwide (Offered every other year)

Fresh water resources play a key role in any sustainable community and are pivotal to the success of long-term sustainable development. In this course students will learn about the problems plaguing water resources and will acquire the skills to implement appropriate solutions on the scale of the watershed as a whole. Students will learn how to put together integrated watershed management plans by doing on site data collection, evaluating the data collected and suggesting sustainable water management practices based on their assessment. These practices primarily emulate the natural water cycle and include water conservation, green water infrastructure and the use of alternatives to fresh water resources such as harvested rainwater and reclaimed wastewater. Lab fee: $65 (4 credits)

SL—G370 Environmental Law: Connecting National Law with Natural Law to Protect the Environment from Global Warming, Pollution, and Resource Depletion while Creating Abundance for All Nations (Offered according to demand)

From local regulations about water quality to global initiatives like the Kyoto Accord, the law is an important tool for regulating our use of the environment. During this course, students will become familiar with international treaties and protocols on global warming, pollution, and endangered species. The class will also study the key features of American environmental law including the Clean Air and Water Act, the Environmental Protection Act, and other current policies and regulations. Perhaps most importantly, students will understand the lawmaking process as a way to use the legal system to bring about positive change and build sustainable communities. (4 credits)

SL-G395 Team Projects

Teamwork, intelligently directed to achieve the best possible outcomes, is essential to any sustainability initiative. This course asks teams of students to take on a local challenge and propose a plan, or actually engage in work, to address this challenge. (4 credits)

Prerequisite: permission of the department

SL—G398 Internships (Offered according to need)

Students will have the opportunity to apply their skills and knowledge related to sustainability in real-world situations while earning academic credit. Up to 16 credits of internship can be applied towards the degree. Four credits are required. (4 credits)

Prerequisites: consent of the Sustainable Living department and Academic Standards Committee
SL—G399 Directed Study (Offered according to need)
(variable credits) Prerequisite: consent of the Department faculty and Academic Standards Committee

SL—G400 Sustainable Living Project Prep: Planning Your Personal Contribution to Life in Accord with Natural Law (Offered according to need)
This course is devoted to preparing students for the Senior Sustainable Living Project (SL—G401). Students will meet with faculty to research, discuss, and plan the project to ensure that it will unfold as smoothly as possible. (4 credits) Prerequisites: good academic standing and consent of the instructor

SL—G401 Senior Sustainable Living Project: Applying Natural Law-Based Knowledge to Real-World Enterprises to Test Principles of Sustainable Technologies (Offered annually)
In this final course, students apply what they have learned to a special senior project. Under the guidance of faculty, students will design and implement some aspect of a sustainable community, using opportunities in the city of Fairfield, Maharishi Vedic City, Abundance Ecovillage (just north of Fairfield), or the Maharishi University of Management campus itself. The project may be an individual effort, or students may work together in small teams to produce a fitting tribute to the concept of Sustainable Living, one that will prepare them to take on real projects wherever they may choose to work. (4 credits — may be repeated for credit) Prerequisite: SL—G101

SL—G402 Green Leadership Adventure (Offered according to demand)
This action-packed course will explore group dynamics and leadership in the context of adventure sports while providing visits to world-famous projects and institutions known for sustainable design. This course has been offered in Hawaii, and the Western US. Future host locations include the coast of Maine, Costa Rica, and Bhutan. Course length varies from 4-6 weeks. Course fee: varies based on trip location. (4–6 credits)

SL—G403 Apprenticeship in Teaching Sustainability: How to Apply Natural Law to Teaching by Assisting with the Instruction of Selected Courses in the Sustainable Living Program (Offered according to demand)
This course is designed to allow advanced undergraduate students of good academic standing the opportunity to assist an instructor in teaching a course in sustainability. It is especially recommended for those students who plan to go into a teaching career or who expect to help finance graduate work through teaching assistantships. In most cases it will involve helping the instructor with course planning and preparation, small discussion groups, homework and quiz grading. Some lecture and lab preparation and presentation may also be included as a teaching experience. (4 credits)
SL—P101 Global Sustainability (Offered annually)
How do we set about structuring a sustainable living environment that can be maintained on a global scale for all future generations? This course is about the big picture that drives the global sustainable living agenda. It provides a broad perspective on the problems we face as a species. We study what can and should be done to transform the current trends effecting population growth, biodiversity, climate, energy supply and consumption, food and water security and other threats to sustainability. We explore the shift in mind set or consciousness that is needed to take us from regarding the environment and an expendable resource to treasuring it as an entity with which we must live in harmony. This is the social change-maker concentration core course. Lab fee: $25 (4 credits)

SL—P404 How to Create Social Change (Offered every other year)
We have the solutions to create a sustainable future, but it isn’t happening nearly fast enough. This course studies what works to achieve big social change to make a sustainable future happen. This is a ‘brains-on,’ practical course. The class will meet with and interview an exciting range of highly successful change-makers in industry, campaign groups, and government. Some theory of social change will also be reviewed. Working as a team, students will develop their own understanding of social change and create a definitive report on the topic. We will also look at the many opportunities for graduates to build meaningful careers in this field. Lab fee: $25 (4 credits)

Graduate Courses

SL 502 Nature, Indigenous Wisdom, and the Self (Offered annually)
This course will give you an opportunity to build relationships with other students, learn field-tested naturalist skills and explore connections between nature and consciousness. You will be introduced to the Kamana Naturalist Training Program in which you will explore local nature through direct experience. This will provide a solid foundation of local nature awareness as you prepare to design local sustainability projects. It will also give you the tools to familiarize yourself with “the experience of place” in natural ecosystems wherever you go in the world. (2 credits)

SL 510 Facilitating Holistic Community Development (Offered annually)
The principal goal of this course is to learn how to create ecologically, economically, culturally, and socially sustainable community of people. Strategies for identifying goals and using locally appropriate solutions will be emphasized. Through studying and integrating the connections between community needs you will learn how to maintain a big picture perspective while focusing on specific challenges. In addition, you will learn strategies for sustainable community development focusing on locally identified goals
using locally appropriate solutions. The course will explore high performing community development organizations around the world and will draw comparisons to identify best practices. (3 credits)

**SL 517 Advanced Ecological Design Implementation** (Offered annually)
Biomimicry studies the models and patterns of nature, and then uses those designs and processes to solve human problems. How would nature solve the problem of excessive river flooding, or synthesize – without high temperatures, pressures or toxic chemicals – an adhesive strong enough to hold a barnacle to a rock lashed by heavy waves? Learning from nature, then applying it to solve challenges of food production, energy use, water management, and built structures, will be the emphasis of this course. In the process, you will learn how to weave resilience into nature-inspired solutions, so that your design can absorb perturbations, survive, and rebound stronger than ever. (3 credits)

**SL 524 Advanced Foundations of Sustainability** (Offered annually)
This course will use John Ehrenfeld’s book Sustainability by Design as a road map for asking deep questions about the nature of sustainability: What is sustainability’s relationship to Being? Is sustainability a moral ideal? What are the possible roles of technology, business, science, art, and spirituality in our quest for sustainability? How does a knowledge of worldviews and paradigms affect our understanding of sustainability? An approach called deep sustainability, currently being developed at MUM, will be explored and utilized in addressing these questions. Deep sustainability finds inspiration in the discipline of deep ecology—questioning the assumptions of our cultures and drawing motivation from the source of our humanity—but directly applies it to the issues of sustainable living: food systems, water issues, green energy, natural building, healthy communities. (3 credits)

**SL 531 Consciousness and Sustainability Seminar** (Offered annually)
This weekly hour-long course is devoted to integrating the vital element of consciousness into the fabric of sustainability. It will consist of presentations by SL faculty and graduate students, faculty from other MUM departments, visiting faculty, and special speakers. It will provide you with opportunities for dynamic observation and discussion on an area that is only just beginning to be acknowledged by other graduate programs in sustainability. (1 credit, may be repeated for credit)

**SL 540 Transformative Entrepreneurship** (Offered annually)
Transformational Entrepreneurship uses a synthesis of technological, social and ecological tools to create solutions that are responsible, scalable and sustainable. The focus of this course is on creating sustainability through entrepreneurship. You will learn about the various business classifications (for profit, not for profit, co-operative) and
when each one is appropriate. You will also learn practical tools such as business model prototyping, project proposal writing and ways to secure project funding. If you are interested in consultancy, this course will give you basic business tools to get started. (3 credits)

**SL 546 Holistic Social Justice and Ethics** (Offered annually)
In a truly sustainable community, the rights of people are considered alongside the rights of the environment. A sustainable community should in fact recognize that one cannot be removed from the other – they are two sides of the same coin. Social Justice will be explored as a movement based on the concepts of universal rights and equity for the entire natural world, which includes humanity. You will consider perspectives on social justice from modern to indigenous and how the rights of all life are manifested at every level of society. You will also consider various holistic ethical and moral viewpoints on social justice. (3 credits)

**SL 550 Conceptual Maps for Change-Makers** (Offered annually)
The map is not the territory, but maps are helpful in making decisions about how to get where you want to go. This is especially the case as a change maker in the complex global environment of today. In this course you will be exposed to, learn the language of, and practice application of conceptual frameworks as related to creating change towards holistically resilient communities. (3 credits)

**SL 560 Conscious Economics** (Offered annually)
This course will first provide you with an understanding of the critical assumptions of neoclassical economics that have resulted in unsustainable capitalist economies. You will then explore the alternative worldview, purpose, and principles essential for economic sustainability by exploring the ethical, philosophical, and spiritual roots of ecological, social, and economic sustainability. A collaborative learning process that utilizes field trips, exercises, videos, and guest speakers – in person and via Skype – will make ideas and concepts immediately relevant to your life and work. The class will involve new ways of thinking, knowing, learning, and being in the world: ways not only essential for avoiding a global ecological catastrophe but also for progress toward a new and better future. (3 credits)

**SL 580 Community Sustainability Project** (Offered according to demand)
Approximately half of the program’s first-year activities will be occupied by this semester-long course. It will consist of organizing teams that will design and implement specific projects in Fairfield in cooperation with the Sustainability Coordinator of the city or other municipal entities. Or the projects may tackle challenges on the MUM campus or in rural areas of Jefferson County. Teams will apply the skills, knowledge, and tools they
learn in the classroom to real-world situations that will have lasting impact. Their performance will be evaluated by team members, other teams in the cohort, the Project Coordinator, and the course coordinator. (4 credits, may be repeated for credit)

**SL 595 Field Work and Thesis Preparation** (Offered to second year students)
This second-year course of independent study may consist of working full time with a group of people seeking to make their community, business, or other kind of organization more sustainable. As mentioned above, another option is to complete a two-year stint in the Peace Corps as part of its Masters International program (assuming that you are accepted by the Peace Corps). Still another option is to conduct research into some area of sustainability that interests you. In any case, this work will include preparation of a final report or theses of publishable quality. (variable credits, may be repeated for credit)
TRANSCENDENTAL MEDITATION and TM-SIDHI PROGRAMS

FACULTY

- Kristine Wood, BS, Co-Director
- Michael Farrer, MA, Co-Director, Director of Evaluations

INTRODUCTION

The development of consciousness is a core value of the University and an integral component of the academic program. The twice daily practice of the Transcendental Meditation® technique as part of a balanced routine of rest and activity, allows students to naturally grow in higher consciousness as they cultivate the total potential of their brain physiology. Four decades of scientific research have shown Transcendental Meditation to be highly beneficial to student success and the promotion of campus harmony. For this reason, practicing the Transcendental Meditation technique is an important and required part of the curriculum and daily life at Maharishi University of Management. All students, faculty, and staff meditate together twice a day for twenty minutes in the morning and afternoon. Many students also learn the advanced TM-Sidhi program including Yogic Flying and practice this in large groups in the Golden Domes of Pure Knowledge. The result is a healthy, creative and peaceful individual — the basic unit of a healthy, creative and peaceful community, nation and world.

SPECIAL FEATURES

- Focus on a healthy daily routine with regular twice-daily practice of the Transcendental Meditation and TM-Sidhi programs
- Group meditation in the classroom with fellow students and faculty
- Group practice of the TM and TM-Sidhi programs in the Golden Domes of Pure Knowledge with fellow students, faculty and staff
- TM Retreats for Meditators — including specially structured extra meditation, plus knowledge meetings with discussion of experiences of the growth of consciousness
- World Peace Assemblies for Sidhas — including large group practice in the Golden Domes, plus knowledge meetings with discussion of experiences of the growth of consciousness
- Knowledge meetings on development of consciousness offered throughout the year to promote greater understanding of the growing integration of life that is the goal of this program
• Personal TM checking with a certified teacher of the Transcendental Meditation technique to help ensure that all questions are answered and students continue to enjoy their meditation, blissfully and effortlessly, throughout the year

COURSES

Undergraduate Courses

MVS 100 The Transcendental Meditation Program: Developing the Total Potential of the Human Brain
All students begin their studies at Maharishi University of Management by learning the Transcendental Meditation technique, a simple, natural, effortless procedure practiced 20 minutes twice a day while sitting comfortably with the eyes closed. The technique is easy to learn and enjoyable to practice, and is not a religion, philosophy or lifestyle. Over six million people have learned it – people of all ages, cultures and religions. This course includes personal instruction in the Transcendental Meditation technique as well as monthly follow-up by a certified teacher to ensure the student is gaining maximum benefit. The laboratory component of this course includes twice-daily group meditation in the classroom. (1 credit)

DC 320 The Transcendental Meditation Program: Developing Higher States of Consciousness through Regular Alternation of Deep Rest and Dynamic Activity
This course includes additional group practice (beyond what is required in the classroom) of the Transcendental Meditation technique in one of the meditation halls. All undergraduate students who practice the Transcendental Meditation technique but have not completed the TM-Sidhi course are eligible for enrollment in this course which runs concurrent with every block in which they are registered. (1 credit per semester)
Prerequisite: MVS 100

MVS 331 Transcendental Meditation-Sidhi Course: Learning to Harness Total Natural Law to Work for You and Fulfill Your Desires, Part I
The Transcendental Meditation technique allows the mind to settle down effortlessly and naturally to experience pure consciousness, the Self, the silent inner reservoir of creativity and intelligence that underlies all our mental activity. The TM-Sidhi® program cultures the ability to think and act from that profound inner silence, so that our thoughts and actions are more joyful, powerful, and life-supportive. The TM-Sidhi program was brought to light by Maharishi from the Yoga Sutras of Patanjali, from the ancient Vedic tradition. This course includes instruction in the TM-Sidhi program and group knowledge and experience meetings. (2 credits) Prerequisites: MVS 100, at least two months of regular practice of the Transcendental Meditation technique, completion of the TM-Sidhi course application, and acceptance by the Maharishi Foundation.
MVS 332 Transcendental Meditation-Sidhi Course: Learning to Harness Total Natural Law to Work for You and Fulfill Your Desires, Part II
Following successful completion of MVS 331, students may enroll in MVS 332 to complete their instruction in the TM-Sidhi program including Yogic Flying in a two-week in-residence format. Students will move into special on-campus housing for this part of the course. (2 credits) Prerequisites: MVS 331, regular practice of the Transcendental Meditation technique, completion of the TM-Sidhi course application, and acceptance by the Maharishi Foundation.

DC 332 The Transcendental Meditation and TM-Sidhi Programs, including Yogic Flying: Learning to Think and Act from the Level of Transcendental Consciousness
This course includes additional group practice of the Transcendental Meditation and TM-Sidhi program including Yogic Flying (beyond what is required as homework for other courses) in the Golden Domes or other Flying Hall. All undergraduate students who have completed the TM-Sidhi course are eligible for enrollment in this course which runs concurrent with every block in which they are registered. (2 credits per semester) Prerequisite: MVS 332

Graduate Courses

MVS 100 The Transcendental Meditation Program: Developing the Total Potential of the Human Brain
All students begin their studies at Maharishi University of Management by learning the Transcendental Meditation technique, a simple, natural, effortless procedure practiced 20 minutes twice a day while sitting comfortably with the eyes closed. The technique is easy to learn and enjoyable to practice, and is not a religion, philosophy or lifestyle. Over six million people have learned it – people of all ages, cultures and religions. This course includes personal instruction in the Transcendental Meditation technique as well as monthly follow-up by a certified teacher to ensure the student is gaining maximum benefit. The laboratory component of this course includes twice-daily group meditation in the classroom. (1 credit)

MVS 531 Transcendental Meditation-Sidhi Course: Learning to Harness Total Natural Law to Work for You and Fulfill Your Desires, Part I
The Transcendental Meditation technique allows the mind to settle down effortlessly and naturally to experience pure consciousness, the Self, the silent inner reservoir of creativity and intelligence that underlies all our mental activity. The TM-Sidhi® program cultures the ability to think and act from that profound inner silence, so that our thoughts and actions are more joyful, powerful, and life-supportive. The TM-Sidhi program was brought to light by Maharishi from the Yoga Sutras of Patanjali, from the ancient Vedic
tradition. This course includes instruction in the TM-Sidhi program and group knowledge and experience meetings. (2 credits) Prerequisites: MVS 100, at least two months of regular practice of the Transcendental Meditation technique, completion of the TM-Sidhi program course application, and acceptance by the Maharishi Foundation.

MVS 532 Transcendental Meditation-Sidhi Course: Learning to Harness Total Natural Law to Work for You and Fulfill Your Desires, Part II
Following successful completion of MVS 531, students may enroll in MVS 532 to complete their instruction in the TM-Sidhi program including Yogic Flying in a two-week in-residence format. Students will move into special on-campus housing for this part of the course. (2 credits) Prerequisites: MVS 531, regular practice of the Transcendental Meditation technique, completion of the TM-Sidhi course application, and acceptance by the Maharishi Foundation.

FOR 500 Science of Creative Intelligence: Understanding and Experience of the Source, Course, and Goal of Creative Intelligence in Your Own Pure Consciousness as the Basis of All Knowledge and Success in Life
In the Science of Creative Intelligence, students study the structure of the field of pure intelligence, from which all fields of knowledge arise. Only from this most fundamental level can knowledge be unified. This course examines how the creative intelligence displayed in every grain of creation arises in a systematic and sequential fashion from within that one basic universal field. Students also examine how one can access and use that universal field of intelligence to bring fulfillment to their own lives and to life on earth. In 1972, Maharishi laid out the main principles of this new science in a 33-lesson, videotaped course. He integrated the understanding of nature’s intelligence provided by modern science (through its objective approach) and by ancient Vedic Science (which utilizes both objective and subjective approaches to gaining knowledge). It is the first course taken by all new graduate students. (2-4 credits)

DC 520 The Transcendental Meditation Program: Developing Higher States of Consciousness through Regular Alternation of Deep Rest and Dynamic Activity
This course includes additional group practice (beyond what is required in the classroom) of the Transcendental Meditation technique in one of the meditation halls. All graduate students who practice the Transcendental Meditation technique but have not completed the TM-Sidhi course are eligible for enrollment in this course which runs concurrent with every block in which they are registered. (1 credit per semester) Prerequisite: MVS 100
DC 535 The Transcendental Meditation and TM-Sidhi Programs, including Yogic Flying: Learning to Think and Act from the Level of Transcendental Consciousness

This course includes additional group practice of the Transcendental Meditation and TM-Sidhi program including Yogic Flying (beyond what is required as homework for other courses) in the Golden Domes or other Flying Hall. All graduate students who have completed the TM-Sidhi course are eligible for enrollment in this course which runs concurrent with every block in which they are registered. (2 credits per semester)

Prerequisite: MVS 532
INDIVIDUALIZED MAJOR

In the event that no single major alone satisfies a student’s interests and career goals, he or she may, with the guidance of two faculty, propose an Individualized Major that meets all of the standards of a college major but is composed of courses from two or more majors. These standards are given below.

**INDIVIDUALIZED MAJOR STANDARDS**

Students will complete an application by the end of their third semester at the University (or the equivalent for transfer students) showing how they meet all the necessary standards. As a first step, students interested should contact the Program Director for an initial discussion and detailed guidelines (contact details available from the Enrollment Center). The final proposal for each student’s individualized major must be approved by the University’s Individualized Major Committee. As an introduction, here are some general guidelines.

**Length**

Students will be asked to consult with two subject-area faculty and together design a major of at least 48 credits, with one concentration of at least 16 credits taken from one major. At least half of the courses in the major should be at the 300-level or above. Only eight credits of directed studies and eight credits of internships are permitted over and above the senior project described below.

**Faculty Supervision**

Students may propose an Individualized Major on any subject matter that permits coherent, in-depth study using resources available through the University, and that does not duplicate an existing program. Two subject-area faculty members from different departments must read and approve the proposal and agree to advise the student throughout the plan’s implementation. One of the faculty should be from the concentration, and both should agree to read and evaluate the Senior Project. If there is no one on University faculty with sufficient expertise in the proposed major, students together with the Program Director will need to find someone with recognized expertise in this field to be one of their faculty advisors.

**Foresight**

Students’ proposals must be approved by the Individualized Major Committee after at least 20 credits of the general education requirements have been met and before half of
the proposed major courses have been taken. Applicants should have at least a “B” (3.0) average in their MUM coursework to date.

**Coherence**

The plan must be organized around a central theme and be substantial enough in content to meet the aims of college study. It should also have a theme from Maharishi’s Science of Consciousness, connecting the interdisciplinary theme to life as a whole.

**Range of Knowledge**

The plan should provide for a) a foundation of skills, concepts, and methods appropriate to the proposed area of study, b) study of leading thinkers in the field, c) a planned opportunity to apply one’s knowledge and skills to real world problems and issues or to complete a substantial research project, and d) knowledge of Science of Consciousness relevant to the theme.

**Senior Project**

The major will include an integrative project to be completed in a two-block Senior Project, pursued at the end of the plan. The project is a sustained, focused exploration of a selected topic supported by the plan, using methods appropriate to the subject, and permitting reflection on and creative use of material encountered earlier in students’ studies. The project may take any form, including, for example, laboratory, field, or other empirical research; a substantial essay or research paper; a performance, panel, or public presentation; a community program; a web site; or some other form that the student chooses. Projects in all formats must be supported by appropriate independent research and a bibliography of works cited. They must include a section relating the project to the Science of Consciousness. All performance and media projects must include a written rationale, criteria for evaluation, and a self-evaluation at the end according to the criteria.

**Reporting**

In addition to working with the subject-area advisors, students are required to meet personally or by phone with the Director of the Individualized Major Program once every three month to report progress.
ROTATING UNIVERSITY

SPECIAL FEATURES

The Rotating University program offers courses of study abroad, usually of four to six weeks duration. The purpose of these courses is to develop “international citizens,” individuals capable of acting spontaneously in accord with the laws of nature in any culture. Most courses focus on academic topics relevant to the culture. Some include the study of local language and geography. In every course, students learn to manage their daily study and travel within the laws and customs of a foreign country and culture.

Past courses have ranged from biking and hiking through New Zealand and Australia, adventure sport in southeast Asia, visiting famous art museums and historic places of Italy, cruising the Greek islands, to exploring the rich cultural and spiritual traditions of India, the Land of the Veda.

New courses include food culture in Italy, sacred sites of India, permaculture and soil science in Costa Rica, sustainability in Bhutan, community development in Columbia, sustainability and leadership in Hawaii, and sustainability in Columbia.

See the following course descriptions below or in their respective sections of the catalog.

**HUM 232 Discovering Other Countries: The Land and Its People**
This Rotating University course introduces the history, culture, and politics of countries such as Italy, Greece, Spain, and South Africa. The focus varies from course to course, but with an emphasis on local sustainability, culture, and food. (variable credits)

See also ESS 325, WTG 410, MC 336, MGT 485, and MVS 485.
NON-DEGREE GUEST STUDENTS

On-Campus Guest Student Policies

Non-degree-seeking students who wish to take an on-campus course normally offered only to DAY or E/W program students may do so by applying online at www.mum.edu/apply. The MUM Admissions Office will process your application.

Note: Guest Students are expected to participate fully in the class including taking the final exam. If the student does not fulfill this requirement, a grade of “NC” will be given for the course and the NC will be included in the student’s GPA.

Three other policies guide courses taken by Guest Students:

1) When taking credit-bearing courses as a Guest Student, it is recommended that students take STC 108 or FOR 500 first. However, students may take up to eight credits of other course work before they must take one of these courses. (The first course our degree-seeking students take when they enter the University is the Science and Technology of Consciousness course (STC 108) for undergraduates or the Science of Creative Intelligence course (FOR 500) for graduate students.)

2) A maximum of eight credits taken as a Guest Student may later be applied to a degree program.

3) After completing eight credits, Guest Students are required to register as a degree-seeking student and declare a major. New degree-seeking students can only enroll at the very beginning of a semester.

For course offering details, please refer to the various academic departments’ sections in this catalog, or visit our website. To view our course schedule, please go to www.mum.edu/classes.

For details concerning costs, withdrawal and refund policies, please refer to the ACADEMIC POLICIES and FINANCIAL AID sections located later in this catalog.

Withdrawal and Refund Policy for On-Campus Credit Courses

1) To withdraw from the course before it has started, notify the Enrollment Center.
2) To withdraw after a course has started, notify the course instructor and the Enrollment Center within three days of the last day of class attended. Please give complete information including the reason for withdrawal and the last date of class attendance.

3) It is your responsibility to inform your instructor of your intention to withdraw within three days of your last day of class attendance. If you are absent longer than three days, the instructor may assign a grade of NC.

Follow these procedures to apply for a refund:

1) Be sure to complete the above instructions. Refunds are based on the last date of class attendance.

2) File a request for refund at the time of withdrawal from the course at the Enrollment Center. Refunds are given only to those who officially withdraw from a course within three days of the last date of class attendance.

3) A student who withdraws after the first day of the course will be charged a minimum of 50% of the course fee. After 25% of the course has been taken, there is no refund.
ONLINE EDUCATION

Our distance education programs offer online degree programs, credit courses, and non-credit courses to cater to the needs of busy learners who might have responsibilities that do not permit traditional campus attendance. Maharishi University of Management’s distance education program offers a variety of courses for both credit and noncredit, with a portfolio that continues to expand. For more information, see mum.edu/online.

If you are a currently enrolled, full-time MUM student wishing to take an MUM online course for credit, please see the MUM Registrar. If you are not a currently enrolled MUM student and wish to apply for an online for-credit course, please complete the application here: https://www.mum.edu/mum-online/course-registration/

Note: A maximum of eight credits of Distance Education courses may later be applied to a degree program.

Transcendental Meditation technique
Students enrolled in online education, like all students at Management, practice the Transcendental Meditation technique. Those who don’t already practice the technique must learn it from an authorized TM Teacher. To find a TM Teacher, please visit www.tm.org. One way to learn the TM Technique in the U.S. is to enroll in ED 101 and ED 102 (for undergraduate courses) or ED 501 and ED 502 (for graduate courses). An application to receive MUM academic credit for learning the TM technique is available at www.mum.edu/tmcourse. Instruction in the TM Technique is available in many locations worldwide, during which the students learn the technique and correct practice of it.

Online For-Credit Attendance, Participation and Expectations Policy
Online students will be automatically withdrawn if not logged on to the online course by Day 7 by 11:59 pm (central time) after the course-begin date that is published in the schedule. During the length of the course, a student must participate according to the course syllabus within a 14-day period or will be automatically dropped.

Students who fail to maintain active participation in an online course as defined in the course syllabus will be dropped from the course, unless their instructor has given prior approval and instructor has notified the MUM Registrar and de@mum.edu.

Student “attendance” in online courses will be defined as active participation in the course as described in the course syllabus. Online courses have weekly mechanisms for student participation, which can be documented by any or all of the following methods:
Submission/completion of assignments, discussions, quizzes, and communication with the instructor.

Policy for Incomplete Work in For-Credit Courses
If a student cannot meet the deadline for submission of academic work, then he or she must agree to a Late Work Contract in order to submit the work late. For more information, see the information on Grading in the Academic Policies section in this catalog.

Online For-Credit Course Withdrawal and Refund Policy
Students needing to withdraw from an online credit courses must inform their instructor and the Distance Education department at de@mum.edu of their intent to withdraw.

Refunds for Online Degree-Seeking For-Credit Withdrawals are on a per semester % attended basis:
http://portals.mum.edu/RelId/631944/ISvars/default/Reductions_in_Charges_and_Financial_Aid.htm

Online Non-Credit Course Withdrawal and Refund Policy
1. To receive a full (100%) refund you must email your request to de@mum.edu within 3 days of your registration date. (Registration date is the day you pay the registration fee for your online noncredit course.)
2. You are eligible for a 50% refund 4-7 days after your registration date upon request to de@mum.edu. No refunds thereafter. Registration date is the day you pay the registration fee for your online non-credit course.)

Online Non-Degree For-Credit Withdrawal and Refund Policy
Students who have not applied to a degree program and are taking one course at a time will be charged a minimum 50% of the course fee, and after 25% of the course, there is no refund. If a student wishes to withdraw from a course after it has started, the student must email a request to de@mum.edu within seven days of the date he or she stopped participating.
GRADUATION POLICIES

The University faculty determines whether students are qualified to graduate. Qualifications are based on 1) satisfactory completion of all academic requirements as described in the degree or certificate requirements listed below, 2) the specific requirements for the student’s major or program (listed under “Academic Programs”), and 3) success in meeting the requirements for the Development of Consciousness course.

At least three days before graduation, students’ records must be complete with the Registrar and indicate the following:

- all academic requirements for their degree program have been satisfied,
- final grades are on file or a confirmation by faculty of a passing grade has been received,
- all fees and charges incurred have been paid, and borrowed materials returned,
- an “Application for Graduation” was submitted at least 60 days prior to graduation and fees paid,
- all undergraduate assessments administered by the Office of Evaluation have been completed, and
- an “Exit Interview” with the Financial Aid Office has been completed if the student received Federal student loans.

Students whose academic records are not complete by two days before the graduation ceremony will not receive their degrees with that graduating class. They must reapply for the next graduation. Degrees are awarded twice a year, at the end of each semester. One graduation ceremony is held each year, at the end of the spring semester.

Graduation requirements, including major and minor requirements, are determined by the requirements stated in the Catalog of the year the student begins studying at the University, though students may elect (by formal request to the Graduation Director) to graduate under the requirements published in later catalogs. Please see the Graduation Director in the Enrollment Center if you have any questions about graduation requirements.
BACHELOR’S DEGREE REQUIREMENTS

Credits Required
A minimum of 128 credits (semester hours), including up to 16 credits in Development of Consciousness courses, up to 70 transfer credits, and up to 16 hours of directed study and internship credit, is required for students to graduate with a bachelor’s degree. Within these credits, students must fulfill the following courses and requirements:

General education requirements

Note: Requirements may vary for students pursuing their 2nd bachelor’s degree. For transfer-in and re-admit students, please read the information in the GENERAL POLICIES section as well as what is outlined below.

Development of Consciousness (DC) Course

Twice daily practice of the Transcendental Meditation technique is the foundation of Consciousness-Based education. Every class incorporates two group meditations in the daily schedule and individual morning meditations as part of daily homework.

Required course first semester:
MVS 100 Instruction in the Transcendental Meditation technique (This course is waived for those who have learned the TM technique before coming to the University.) (1 credit)

During the First Two Semesters:
STC 108 or 109 Science and Technology of Consciousness (6 credits)
CCTS Course (4 credits) (Students may petition to waive this requirement based on transfer credits.) This is a critical and creative thinking seminar that immediately follows the first course. Most undergraduate majors offer one of these CCTS courses, which may vary from year to year. For more information please refer to the Critical and Creative Thinking Seminars section listed under ACADEMIC PROGRAMS in the General Education section.

Note: These first two courses are prerequisite for all other courses taken at the University.
WTG 191 College Composition 1 (4 credits) (May be waived based on the results of a diagnostic assessment or transfer credit.)
WTG 192 College Composition 2 (4 credits) (Students may petition to waive based on transfer credits.)
PH 101 Physiology Is Consciousness (4 credits) or ED 420 Neurophysiology of Learning and Development in Children (4 credits) Prerequisite: WTG 192
FOR 103 Health-Related Fitness (2 credits) (Recommended taken at the beginning of second semester; not repeatable)
PHYS 110 Foundations of Physics and Cosmology (4 credits)
Before Graduation:
FOR 431 Higher States of Consciousness (2 credits) or MVS 202 Self-realization, Freedom, and Fulfillment (4 credits)

Plus 4 credits from each of the following broad fields:
Fine Arts
Humanities
Applied Social Sciences
Mathematics (Math 153 or higher)

Specific courses that may be used to satisfy distribution requirements:

- **Fine Arts (4 credits)**
  Any writing course numbered higher than 192
  Any music course numbered higher than 199
  *Or one of the following:*
  FA 141 Art of the Self
  FA 201 Art and Nature
  FA 205 Principles of Design
  FA 301 Drawing 1
  FA 311 Painting 1
  FA 331 Photography 1
  FA 341 Ceramics 1
  FA 351 Sculpture 1
  MC 335 Digital Photography

- **Humanities (4 credits)**
  Any literature course including LIT 220
  *Or one of the following:*
  FA 203 Understanding Art and Media
  FA 204 CCTS: Spiritual Quest in Media & Myth
  FA 231 Great Civilizations
  FA 381, 382, 383, and 384 (Art History I, II, III, IV)
  FA 470 Contemporary Art & Criticism Seminar
  MC 300 Narrative
  MVS 225 MVS and Judaism, Christianity, and Islam
  MVS 226 MVS and Buddhism, Taoism, and Confucianism
  MVS 370 Yoga Philosophy
  SL-F305 Spirituality and Sustainability
SL-F310 Social Justice and Sustainability
SL-F405 Deep Sustainability
SL-P101 Global Sustainable Environment

- **Applied Social Sciences** (4 credits)
  - Any education, business, or government course
  - Any ESS Leadership course
  - *Or one of the following:*
  - MVS 308 Research Design and Outcomes on the *Transcendental Meditation* and *TM-Sidhi* Programs
  - MVS 309 Fundamentals of Creating World Peace
  - MVS 555 Ideal Administration
  - PH 120 Psychology
  - PH 314 Biostatistics
  - SL—E101 Energy and Sustainability
  - SL—G100 CCTS: Understanding and Advocating Sustainable Living
  - SL—G101 Permaculture Design
  - SL—G220 Environmental Planning and Landscaping
  - SL—P101 Global Sustainable Environment
  - SL—P202 Policy for Food Security
  - SL—P302 Energy Policy for Sustainability
  - SL—P404 How to Create Social Change

- **Mathematics** (4 credits)
  - Any mathematics course numbered MATH 153 or higher (includes MATH 170 Mathematics for Sustainability, MATH 200 CCTS, and MATH 266 Geometry for the Artist), or
  - MGT 314 but only if the student has been placed by the Department of Mathematics higher than MATH 153.

*(Note: The math distribution requirement may be satisfied by courses taken elsewhere. For details on how to satisfy the math distribution requirement and/or any math requirement of an academic major, consult the MUM Catalog / Academic Policies / Mathematics Placement for the year you entered or were readmitted to MUM, or your Academic Advisor, or the Math Department.)*

**Major Requirements**

Completion of requirements for a major field of study, listed under Academic Programs. (A maximum of 50% of the credits in a major may be transferred.)
Undergraduate students may declare a major at any time, but in order to continue their registration, students must declare after taking 54 credits (generally three semesters) or, for transfer students entering with 36 or more credits, by the end of their first semester at MUM.

**Plus Forest Academies**

Students enroll in a two-week Forest Block at the beginning of each semester that they are enrolled for at least 3 blocks.

- Students in 1-year programs are required to take 2 Forest Academy courses.
- Students in 1 ½-year or longer programs are allowed to miss one Forest Academy over this time. If more than 1 is missed, a makeup is required.

**Grade Point Average (GPA)**

Cumulative GPA of 2.0 or higher

**Recreation**

Completion of Forest Academy course entitled “Health Related Fitness.” Undergraduate students are strongly recommended to participate in four hours of dynamic physical activity each week and to request a fitness assessment each semester.

**General University Assessments**

These assessments are administered by the Evaluation Department as part of the University’s evaluation of its institutional learning goals. They have no bearing on students’ standing, but every student is required to participate upon entry to the University and again prior to graduation.

**PLACEMENT TESTS**

Placement tests are administered at the beginning of each semester to determine which courses the student needs to satisfy their Composition and Mathematics requirements. (If a student wishes to use his or her standing in a math placement test to satisfy the prerequisite for a course, that course must be taken within a year of the test. Otherwise, the test will need to be taken and passed at that level again.)

**Composition Placement Policies**

All students are expected to reach a beginning college level of writing ability before they enter their major. To achieve this level students are expected to take one or two composition courses, depending on their entering writing ability: Composition 1 (WTG 191) and Composition 2 (WTG 192). Students may waive Composition 1 on the basis of
a placement test given shortly after registering for the first time at the University. They
may also waive Composition 2 if they have received a “B” or better in a composition
course at another university. (See “Transfer Credit Policy” in the General Policies section
below for more details on transfer-in credit.) Completing Composition 2 is also a
graduation requirement for all undergraduate students (though it may be met through
approved transfer credit).

Mathematics Placement Policies

There are two distinct types of undergraduate mathematics requirements at Maharishi
University of Management, which are satisfied in entirely different ways.

• The distribution requirement in mathematics: Undergraduate students need to take
  and pass at least one course (4 credits) in mathematics at the level of Math 153 or
  above. (Can be satisfied by transfer credit, but not by placement testing.)

• Major and prerequisite requirements: A student’s major may require more
  mathematics and some courses have mathematics prerequisites. (Can be satisfied by
  placement testing, but not by transfer credit, except at a very high level.)

On entry into Maharishi University of Management, all entering and readmit
undergraduate students are required to be placed in mathematics, whether or not they
have declared a major. This usually requires entering students to take a mathematics
placement test, with few exceptions, according to the following rules.

The results of this placement determine what level of math courses they are eligible to
take. Policies governing math placement are also available online at
www.mum.edu/mathplacement

1. Mathematics Placement Meeting. Every new and readmit student is required to come
to the Mathematics Placement Meeting that usually takes place in the first week after
the student arrives on campus. At this meeting, students either take a placement test or
establish that they don’t need to. A make-up meeting is held about a week later for late
arrivals.

2. Meeting the distribution requirement through transfer credit. If a student’s
transcript at the time of entry to MUM shows a mathematics course at the 100 level or
above with grade C or above, taught by the Mathematics Department at another
accredited university or college, then that student is deemed to have satisfied the
distribution requirement in mathematics. (Such a course will have prefix MATH,
MAT, MTH, etc., but not STA, STAT, BUS, MAN, BMAT, etc.) If such a student has
declared a major at MUM that does not require further mathematics, and the student
does not intend to enroll for any course with a math prerequisite, then a placement test
is *not required* and the student does not need to take any mathematics courses while at MUM. (If he or she chooses not to be placed at this time, and then later switches to or adds a major that requires mathematics, he or she must be placed in mathematics before being allowed to enroll for any course with a mathematics prerequisite.)

3. **Waiving the placement test requirement.** A student who signs a waiver agreeing to be placed into the lowest level Math 051 Basic Mathematics is *not required* to take the math placement test.

4. **Readmitted students.** A student who is being readmitted to MUM after an absence of a year or less, and who was previously placed, is not required to take a math placement test. The previous placement is still valid. However, the rule (see item 10 below) that a course needs to be taken within a year after placing out of its math prerequisite still holds. Students readmitted after an absence of more than one year, or intending to enroll more than a year after placing out of its math prerequisite, need to go through the math placement process again.

5. **Substitute standardized tests.** Students are given special consideration if, within the past two years, they achieved a score of
   - 4 or above on the College Board Advanced Placement Test in Calculus AB or BC, or
   - 60% or above in the CLEP Calculus Test, or
   - 5 or above on the IB HL Mathematics Exam, or
   - 44 – 100 on the COMPASS PreAlgebra Mathematics Test (may waive Math 051 Basic Mathematics), or
   - 46 – 65 on the COMPASS Algebra Mathematics Test (may waive Math 152 Elementary Algebra), or
   - 66 – 100 on the COMPASS Algebra Mathematics Test (may waive Math 153 Intermediate Algebra),

   Such students are not required to take a mathematics placement test, unless they wish to.

6. **Meeting the distribution requirement or the major and prerequisite requirements through transfer credit.** If a student has completed the equivalent of Math 267 Geometry, Math 272 Discrete Mathematics, or any mathematics course numbered Math 283 or above with a grade of C or above, at another accredited university or college, then transfer credit will be given on a case-by-case basis, depending in part on the grade obtained and how long ago the course was completed. Such a student *may or may not be required* to take a placement test.

7. **Further placement testing.** Any student, who is not satisfied with his or her math placement, has the option to study on his or her own and take further placement tests
in the specific courses Math 051, Math 152, Math 153, Math 161, Math 162. The student may take a maximum of one additional test at each of these levels. There are no additional tests for calculus and for Math 170.

8. **How to satisfy the distribution requirement in mathematics.** The distribution requirement in mathematics is *not* satisfied by passing a placement test at MUM, *nor* by passing a course in high school, *nor* by the COMPASS Test. It *is* satisfied by advanced placement (see item 5 above) or if a student’s transcript shows a mathematics course at the 100 level or above with grade C or above, taught by a mathematics department at an accredited university or college, no matter how long ago the course or test was completed, and no matter what standing was achieved on any mathematics placement test taken at MUM. It is also satisfied by successfully completing a mathematics course at the level of Math 153 or above at MUM or by passing MGT 314 but only if the student has been placed by the Department of Mathematics higher than MATH 153.

9. **How to satisfy the major and prerequisite mathematics requirements.** The major and prerequisite mathematics requirements, on the other hand, need to be met by current evidence of mathematical knowledge and skill. For this purpose the standing achieved on any mathematics placement test takes precedence over courses taken at other universities and colleges. Passing a placement test *does* satisfy this requirement. (Note that if through a test a student places out of a course that is required for the major, then the credits for that course count towards the total credits required for that major, although the credits will not count towards the overall total credits required for graduation.) Advanced placement (see item 5 above) or COMPASS tests (see item 5 above) at the required level obtained at most two years prior to entry to MUM also satisfy major requirements, as does enrolling for and passing a course at MUM. On the other hand, transfer credit for courses equivalent to Math 051, 152, 153, 161, 162, 281, or 282 *does not* satisfy this requirement. Since the knowledge must be current, for the purpose of placement, the standing achieved on any mathematics placement test takes precedence over courses taken at other universities and colleges. For example, if a student has transfer credit for a course at the level of Math 161, and then only places out of Math 152 on the math placement test, and the student’s major requires Math 153, then the result of the math placement test takes precedence. The student would have to take and pass Math 153 at MUM.

10. **If a student wishes to use his or her standing in a math placement test to satisfy the prerequisite for a course,** that course must be taken within three semesters of the test. Otherwise, the test will need to be taken and passed at that level again.
REQUIREMENTS FOR A CERTIFICATE

Forest Academies
Completion of the following:
STC 108 Science and Technology of Consciousness
(This is the first course taken at the University and is a prerequisite for all other courses.)

plus an additional Forest Academy for each semester in which the student is enrolled for at least 3 blocks

• Students in one-year programs must take 2 Forest Academy courses.
• Students in 1 1/2 -year or longer programs are allowed to miss one Forest Academy during their certificate program.

Development of Consciousness (DC) Course
Twice daily practice of the Transcendental Meditation technique is the foundation of Consciousness-Based education. Every class incorporates two group meditations in the daily schedule and individual morning meditations as part of daily homework.

Required course first semester:
MVS 100 Instruction in the Transcendental Meditation technique (This course is waived for those who have learned the TM technique before coming to the University.) (1 credit)

Grade Point Average (GPA)
Cumulative GPA of 2.0 or higher

Certificate Program Requirements
Completion of requirements for a specific certificate, listed in “Academic Programs”

REQUIREMENTS FOR A MASTER’S DEGREE

Forest Academy Blocks
Completion of one of the following courses:
FOR 500 Science of Creative Intelligence: 33-Lesson
or STC 508 Science and Technology of Consciousness
(One of these courses is the first course taken at the University and is a prerequisite for all other courses.)

plus an additional Forest Academy for each semester in which the student is enrolled for at least 3 blocks

• Students in one-year programs may not miss any Forest Academies.
• Students in 1 ½-year or longer programs are allowed to miss one Forest Academy during their master’s degree program. If more than one is missed, a make-up is required.
• Students in evening/weekend programs may have different Forest Academy requirements.

Note: Some Master’s degree programs may have different requirements.

Development of Consciousness (DC) Course
Twice daily practice of the Transcendental Meditation technique is the foundation of consciousness-based education. All students are required to practice the Transcendental Meditation technique as a part of their regular academic routine.

Required course first semester:
MVS 100 Instruction in the Transcendental Meditation technique (This course is waived for those who have learned the TM technique before coming to the University.) (1 credit)

Grade Point Average (GPA)
Cumulative GPA of 3.0 or higher. Students whose average drops below 3.0 are placed on academic probation and have one more semester to bring their average back to the minimum 3.0. At the end of the second semester, if the average is not at the required level, students will be asked to leave the program to which they were accepted, with return conditions determined by the program faculty on a case-by-case basis.

Certificate Program Requirements
Requirements for individual programs are given in this catalog by the departments offering the program(s).

REQUIREMENTS FOR A DOCTORAL DEGREE

Forest Academies
Completion of one of the following courses:
FOR 500 Science of Creative Intelligence
or STC 508 Science and Technology of Consciousness
(One of these courses is the first course taken at the University and is a prerequisite for all other courses.)

plus an additional Forest Academy for each semester in which the student is enrolled for at least 3 blocks. Students in 1 ½-year or longer programs are allowed to miss one Forest Academy during their PhD or doctorate degree program.
Development of Consciousness (DC) Course
Twice daily practice of the Transcendental Meditation technique is the foundation of consciousness-based education. All students are required to practice the Transcendental Meditation technique as a part of their regular academic routine.

Required course first semester:
MVS 100 Instruction in the Transcendental Meditation technique (This course is waived for those who have learned the TM technique before coming to the University.) (1 credit)

A grade of “B” or higher in all courses

Core Curriculum
Completion of the essential courses, often called the “core curriculum” for a specific program of study, listed in “Academic Programs”

Comprehensive Exam (if applicable to the program)
This examination is taken after completion of the core curriculum in each program. Based on the results of this exam, the student may be awarded a master’s degree. The student must be registered during the block in which this examination is taken.

Qualifying Exam
This examination assesses the ability of the student to pursue doctoral research. (This examination should also cover any core curriculum beyond the master’s level for doctoral programs requiring a master’s degree for admission.) On the basis of successful completion of this examination, the student is advanced to candidacy for the doctoral degree.

Advisory Committee
This committee, formed by each doctoral student, should have at least four members including: the thesis advisor, a faculty member from the student’s department, a faculty member from Maharishi University of Management but another department, and one faculty member from another university or research institution. The membership of the advisory committee must be approved by the director of the doctoral program and the Dean of the Graduate School.

Dissertation Proposal
The dissertation proposal is approved by the student’s advisory committee and the Dean of the Graduate School.

Teaching and Research Service
All doctoral students who have passed their oral qualifying exams are asked to help teach courses and/or help as research assistants. These activities give the student necessary
experience in teaching academic courses and in conducting research — two necessary skills in the career path of PhD graduates. Students who have reached the candidate stage are awarded PhD assistantships, which entail this teaching or research.

**Advanced Course Work**
Advanced courses will be prescribed by the thesis advisor and advisory committee to ensure that the student will have comprehensive knowledge of a major field and related subjects. The courses the student is required to take will depend upon prior academic background in relation to the selected graduate program and area of research interest.

**Original Research for a Dissertation**
Each student working toward a doctor of philosophy degree must conduct original research as the basis for a dissertation that makes a significant contribution to knowledge. The research is to be under the guidance of the thesis advisor and the advisory committee, and requires their approval. All doctoral students must be registered during each block in which they are working on their doctoral dissertation, whether or not they are in residence on campus. It is the policy of the University to permit and facilitate dissertation research by international students in their home countries, whenever feasible.

**Written Dissertation and Abstract**
Dissertation guidelines are available online at [www.mum.edu/dissertation](http://www.mum.edu/dissertation) Students should read these guidelines before beginning their dissertation.

When writing a dissertation, the student works closely with his or her major professor. Once the major professor has approved the dissertation, the student can submit the document to other committee members. The committee members will review the document and give their comments in a timely fashion—within two weeks. After incorporating all comments, the student will send updated copies of the manuscript to all committee members two weeks before the dissertation defense is scheduled.

When the dissertation committee has reviewed and approved the dissertation and the student has passed the dissertation defense, the student shall incorporate any further recommended changes and corrections before submitting it to the Library. To aid in completing the final dissertation, the student presents an electronic copy of his or her dissertation one month before graduation to the head librarian. Even if the dissertation is not complete, it should be presented to the librarian at this time. The head librarian will give the student feedback on formatting the dissertation. One week before graduation, the student must submit to the head librarian a final printed copy of the dissertation and abstract, an additional copy of the abstract, the microfilming and binding contract, the microfilming and binding payment receipt, and the required forms (see Microfilm and Publish section below). Everything needs to be complete at that time.
Oral Defense of the Dissertation
The oral examination in defense of the dissertation will be conducted and evaluated by the dissertation committee supplemented, at the discretion of the Dean of the Graduate School, by additional appointed faculty members. The examination will be scheduled for a date not earlier than two weeks after the dissertation and abstract have been submitted to the major professor and dissertation committee. The student must be registered during the block in which the final oral examination is taken.

Microfilm and Publish the Dissertation
All doctoral dissertations submitted to the Graduate School must be microfilmed. The University subscribes to the service offered by University Microfilms International.

- Two copies of the dissertation will be put in the Maharishi University of Management Library and will be available for interlibrary loan. The abstract will be published in Dissertation Abstracts, which will announce the availability of the dissertation in film form.
- The microfilming and binding fee required of all doctoral students submitting dissertations will cover the cost of the library microfilm copy, binding, and the publication and distribution of the abstract. The student may order additional bound copies through University Microfilms International.
- An extra fee is charged if the dissertation is to be copyrighted. Information about the amount of this fee and method of payment may be obtained from the Graduate School. The University considers microfilming a form of publication; this does not, however, preclude publication of the dissertation in a journal or monograph, either in whole or in part.

GENERAL POLICIES

Transfer Credit Policy

- **Transfer-out Credit** – Maharishi University of Management uses a standard semester system with academic credits, or units, equal to semester hours of credit.

- **Transfer-in Credit** – Maharishi University of Management will accept as transfer credit toward its bachelor’s degree programs credit earned at any institutions accredited by any of the U.S. regional accrediting associations (New England, Middle States, Southern, North Central, Western, or Northwest), at international universities of comparable accreditation. Additional international universities may be approved on a case-by-case basis by the Registrar in consultation with the Dean of Academic Programs. Transfer credit is evaluated on a course-by-course basis. Credits applied toward undergraduate major requirements will be determined by the faculty in those
majors. Credits not approved as satisfying major requirements may be applied to elective credits toward Maharishi University of Management degrees.

Undergraduate degree students can apply transfer credits to cover the general education requirements, electives, and up to half the course work in the major for a maximum of 70 total credits. Transfer credits are accepted for courses completed with a grade of “C” or higher. Total transfer credits accepted from other institutions are posted on the student’s Maharishi University of Management transcript without the grades given in those courses. Grades earned at other institutions are also not included in calculating a student’s Maharishi University of Management grade point average. Maharishi University of Management converts transfer credit from quarter-hour institutions using the formula one-quarter hour equals three quarters of one semester hour.

Prospective students may find out the total number of allowable transfer credit from their admissions counselor. Current undergraduate students can apply to their graduation advisor for evaluation of transfer credit towards general education, or to their departmental academic advisor for transfer credit towards major or minor requirements.

Mathematics requirements: Students whose transcripts on entry to MUM contain a mathematics course at the level of 100 or above, with a grade of C or above and taught by a mathematics department at an accredited university or college, are deemed to have satisfied MUM’s distribution requirement in mathematics. However, transfer credit for mathematics courses equivalent to Math 051, 152, 153, 161, 162, 281, or 282 does not satisfy mathematics requirements of those majors that require mathematics, and also does not satisfy the prerequisite requirements for any course that has a mathematics prerequisite. For major and prerequisite mathematics requirements, the knowledge must be shown to be current on MUM’s Mathematics Placement Test.

- **Credit by Examination**
  Undergraduate students who earned credit by examination through the College-Level Examination Program (CLEP) or College Board Advanced Placement (AP) or International Baccalaureate and whose scores are 4 or higher for AP and 50 or higher for CLEP, or 5 or higher for IB Higher Level exams may receive four credits for each exam up to a maximum of 32 credits. This credit may be used to waive courses at Maharishi University of Management as appropriate. Graduates of Maharishi School of the Age of Enlightenment or the Ideal Girls School may receive 2 credits of Advanced Placement credit for each year of attendance at Maharishi School or the Ideal Girls School for 10th grade through 12th grade.
Second Bachelor’s Degree

Students with a prior bachelor’s degree may enroll for a second bachelor’s degree. They may transfer up to one-half of the courses in the major on a course-by-course basis, to be determined by the academic department.

Students with a prior degree from Maharishi University of Management need only complete the following:

a. the major’s requirements,
b. a Forest Academy each semester they are enrolled at least 4-week blocks, and
c. complete any general education graduation requirements that have been added since they last attended the University—except CCTS.

Students whose prior degree is not from Maharishi University of Management must complete the following:

a. the requirements of their new major (up to one-half of the credits may be transferred)
b. a minimum of one-and-one-half years on campus
c. MVS 100 or ED 101 Instruction in the Transcendental Meditation Program
d. STC 108 or 109 The Science and Technology of Consciousness (This is the first course taken at the University and is a prerequisite for all other courses.)
e. FOR 431 Higher States of Consciousness (2 credits) or MVS 202 Self-realization, Freedom, and Fulfillment (4 credits)
f. one Forest Academy for each semester enrolled at least three blocks

Note: Senior assessment testing is not required

Second Master’s Degree

Students with a prior Master’s degree may enroll for a second if the degree is in a different field, or, with the approval of the academic department, if the degree is in the same field but with a different emphasis.

Second PhD or Doctorate Degree

Students with a prior PhD or professional degree who wish to pursue a PhD program should follow these steps to determine their academic program:

• Admission is determined by the respective department.
• A major advisor and an advisory committee (three members) are selected following the same criteria that are applied for other PhD committees, and the academic program is developed in consultation with the student.
• The academic program is submitted for review to the Dean of the Graduate School following its development by an advisory committee from the department. A copy of the advisory committee report must be attached.

• This review includes the appropriateness of the advisory committee membership, the academic program, and the transfer of courses or degree credits from one program to another.

**Time Limits on Degrees**

**Declaration of Major:** Undergraduate students must declare a major after taking 54 credits (generally three semesters) or, for transfer students entering with 36 or more credits, by the end of their first semester at MUM. Students who have not declared a major by this time will not be allowed to register for further course work.

**Bachelor’s Degrees:** Students may attempt a maximum of 192 credits (150% of the required number), including transfer credit, to complete their degree. Students leaving the University for more than one year must meet the new graduation requirements listed in the current Catalog when they return to the University. Financial Aid eligibility may terminate for the degree pursued immediately upon completion of all coursework for that degree program.

**Master’s degrees:** All requirements must be completed within five years from the time of first enrollment in the program. Other restrictions apply for those receiving financial aid. Contact the Enrollment Center. Students leaving the University for more than one year will be under the new graduation requirements listed in the current Catalog when they return to the University.

**Doctoral degrees:** Qualifying examinations are usually taken within 1 1/2 years of completion of the core curriculum. The maximum allowable time is 2 years. After the qualifying exam is completed, students may take up to seven years to write and defend the dissertation proposal, conduct research, write, and defend the final dissertation. If students pass the seven-year mark, they will need to petition their department to continue with their dissertation stating (1) reasons for the delay in their progress, and (2) a target date for finishing. Students leaving the University for more than one year will be under the new graduation requirements listed in the current Catalog when they return to the University.

**Residency Requirements**

Undergraduate students must take at least 60 credits of course work (at least 1 1/2 years) in residence for a bachelor’s degree. Graduate residency requirements vary by program;
please consult with academic departments. Exceptions to the undergraduate residency requirements may be made with the approval of the Academic Standards Committee.

**Examinations**

Students are not permitted to take examinations early, except for compelling reasons beyond their control. All students are required to complete each course fully, including taking the final examination on the date scheduled. Students must have the prior approval of the course instructor and the Academic Standards Committee before finalizing travel plans for an early departure. Students should submit a “Petition to Academic Standards Committee” and include a note of approval from the course instructor before the final week of the course.

A similar policy applies to taking examinations after the last class session — prior approval must be secured from the course instructor. (See Late Work Policy below.)

**Late Work Policy**

Students may not hand in work after the last class session of a course unless they have made prior arrangements with the course instructor.

Maharishi University of Management does not give a grade of Incomplete. Students who are eligible to submit final work after the last day of a course (see criteria below) will be assigned an interim grade for the course based upon 1) completed work and 2) in-class performance accumulated by the end of the course, and also on 3) the work not yet completed. A zero (0) for the uncompleted work is figured into the interim grade. If the student submits the final work in accord with the above contract, resulting score(s) will be factored into the final grade for the course.

Students who are not able to complete the final work of a course, typically in the final week, due to illness or family emergency or other compelling circumstances beyond their control, may petition the professor in writing to grant more time. Most incomplete work should be made up during the weekend after the final day of a course. In the event the student was sick or otherwise incapacitated for this final weekend, the student has up to 32 days from the end of the course to submit work. (Distance Education students have until the end of the next course.) The faculty may also request documentation of the illness or other emergency.

This petition should not be used generally in the case of students who miss more than three full days, or six sessions, of a four-week course (or two days for a two-week course). These students should be given an NC or W depending on the circumstances. Nor should it be used to re-do work that the student would like to re-do for a better grade.
The petition is only to cover work that cannot be submitted on time due to illness, family emergency, or other compelling circumstances.

If the petition for additional time is granted by the professor, he or she will form a contract with the student, including the specific assignments that need to be completed and their due date(s). If the required work is submitted as specified in the contract before the professor turns in his or her grades (generally ten days after the end of the course), the student will receive the grade he or she earned through his or her in-class work and work done during the extended time.

If the required work is submitted after the end of the grading period, but within 32 days of the end of the class, in keeping with the contract, the student’s grade will be amended by the professor from what it had been at the end of the grading period to what he or she had earned by the end of the time agreed upon in the contract. After the 32 days from the end of the course, no grade can be altered in the Registrar’s database, except through written appeal to the Dean of Academic Programs.

**Student Records**

Students have the right to view their records at any time. They must contact the Enrollment Center to make an appointment. Any documents to which the student has waived the right of access will be removed from their file before viewing is permitted. Please see the University’s website under “Consumer Information”/”Academic Information”/”Family Rights and Privacy Act” for the University’s FERPA policies.

**Academic Transcripts**

An academic transcript is the complete record of a student’s academic life while at the University. It reflects all course work, grades, major areas studied, degree(s) received, and academic progress. Academic transcript requests may be submitted online at [www.mum.edu/transcript](http://www.mum.edu/transcript)

Please note the following:

The University may withhold transcripts if any of the following apply:

- A student has an outstanding balance with the University
- A student has borrowed property from the University (e.g. keys, library or lab materials, etc.) that has not been returned or compensated for
A student has borrowed money in the form of a Federal Perkins Loan or Federal Stafford Loan and has left the University without completing the required Exit Interview.

A student is past due or in default on their Federal Perkins Loan or Federal Stafford Loan payments. Also note:

Some institutions will not accept paper transcripts that have been in the student’s possession and/or the envelope has been opened. If this is the case, request the transcript be sent directly to the institution.

Transcripts from other U.S. schools cannot be copied; the student must order them directly from the other schools.

**Delivery**

Transcripts are processed in the order in which they are received. Please allow 2-4 business days for processing time. (Shipping time is in addition to this.) During peak request times, processing and delivery can take longer. Be aware that several departments must approve document content before a transcript can be released. Therefore, transcripts cannot be released the same day they are requested.

International requests will be sent Fed Ex unless this service is not available in your country.

**Fees**

You will be prompted to make your payment for transcript processing (and shipping charges if applicable) immediately after you submit your transcript request. Document processing and shipping charges must be paid at the same time, online. Processing cost is $5.00 per transcript. (There is no charge for MUM faculty, staff, and their dependents.)

For express shipping:

- a) within the U.S.A. is $25 per address
- b) outside the U.S.A. is $35 per address (Please note, some countries do not accept Fed Ex delivery.)

**REGISTRATION POLICIES**

All students, including new and readmitted students, are required to complete their registration at an assigned time before the beginning of each semester. Students are advised when to arrive for this registration. Students who are authorized to begin classes later in the semester register on the Friday before their first course begins.
Payment

All students must either make full payment, or make appropriate arrangements for payment, with the Enrollment Center at or prior to registration. Payment procedures and payment plans are described under the “Tuition and Fees” section in this Catalog. A student whose payments are past due may be suspended from the University; that means that the student will not be permitted to enroll or continue in courses, to remain on the meal plan, or to live in campus housing. Diplomas, certificates, or transcripts will not be issued to or for a student whose account is in arrears. Payments may be made at

www.mum.edu/pay

Course Enrollment

The University reserves the right to limit the enrollment in any course and to withdraw any course if too few students have registered or due to other unforeseen circumstances.

Maximum Course Load

The recommended schedule is 18 to 20 semester hours (credits) each semester. However, some students may want or need to take coursework in excess of the recommended hours.

Requesting Excess Hours

Students who wish to complete a course in conjunction with their MUM course schedule must:

- be in good academic standing (see “Maintaining Satisfactory Academic Progress and Eligibility to Attend the University”)
- select a course that is a credit bearing, go-at-your-own-pace semester long course offered by a fully accredited college or university. (Note: MUM online courses cannot be used.)
- secure prior approval from his/her academic advisor (who then notifies the Graduation Director)
- meet with the Graduation Director
- successfully petition the Academic Standards Committee to request an exception to the 18 to 20 semester hour maximum. Petitions are available in the Enrollment Center or online here:
  http://portals.mum.edu/RelId/612849/ISvars/default/Forms_You_May_Need.htm

Permission to take excess hours is not guaranteed. Students enrolled in IE course work will not be given permission for excess hours until the IE courses have been completed successfully.
Prohibition of Double Registration or Full-time Work While in a Standard Course
Since all day program University courses require full time effort and attention, students may not register for more than one standard course at a time. (Evening/weekend and distance education programs with courses offered over several months may be subject to different rules and constraints.) Similarly students should not plan on pursuing full-time, or near full-time, employment at the same time that they are registered for an on-campus day course. They will not find it possible to complete the required work during the course.

Changing, Dropping, or Withdrawing from Courses
It is important for students to be in class starting from the first day in order to hear the overview of the entire course on the first day. After the first day, later topics will be connected back to this overview. To minimize changing, dropping, or withdrawing from courses, students should meet with their advisor before the start of the semester and plan out a full year of courses using the schedule of available courses found at www.mum.edu/classes

If, in spite of careful planning, you must drop or change a course, the following policies apply:

Changing a Course
If a student wishes to change from one course into another, the student must obtain approval from his/her academic advisor. The student then comes to the Enrollment Center to be placed into the new class and receive an “Admit to Class” slip. The student presents this “Admit to Class” slip to the professor of the course into which he or she is entering. The student must be in the new course by the afternoon of the second day of class for a two or four-week class and by the morning of the sixth day of a longer course.

Please note: Not all courses may be entered after the first day of class. Professors reserve the right to require attendance on the first day of their class.

Withdrawing or Dropping a Course
Note: if you are a U.S. student, withdrawing or dropping a course may affect your financial aid and delay your award disbursement.

Students wishing to not attend a class they have signed up for must contact their instructor and the Enrollment Center.
Dropping a Course

A student may drop a course for any reason:

- by 4 p.m. of the second day of a course four weeks or less,
- by 4 p.m. of the fifth day of a course longer than four weeks.

If the above criteria are met, the course is removed from his or her academic record.

Withdrawing from a Course

In the event that a student needs to withdraw from a course after the initial deadline above, he/she should notify the Enrollment Center as soon as possible either in person or in writing.

A student wishing to withdraw from a course should meet with his/her academic advisor beforehand to discuss the implications of withdrawing from the course. In some cases, the student may also need to meet with Financial Aid and/or Student Life.

To withdraw from a course and receive a grade of W (course withdrawal), the student must have:

- attended part of the third day of class
- stopped attending before 4 p.m. on the second Monday of the course for a 2- or 4-week course,
- stopped attending before completion of 25% of the course for a course longer than 4 weeks.

If the above requirements are not met, the student will receive NC (no credit) for the course, except in the case of illness, family emergency, or other compelling circumstances beyond the student’s control (see below). An NC means 0 credits for the course and will negatively affect a student’s GPA.

Exception for illness or family emergency

If a student is ill or has a family emergency and must withdraw from a class after the deadline, the student may petition to receive a grade of W, but he or she must do so within two weeks after the last day he or she was present in class.

To petition, the student must contact his or her instructor. If the student is unsatisfied with the instructor’s decision, the student can discuss his or her situation with an Associate Dean of Students. The Associate Dean of Students may then choose to discuss the matter with the instructor. If the student is too ill to follow this procedure, an Enrollment Center officer or Associate Dean of Students may contact the instructor.
In all events, the instructor has the final say with regards to the grade.

Note: After two weeks from the last day of attendance, if a student has not requested a grade change per procedures above, he or she will receive NC for this course.

Any student who lives on campus and withdraws from a course must either move off campus for the remainder of the course or engage in an activity as approved by an Associate Dean of Students.

Development of Consciousness course requirements can be adjusted if students are less than full time in any semester. Students should contact the Department of Development of Consciousness to request this adjustment.

The Course Drop or Withdrawal Form can be obtained from the Enrollment Center or downloaded online at http://portals.mum.edu/RelId/612849/ISvars/default/Forms_You_May_Need.htm

**Leaving the University**

Students who wish to take a break from their studies need to inform their graduation advisor in the Enrollment Center before leaving campus. The Enrollment Center will remove the unattended classes from the student’s record and fill out a “Change in Charges” form for the student if an adjustment of charges and/or refund is warranted. Students who withdraw from the University must apply for readmission through the Office of Admissions when they desire to return. See http://portals.mum.edu/Finances for details.

**Directed Study**

Directed study is allowed only in special cases, e.g. when a course required for graduation is not offered when the student can take it. Students may apply no more than eight credits of directed study in total to their graduation requirements. To apply for a Directed Study the student must fill out a Directed Study Proposal form with the faculty who will supervise the course. Forms are available at the Enrollment Center or online at http://portals.mum.edu/RelId/612849/ISvars/default/Forms_You_May_Need.htm

**Policies for Requesting a Directed Study**

- A course that is not a graduation requirement cannot be requested for a directed study.
- Students cannot take a directed study if the desired course is available at another time in the year unless it is their final year at MUM and two required courses occur at the same time.
• Students should have a strong academic reason for taking up a faculty member’s valuable time to teach a directed study.

• Directed studies are not independent studies. Directed study teachers are required to meet with the student at least three times per week for an hour each time to review progress and provide feedback.

• Faculty teaching a day program course cannot also teach a directed study course at the same time.

• Faculty who are asked to teach a course not in their regular discipline must have competency to teach the course and must secure prior approval from the head of the department that normally offers the course.

• Students who skip a required course to take a non-required course are ineligible to take the required course as a directed study.

• Students may take up to a total of 16 units of directed studies and internships, but not more than 8 units of directed studies.

• Students on Academic Warning or Probation status, or who have received one or more NC grades in the current or previous semester are ineligible for directed studies or internships. (Please refer to MUM Course Catalog’s “Monitoring Student Progress” section for more details on Academic Warning status.)

Please also note the following:

1. The Directed Study form must be signed by the Department Chair of the supervising faculty and the supervising faculty.

2. The form must be submitted to the Registrar in the Enrollment Center at least two weeks before the directed study is to begin and must be approved by the Academic Standards Committee. Directed Study forms submitted after the block begins are generally not accepted.

3. Directed Studies are allowed only on the Fairfield campus.

4. Development of Consciousness course requirements continue for Sidhas during Directed Studies. Meditators can attend group program in one of the designated halls, join an ongoing course for the afternoon group meditation or contact the Department of Development of Consciousness to request an adjustment to their DC course requirement for the month (dc@mum.edu).

**Internships and Fieldwork**

Internships and fieldwork must be supervised by a faculty member and approved in advance by the Department, and the Academic Standards Committee. Internships must meet the MUM Internship Guidelines. Internship forms are available at the Enrollment Center or online at [http://portals.mum.edu/RelId/612849/ISvars/default/Forms_You_May_Need.htm](http://portals.mum.edu/RelId/612849/ISvars/default/Forms_You_May_Need.htm). The form must be completed and submitted to the Registrar (Enrollment Center office,
basement Dreier Building) at least four weeks before the internship is to start. Forms submitted after the block begins may not be accepted.

On-campus internships for full-time students require the payment of tuition, room and board. Students must already be living on campus, and may not use the 18-hour/week work program to cover room and board charges.

Undergraduate students are limited to a combined total of sixteen (16) credits of directed study and internship credit as part of their 128 required course credits for graduation.

Note: Students on Academic Warning or Probation, or who have received one of more NC grades in the current or previous semester, are ineligible to participate in internships.

Class Meeting Times
Classes in day programs generally meet Monday through Friday from 10:00 a.m. to 3:15 p.m. with an hour break for lunch, and from 10:00 a.m. to noon on Saturday. Students who are simultaneously enrolled in DC 332 or DC 535 are excused from class at 2:45 p.m. Because of the importance of the classroom experience, attendance at all classes is required. (Evening/weekend and distance education programs have their own class schedules.)

Punctuality
Because every minute of learning time in each class is precious, and as a courtesy to the faculty and students who make an effort to be in class on time, emphasis is placed on students being on time to every class. Most faculty will reduce a student’s grade if the student is repeatedly late.

Attendance
Students are expected to attend and participate in all classes, except when they are sick, have a family emergency, or cannot be in class due to compelling reasons beyond their control. There are no “personal days” during academic blocks, and taking a class day off for other reasons will usually lead to a reduced final grade. Students should be especially vigilant with respect to days before or after holiday breaks. Airline tickets should be scheduled around class attendance hours.

Students who miss more than two sessions for a 1-credit course, four sessions for a 2-credit course, or six sessions for a 4-credit course, or the equivalent, are liable for a no-credit in the course. (A session is a morning or afternoon meeting of a class.)
Excused Absences
If a student must miss more than two sessions for a 1-credit course, four sessions for a 2-credit course, six sessions for a 4-credit course, or eight sessions for a 6-credit course due to illness or family emergency, he or she will most likely be asked to withdraw from the course.

In the case of illness, students should notify their faculty immediately by email or telephone, and may be required to have the illness confirmed in writing by the MUM Campus Nurse or a licensed health care professional. In the case of a family emergency, students should notify their faculty or a member of the Department of Student Life. If students do not notify their professor of the reasons for their absence, the faculty will presume that the absence is unexcused.

The Associate Deans of Students are notified by the instructor in these situations. If a student has special circumstances justifying continued participation in a class in which he or she has exceeded the allowable absences, the student will need to submit a petition to the Academic Standards Committee, which will determine if the student is allowed to continue.

Unexcused Absences
Repeated unexcused absences are a violation of the code of student behavior in addition to leading to a reduced grade. In addition to academic consequences, students with repeated unexcused absences are subject to the following actions.

If a student misses six sessions of a 6-week class, four sessions of a 4-week class, or 2 sessions of a 2-week class for reasons other than the allowable sickness or family emergency, faculty will place the student on Attendance Alert 1. If the student then has another unexcused absence in that class, the student will be invited to a conference with an Associate Dean of Students, who will place the student on Attendance Alert 2. If a student on Attendance Alert 2 misses yet another class without proper excuse, the Associate Dean of Students will call a Student Support Meeting, and the student will likely be suspended from the University.

Standard Enrollment
Students in day programs normally register for 1 unit of credit per week. All students are expected to be enrolled in every block. Enrollment in evening/weekend and distance education programs varies from program to program.
Double Majors
Undergraduate students may major in two disciplines by satisfying the departmental requirements for each. The second major must involve at least 24 credits of course work outside the first major department, and all course work for both majors must be completed before the degree is conferred. Before starting a double major, it is advisable for the student to meet with the Graduation Director and the Financial Aid Award Counselor to ensure feasibility of completing a double academic program.

Enrollment of Undergraduates in Graduate Courses
A senior who is within eight credits of graduation and who has been accepted to a graduate program may, with the approval of the academic department and the Dean of the Graduate School, take graduate level classes while completing requirements for the bachelor’s degree. Admission to graduate study must be approved before course work applying to a graduate program is undertaken. Undergraduate students are not eligible for graduate assistantships, other forms of graduate student financial aid, or those services and prerogatives normally reserved for graduate students. Students enrolled in graduate classes while enrolled in an undergraduate program will be given an undergraduate status until the baccalaureate degree has been awarded. However the graduate department may accept credit toward the graduate degree earned while the student was enrolled in an undergraduate degree.

Additional Courses for Graduate Students
A graduate student may be admitted on the condition that he or she fulfills one or more undergraduate prerequisites to a graduate program. Credits earned in these courses generally do not count toward the minimum credit requirements for a degree, but they may be eligible for financial aid.

Readmission
Students who have been away from the University for one semester or longer, have officially withdrawn from the University, or who have been suspended from the University must apply for readmission by completing an “Application for Readmission” form with the Office of Admissions. Readmission is not automatic; applicants are subject to admissions review.

Doctoral Research Off Campus
Candidates for the doctoral degree may, with the approval of the advisory committee, carry on some of the research work off campus. Arrangements for registration may be made by applying at the Enrollment Center.
Class Selection

Class selection is held each spring for the next academic year. All returning students must meet with their academic advisor to complete their class schedule form for the next year’s classes. If a student doesn’t have an academic advisor, he or she should come to the Enrollment Center and speak with the Assistant Graduation Director. Each returning student must bring their completed class selection form to the Graduation Director or Assistant Director in the Enrollment Center in order for the information to be entered into the Registrar’s database. Returning students who do not complete a class schedule form by July 1st for the following academic year will be charged a $75 late registration fee.

Course Numbering System

000–099 Technical Training or Certificate Courses
1xx and 1xxx Undergraduate First-Year Courses
2xx and 2xxx Undergraduate Upper Division Courses
3xx and 3xxx Undergraduate Advanced Upper Division Courses
4xx and 4xxx Undergraduate Advanced Upper Division Courses (open to some graduate students)
5xx and 5xxx Graduate Courses
6xx and 6xxx Advanced Graduate Courses

GRADING POLICIES

Evaluation of each student’s abilities and achievements is an integral aspect of the University. Among the means of evaluation are class participation, oral and written examinations, projects, and papers. In addition, to receive academic credit for any course, students are expected to attend all classes and participate fully.

Grades will no longer be emailed to students. Students will be able to view their grades and enrollment history in their personal, MyMUM Portal account. Students having difficulty accessing their MyMUM Portal account should notify the Registrar’s Office.

General Grade Definitions

Grades and Grade Points
AH 4.00 (excellent or exceptional with honors)
A+ 4.00 (exceptional)
A 4.00 (excellent)
A- 3.70
B+ 3.30
B 3.00 (good)
B- 2.70
C+ 2.30
C 2.00 (adequate)
C- 1.70
NC 0.00 (No Credit) (An NC means 0 credits for the course and this will negatively affect a student’s GPA.)

Grade Codes Not Used in Computing Grade Point Average
P  Pass
NP  No Pass
W  Withdrawal
WU (Withdrawal Unauthorized) - This grade is given to a student who withdrew from a course without official authorization and failed to complete course requirements. The student receives 0 credits and 0 GPA for the course.
PW  Pass/Waive
AU  Audit
H  Honors
R  Course was repeated or replaced

Grade Descriptions
Though professors may apply different standards in their courses, the faculty have agreed upon the following general descriptors for the basic four grades given for assignments, examinations, and courses at the University:

A  The grade of “A” is given for work that is excellent. It is distinctive and exceptional. It goes beyond competence and exhibits a high level of insight, critical evaluation, and/or awareness of the subtleties or nuances of a subject. Any work meriting this grade succeeds as a coherent whole, with clear command of the details that make up the whole.

B  The grade of “B” is given for work that is good. This work demonstrates basic comprehension of the major concepts of the course and competency with respect to the knowledge and skills identified in the learning objectives of the course.

C  The grade of “C” is given for work that meets the minimal expectations of the faculty as identified in the learning objectives of the course. Though not necessarily complete, this work is adequate to pass the course. The broad outline of the subject seems to have been grasped, along with many of the major concepts.

NC (No Credit) — This grade is given to work that substantially misses the broad goals of the course as outlined in the syllabus. This work does not demonstrate comprehension of the assigned work, even at a basic level. This work may have been done without fully reading the assignment and/or coming to class. The grade of “NC”
is also given for failure to complete 70% of the required work in the course (e.g. class participation, homework and other assignments) and for excessive absences as described above.

A grade of “NC” requires academic counseling with the student’s academic advisor. Students who have received an NC in the previous or current semester may be ineligible for directed studies, internships, and/or Rotating University courses. Three NCs in one semester may lead to ineligibility to continue at the University at the end of that semester. (NC grades prior to Spring 2011 semester are not subject to this policy.)

**P, NP, NC (Pass/No Pass/No Credit)** — These grades are used in many Forest block courses, as well as in laboratory, fieldwork, practicum courses, and occasionally for other courses. The “P” grade is not included in the GPA, but is equivalent to a “C” or better for undergraduate students and a “B” or better for academic courses for graduate students.

**W (Withdrawal)** — This grade is granted under certain circumstances. (See “Course Withdrawals” listed above.)

**PW (Pass/Waive)** — This grade is used to indicate a course waived by examination. No hours of credit are awarded.

**AU (Audit)** — This option is not available to students who are receiving federal financial aid.

Students are required to pay full tuition for all audited classes. (Although visitors with prior permission from the instructor may sit in on individual class sessions, anyone who attends an entire course is required to officially register as a student.)

To audit classes, students must have the written approval of both the instructor and the Academic Standards Committee before the course begins.

Petition to Academic Standards Committee forms are available in the Enrollment Center or online at [www.mum.edu/pdf_enrollment/academic_standards.pdf](http://www.mum.edu/pdf_enrollment/academic_standards.pdf).

No credit is given for a course in which the student receives a grade of AU. However, Auditors are expected to participate fully in the class including taking the final exam. If the student does not fulfill this requirement, a grade of “NC” will be given for the course and the NC will be included in the student’s GPA.
**H (Honors)** — This grade is added to an instructional course grade when a student has completed the Honors requirement for that course and has earned at least an A- in the rest of the assessments. (See below.)

**R (Repeated or replaced)** — This grade means that the course was repeated or replaced by another approved course and that this grade has been removed from the student’s Grade Point Average.

**Grade changes**
All grade changes must be approved by the course instructor or department chair and submitted to the Enrollment Center. The changes are then entered on the student’s record. Approval is subject to review by the Academic Standards Committee.

**Appealing a Grade**
Students not satisfied with a grade awarded them should first discuss the matter with the course instructor. If that does not settle the appeal satisfactorily, then the student has 30 days after the grade was sent out by the Registrar to file a written appeal with the department chair, and, if still not a satisfied, after another 15 days, with the Dean of Academic Programs.

**Honors for Undergraduates**
1. An Honors Component may be available for undergraduate courses. Completion of the Honors Component and a grade of A or A- is required in order to receive Honors. The Honors grade will be reflected on the transcript.
2. Undergraduate students achieve the President’s Honor Roll for each semester in which they complete at least 12 credits of instructional course work with a grade point average of 3.70 (“A-”) or higher, and receive no NC or NP grades.
3. Graduation honors (summa cum laude, magna cum laude, and cum laude) are given to undergraduates based on the student’s academic excellence and holistic development.

**Repeating a course for a higher grade**
Repeating a course for a higher grade is permitted in rare cases with approval of the Registrar and the course instructor. Credit is given only once, but the registration and grade for both courses will appear on the transcript. Only the higher of the two grades is used in calculating the GPA beginning with the semester in which it is earned.

If there have been extenuating circumstances, a graduate student may request to retest on an examination as long as: 1) the student has received a grade of less than a B but higher than an NC on an examination, 2) the student understands that no matter how well he or
she performs on the retest, the final grade for the course cannot be higher than a B, and 3) the nature, extent, and preparation for the retest is determined on a case-by-case basis by the course instructor.

DEVELOPMENT OF CONSCIOUSNESS PROGRAM

Guidelines for Success

1. **Personal instruction in the Transcendental Meditation technique** — This is built into the students’ first course if they have not already learned the TM technique before coming to Maharishi University of Management. If a student is already practicing the TM technique, then he/she will take a refresher course during their first course.

2. **Regular twice-daily practice of the Transcendental Meditation technique and, when applicable, the TM-Sidhi program** — This is the foundation of Consciousness-based Education and a requirement for all students’ continuing enrollment. All the principles and policies of Maharishi University of Management are designed with the aim of supporting the growth of every student toward enlightenment, a state of mind and body in which all one's intellectual, emotional and spiritual resources are available for every decision.

3. **Knowledge Meetings** — These meetings add intellectual understanding to the natural experience of transcending that occurs during the TM practice. They are available in a variety of formats including advanced lectures, workshops, and special events throughout the year. Look for announcements and posters on campus.

4. **Personal Checking of the TM practice** — In this simple procedure, a student meets with a Transcendental Meditation teacher for 20–30 minutes and goes through a step-by-step process of effortless practice of the TM technique. This process is designed to ensure that every student has the smoothest and most enjoyable practice of the TM technique. All Meditators should have a TM Check each month for the first year of practice and as desired after the first year.

5. **TM Retreats and World Peace Assemblies**
   a. **In the first semester** — Students take a TM Retreat (for Meditators) or a World Peace Assembly (for Sidhas) as part of their first course at the University. These programs offer a unique and precious opportunity for extended meditation and rejuvenation in the context of a comfortable and well-structured routine.
b. **After the first semester** — Optional TM Retreats and World Peace Assemblies are available for students during certain Forest Academies and between blocks.

**HEALTH-RELATED FITNESS GRADUATION REQUIREMENT POLICIES**

All undergraduate students must complete a knowledge-based graduation requirement entitled “Health-Related Fitness.” This course is required as the second Forest Academy of first year.

Undergraduate students are encouraged to participate in four hours of dynamic physical activity each week and to obtain a fitness assessment each semester. This fitness program is an individualized flexible program that is designed and implemented by each student. The faculty in the Department of Exercise and Sport Science are available to assist the students to plan and implement their individualized health and fitness program.

**MONITORING STUDENT PROGRESS**

**Maintaining Satisfactory Academic Progress and Eligibility to Attend the University**

To maintain satisfactory academic progress and eligibility to attend the University, students must meet three standards listed below. These standards are evaluated at the end of each semester. If a student is not meeting any one of these standards, the student is placed on “Academic Warning” for that standard for the following semester. A student not meeting that standard by the end of the “Academic Warning” semester will no longer be eligible to attend the University. Students on academic warning are not eligible for Rotating University courses, directed studies, or internships (except when required by department for graduation).

**1. Grade Point Average**
Undergraduates must maintain a 2.0 Grade Point Average (GPA), and Graduates must maintain a 3.0 GPA. Repeated courses use only the higher grade. Transfer credits earned at other institutions are excluded from the GPA calculation. Students who fall below the designated level are put on warning for the next semester.

**2. Completion Rate**
Undergraduate students must complete two thirds of instructional credits attempted, within the current degree (excluding RC and REC courses, but including DC courses). Unattended courses are removed from the student’s record and are therefore excluded.
Grades of “W,” “NC,” “NCR,” “NP,” “I,” and “AU” are counted as credits attempted but not completed. Transfer credits are not counted as attempted or completed.

3. Maximum Time Frame
Undergraduate students may attempt a maximum of 150% of the number of credits normally required to complete their program. For example, an undergraduate degree requires 128 credits so undergraduates may attempt a maximum of 192 credits to complete their program, including transfer credits, double majors, and switching majors. A student who has 174 credits is placed on “Warning” status the following semester.

Appeal, Probation, Loss of Aid Eligibility to Attend, and Reinstatement
Appeals to loss of eligibility after the “Academic Warning” semester must be made in writing to the Academic Standards Committee through the Registrar.

Appeals will only be granted to students who can demonstrate that the circumstance leading to their inability to meet any one of these standards was unexpected and beyond their control, and that the problem is not likely to occur again. If the appeal is granted, the student will be placed on “Academic Probation” for the following semester, with eligibility for financial aid, and must meet the standard by the end of that semester. ASC has the ability to specify a longer probation period for students with a specified academic plan to rectify the difficulty, during probation, for example DE students whose course load may take some time to rectify the problem.

Reinstatement may be achieved after all of the three standards have been satisfactorily met. For example, a student may have an approved Late Work Contract; completion of the late work may allow the student to meet the applicable deficient standard. Or a former student may earn credit at another institution demonstrating and specifying that the difficulty causing the earlier deficiency has now been rectified.

Suspension
Students are eligible for suspension from the University if
- they do not meet satisfactory academic progress as listed above,
- they violate the code of student behavior as outlined in the Maharishi University of Management Student Handbook
- they don’t pay their outstanding charges as mentioned above.

The Student Handbook describes the code of behavior, the procedures that are followed when a student is reported to have violated that code, the possible results of a behavioral infraction, the consequences of suspension, and the policy for an appeal of a decision.
A suspended student must apply for readmission through the Office of Admissions before returning to the University.

**Additional Points for Graduate Students**

- **Master’s programs** — Some departments will not permit students to remain in a program if there is an accumulation of more than a specified number of graduate credits with lower than a “B” grade even though the overall Grade Point Average is 3.0. Students who fail to meet the standards set by the department may be required to withdraw at the end of any block.

- **MS CS program** — Students enrolled in the MS CS program may have additional requirements. Please refer to the MS CS section for more details.

- **Doctoral programs** — These programs require a grade of “B” or higher in all courses. Doctoral students who are unable to meet the standard of doctoral quality work, as determined by the advisory committee, may be asked to withdraw at the end of any block. At the end of each semester, the advisory committee interviews all doctoral students to evaluate and discuss their progress in the program.

**ACADEMIC HONOR CODE**

Personal integrity, honesty, and honor are essential qualities of an ideal student and a developing leader. The University has established an Academic Honor Code that sets forth the standards of academic honesty and personal integrity expected of all students.

**Academic Honor Code Guidelines**

Students learn and grow when they receive feedback on their own thinking and its products, and when they use that feedback to improve their knowledge and skills. Students experience progress when something they themselves have composed receives confirmation or correction, whether it be a classmate or a professor. Consequently, the following principles govern the assessment of student work at the University.

- Any work represented as one’s own must be the product of one’s own thinking and research. This applies to all assigned work, including papers, examinations, quizzes, and oral presentations. In composing papers, students are encouraged to seek feedback from others on the work in progress, but are expected to do the writing themselves.
• Any ideas drawn from sources other than the syllabus itself must be properly credited. This includes not only direct quotes, but also ideas drawn from other course syllabi, videotaped lectures, and other University-related publications, other than those assigned in the current course. All sources used verbatim should be credited by quotations, including unpublished work. (For further details see plagiarism guidelines below.)

• If a student knowingly allows another student to copy his or her work, that student will be subject to the same remedial consequences as the student who did the copying.

• Students who report their attendance or any other records contributing to the final course grade are required to be faithful and accurate in their reporting. Students should not report in for other students except through prior arrangement with the course faculty.

• Students who become aware of a failure to uphold the standards of the Honor Code should notify the faculty member teaching the course.

• The standards of the Academic Honor Code apply to Development of Consciousness courses as well. Any action that misrepresents a student’s attendance during group meditation or group program is not honest. Some examples of dishonesty in this area are as follows:
  1) passing one’s ID badge through the bar code scanner and not attending the full group meditation or group program.
  2) having another student pass one’s badge through the scanner.
  3) passing another student’s ID badge through the scanner.

Consequences of Academic Honor Code Violations other than Plagiarism
For reported Academic Honor Code violations other than plagiarism, the alleged violator will meet with the course instructor and/or the department head, at the discretion of the course instructor, and, for more severe or repeated reported violations, with the Academic Standards Committee or a subcommittee thereof (‘the Committee”) and the course instructor.

A course instructor may decide to lower a grade on an assignment, even to an NC, and the department head may decide to give a student a “No Credit” for a course. The instructor will notify the Dean of Academic Programs who keeps a record of all such reported violations. The decision to suspend a student can only be made by the Committee, which will review the situation and determine the remedies based on the facts and circumstances of the behavior in accordance with the procedures outlined below.
Definitions and Consequences of Plagiarism

It is of the utmost importance that students reference any and all textual material used in their writing done for class, and that specific words borrowed from other writing are footnoted—in homework assignments, examinations, and projects completed for a class.

Consequences for plagiarism vary with the levels of severity described below. Three factors considered in the determination of severity are 1) length of the citation, 2) whether the misrepresentation was intentional or not, and 3) whether the plagiarism was substantive or semantic only (using others’ words but not their ideas) or both:

Level 1. Accidental, involving two or three sentences at most

*Definition:* Plagiarism that involves lifting anything from a phrase to a few sentences from another source and neglecting to cite that source, not realizing the significance of the offense or simply forgetting to cite the source.

*Consequence:* Leads to a meeting with the professor and a warning. The Department Chair of the department in which the course is offered is also notified.

*Deciding Agency:* Classroom professor

Level 2. Accidental, but longer passages; or contributions intentionally attempting to misrepresent another’s work as one’s own, from a phrase or a sentence to a paragraph or two; or an idea that is claimed as one’s own; or a repeat in the same or a subsequent course of a level one mistake in the department in which the student received a first warning.

*Definition:* A full paragraph or more, even when claimed to be accidental, requires more attention to accomplish and therefore has more serious consequences. A more severe instance is when a student inserts several sentences or a paragraph with the intention to claim another’s work as his or her own. Or the student presents an idea as his or her own when the same idea is clearly presented elsewhere by another writer.

*Consequence:* Anything from NC on the assignment to an NC in the course and academic probation, depending on the length, intentionality, and substantive nature of the offense. A faculty facing this kind of violation will decide the proper consequence with his or her Department Chair and notify the Dean of Academic Programs.

*Deciding Agency:* The professor in consultation with the Department Chair.
Level 3: Submitting another’s paper or work as your own; a repeat in the same or a subsequent course of a level two offense, while a student is on academic probation for a prior offense.

Definition: A student presents a paper, project, or other intellectual property as his or her own, which is subsequently established to be borrowed, stolen, or purchased from another author.

Consequence: Suspension immediately and continuing for two semesters subsequent to the semester in which the student is enrolled; student has to leave campus.

Deciding Agency: The Department with the Academic Standards Committee.

Academic Honor Code Violations Referred to Academic Standards Committee
In the event a reported Academic Honor Code violation is referred to the Academic Standards Committee or a subcommittee thereof (“the Committee”) for consideration, the student will be given reasonable notice of the time of the meeting and the nature of the concern. The student may choose to invite his or her academic advisor and/or one member of the Global Student Council to join the Committee (optional). The student may also invite his or her parent, or one other MUM student, faculty member, or administrator to attend; however, this person will not be a member of the Committee. Individuals with relevant information may be invited to attend to offer such.

The Committee reviews any observations, statements, or reports of Code infractions, and confers with the student to gain his or her explanation about them. The student and those not on the Committee then leave the meeting, and the Committee then determines 1) if it is more likely than not that any Code infraction appears to have occurred, and if so, 2) what measures, if any, should be taken. Only the Committee members are eligible to vote on any measure proposed by one or more of its members. If the student in need of attention elects to not attend the meeting, the Committee will meet without the student and decide what corrective measures if any, the University should take.

The Committee will determine the appropriate consequence, which may, among others, include warning, grade reduction on the assignment or course, probation or suspension.

The Committee’s decision will be communicated to the student in writing and will include the reasoning behind the decision. If the student is placed on either probation or suspension, the terms and period will be noted. A copy of the letter will be placed on file in the Office of the Dean of Teaching and Learning. A memo indicating that a student has been suspended will be given to the student’s advisor and placed in the student’s file in
the Enrollment Center. However, warning, probation, and suspension information will not be placed on the student’s transcript.

In case of suspension, any student residing on campus generally must move off campus within 48 hours. However, the Committee may require an earlier departure or approve a later departure in light of the circumstances. Students suspended from the University must check out with Housing (see Housing: Room Check-Out Procedures section), the Graduation Director, and Financial Aid, and are subject to the University’s Refund Policies.

Students who have been away from the University for one semester or longer and students who have been suspended for any reason must apply and be accepted for readmission by completing an “Application for Readmission” form with the Office of Admissions. Readmission is not automatic; applicants are subject to admissions review.

**Appeals**

Students may file appeals if they believe that there has been a significant substantive or procedural error that significantly impacted the outcome of the meeting; or that significant evidence has been overlooked, or the conclusion of the Committee is not supported by the facts; or that new and significant evidence has become available, not available during the initial meeting, that can significantly impact the outcome. Appeals must be made in writing within 72 hours of receiving the Committee’s written notification. The appeal should outline the basis for it in light of the above criteria. Appeals of decisions made by the course instructor are submitted to the department head for final review. Appeals of decisions made by a department head are submitted to the Academic Standards Committee for final review. Appeals of decisions made by Academic Standards Committee or a subcommittee thereof are submitted to the Dean of Faculty of the University for final review.
ADMISSIONS

General Admissions Statement

Maharishi University of Management was established for the purpose of providing an education that allows the individual to unfold and achieve their full potential. Maharishi University of Management is committed to the goals set forth by our founder Maharishi Mahesh Yogi which are: To realize the highest ideal of education; To develop the full potential of the individual; To maximize the intelligent use of the environment; To improve governmental achievement; To solve the problems of crime, drug abuse, and all behavior that brings unhappiness to our world family; To bring fulfillment to the economic aspirations of individuals and society; To achieve the spiritual goals of humanity in this generation.

Maharishi University of Management is committed to providing students the unique experience of Consciousness Based Education. Consciousness Based Education is education that provides Enlightenment to the student, and has four primary components: 1) Academic excellence – study of traditional subjects in the light of consciousness – a unifying framework. 2) Direct development of consciousness through the twice-daily practice of Transcendental Meditation and the advanced TM-Sidhi program including Yogic Flying. 3) Consciousness-Based teaching and learning techniques that develop holistic awareness. 4) Stress free routine and nourishing environment.

STUDENTS ARE ASKED TO APPLY ONLINE AT www.mum.edu/apply

Applicants who plan to enter in the fall semester (generally beginning in mid-August) should submit their completed applications no later than July 15. (For students applying to the master’s degree cooperative programs, the deadlines may differ.) For all students planning to enter in the spring semester, the date is January 20. Applying by these dates gives applicants the best opportunity for receiving the maximum financial assistance if accepted, and helps assure space being available in the program for which they are applying. Applications received after these dates will also be considered and, in many cases, programs will be able to accommodate additional students.
To be considered for admission, prospective students should complete all aspects of the application process.

**UNDERGRADUATE ADMISSIONS**

**Criteria for Undergraduate Admissions**

Applicants to the undergraduate programs are considered for admission after a comprehensive evaluation of their completed applications including essays, high school records (and previous college records, if applicable), SAT or ACT scores (if required), recommendations, supplemental experience form, and an interview with an Admissions Representative. Applicants must express a sincere desire for Consciousness Based Education. If time allows applicants are also requested to learn the Transcendental Meditation technique before enrolling at Maharishi University of Management.*

*The Admissions Office can help each applicant connect with a qualified instructor of the Transcendental Meditation technique.

- **Transcendental Meditation** — Each applicant is strongly encouraged to learn the Transcendental Meditation technique before enrolling at Maharishi University of Management.

- **Supplemental Experience Form** — Applicants are required to submit a Supplemental Experience Form that gives a detailed account of what the applicant has been doing since finishing high school. The supplemental experience form should include any jobs, schools, volunteer work, etc. The supplemental experience form is similar to a resume, and should give a chronological (year to year) account of the applicant’s life history.

- **Essay** — Applicants are required to submit an essay, the essay is a series of questions that should be answered in a comprehensive, and well thought out manor. The Essay may include the following questions: What person do you admire, What are your personal and professional goals, What do you wish to gain from Maharishi University of Management, How do you feel about the daily routine at Maharishi University of Management, How do you feel about the drug and alcohol policy at Maharishi University of Management.

- **Professional Recommendations** — Applicants are required to provide two professional recommendations. Recommendations may be from teachers or employers who have had professional relations with the applicant within the last year.
• **Academic Record** — Applicants are required to provide a record of high school transcripts (and previous college records, if applicable), SAT, ACT, or COMPAS test scores (if required). A grade point average of at least 2.5 (when applicable). Exceptions to GPA requirements may be made for specific situations.

• **Admissions Interview** — An interview with an admissions counselor is a required part of the application process for both undergraduate and graduate programs. When a visit to the campus is not possible, this is done over the telephone, often via Skype.

• **Visitors Weekends** — We offer ten Visitors Weekend Courses throughout the year. These weekend courses for prospective students and their parents provide a complete introduction to the University and are highly recommended for anyone seriously considering enrolling at Maharishi University of Management.

**High School Verification**
Applicants who did not complete their high school study are required to submit one of the following: 1) General Educational Development (GED) certificate; or 2) a certificate of completion of a home-study program if the program is recognized by the student’s home state, or if the program is not recognized by the student’s state, the state must not consider the student to be in violation of truancy laws. Home-schooled applicants must also submit a complete home schooling record. All certificates and transcripts from high schools, colleges, and correspondence schools should be sent directly from the school or state agency to the Admissions Office.

While applicant’s previous academic performance is a primary consideration, commitment to gaining maximum benefit from the educational opportunities offered at Maharishi University of Management is an equally important consideration in the admission process.

**GRADUATE ADMISSIONS**

**Additional Criteria for Graduate Admissions**

Individuals who have earned a bachelor’s degree, or are in their senior year of college, may apply for admission to a program of graduate study at the University. Admission decisions are based upon the applicant’s academic record in undergraduate programs, other graduate programs (if applicable), graduate entrance examination scores, experience, personal qualifications, recommendations, and proposed program of study. Applicants must express a sincere desire for Consciousness-Based education. Applicants are also requested to learn the Transcendental Meditation technique before enrolling at Maharishi University of Management.
Grade Point Average (GPA)
A grade point average of at least 3.0 (on a 4.0 scale) in the third and fourth years of undergraduate study is required by the Graduate School for regular admission to graduate programs. Exemptions are granted for specific situations.

TRANSFER STUDENTS
Maharishi University of Management welcomes qualified transfer students. For the number of credits that may be transferred by undergraduate and graduate students, the method for evaluating those credits, and residency requirements, please refer to “Transfer Students” in the “General Policies” section of this Catalog. All transfer approval must be completed within the student’s first semester at the University, except for students receiving Veterans Educational Benefits (evaluation is done automatically upon enrollment).

Transfer students applying for U.S. financial aid must submit all transcripts from all previous schools to the Office of Admissions. Before financial aid can be awarded, these transcripts must be reviewed to determine class standing and eligibility.

INTERNATIONAL STUDENT ADMISSIONS

Application Deadlines
Maharishi University of Management welcomes international student applicants for all the University’s programs. In order to process applications and immigration forms in a timely way, completed applications, including all required documents, should be received by the Office of Admissions no less than one month in advance of the start of the new academic semester or program starting date. International students who are interested in applying to Maharishi University of Management should request instructions and admission materials well in advance of this date.

STUDENTS ARE REQUESTED TO APPLY ONLINE AT http://mum.edu/apply

Academic Records
An official copy of all records of any previous schooling (mark sheets, transcripts, diplomas, certificates, etc.) must be submitted as official certified documents directly from each institution. Any photocopies must have the signature of a school official and the school seal. These records must show courses taken and grades earned and must be translated into English if the original records are in another language. When a translation is supplied, the original record must also be included. Translations must be officially certified by a translator or interpreter. All records should be mailed to: Admissions Department, Maharishi University of Management, 1000 North Fourth St., Fairfield, IA 52557, U.S.A.
Visa Procedures
Once the application for admission is approved, a University acceptance letter and a U.S. Immigration Service SEVIS I-20 form will be mailed to the applicant. A prospective international student should not make plans to enter the United States before obtaining their F-1 student visa. It will be necessary to present both a letter of acceptance and a SEVIS I-20 form at the U.S. Embassy/Consulate, when applying for an F-1 student visa, and again upon arrival into the United States, and finally, during registration at the University. If further documentation is needed in obtaining a student visa, please contact the Office of International Admissions.

Financial Statement
International students must provide evidence of financial ability to pursue a course of study at Maharishi University of Management before the letter of acceptance and the SEVIS I-20 form can be generated and mailed. Financial assistance is available for those who demonstrate academic promise, financial need, and a strong commitment to develop their full potential and the potential of their nations. Students must provide a letter from their bank to the Office of International Admissions verifying the availability of funds to meet their educational expenses for at least one academic year. Using this verification, the University can then issue a SEVIS I-20 form, which is needed to obtain a student visa.

Please note that the U.S. Immigration Service strongly discourages and usually disallows international students from entering the U.S. on a Visitor visa and then attempting to change status after arrival. The only exception to this rule would be to make clear at the Port of Entry that one is coming as a “Prospective Student” and ask that this particular designation be made on the I-94 card. Otherwise, an application for Change of Status from Visitor to Student will most certainly be denied. Furthermore, a Prospective Student is not allowed to register and enroll unless and until any Change of Status application is approved (a process that can take several months). Because of these strictures, the University has a policy of only registering students who have obtained the proper student visa.

Health Insurance
Due to the high cost of medical care in the U.S., all international students must purchase health insurance through the University at the time of registration. Students are exempt from this requirement if they can show at registration that they have adequate coverage under their own insurance.

This health insurance requirement is based on our concern that our international students are (1) adequately covered in the event of accident or illness, (2) able to receive the most
complete and up-to-date medical care available, and (3) not incurring large financial losses as a result of a medical emergency while in the United States.

**English Proficiency**
All applicants who are not native English speakers must submit official TOEFL or IELTS test scores.

Students may register for the TOEFL and request that scores be forwarded to the University at the time of the test; or by writing to the Educational Testing service, Box 592, Princeton, New Jersey 08540; or by e-mailing the contact form at www.ets.org/toefl/contact?WT.ac=toeflhome_contactus_121127. The University’s college code number for this purpose is 4497.

**English Proficiency Scores**
Students applying to Undergraduate Programs with scores below 6.0 on ELTS, 550 TOEFL paper-based, 213 TOEFL computer-based and 79 TOEFL Internet-based will be assessed to take Intensive English classes (offered at Maharishi University of Management) prior to enrolling in degree program classes.

Students applying to Graduate Programs with scores below 6.5 on IELTS, 575 TOEFL paper-based, 232 TOEFL computer-based and 90 TOEFL Internet-based will be assessed to take Intensive English classes (offered at Maharishi University of Management) prior to enrolling in degree program classes. (Students applying to MA teaching tracks need higher scores. Talk to an Admissions Counselor for details.)

### SPECIAL PROGRAM ADMISSIONS

Special admissions procedures and requirements for the special courses and programs offered by Maharishi University of Management are described below.

**The Science and Technology of Consciousness**

This course is the foundation for all University undergraduate programs. The Science and Technology of Consciousness course (STC 108/109) is the first course for any undergraduate student coming to the University; however, it can be taken by any interested person (even if not enrolled in a degree program) whenever it is offered, by applying through the Office of Admissions.

**The Science of Creative Intelligence Course**

This course is the foundation for all University graduate programs. The Science of Creative Intelligence course (FOR 500) is the first course for any graduate student
coming to the University; however, it can be taken by any interested person (even if not enrolled in a degree program) whenever it is offered, by applying through the Office of Admissions.

**Special Students**

- **Special Undergraduate Students** — Anyone not seeking a degree may take regular undergraduate courses for up to one year. These individualized programs offer the advantages of a Maharishi University of Management education to those who do not wish to enroll as degree-seeking students. Credit is generally transferable to other universities.

- **Special Graduate Students** — Students desiring to take additional study beyond the bachelor’s degree, without intending to earn a graduate degree, may apply for admission for non-degree status. Students may transfer up to 8 credits earned in this non-degree status to a regular degree program with the approval of the Academic Standards Committee, the academic department, and the Dean of the Graduate School. For the master’s degree, the final 40 credits generally must be earned at the University in a degree-seeking status. For the doctoral degree, credits earned while in this non-degree status will be reviewed by the student’s department faculty and/or advisory committee for possible acceptance as part of the requirements for the degree. Special graduate students generally begin their program of study with the Science of Creative Intelligence course (FOR 500).

**Special Maharishi Vedic Science Studies Program**

The Special *Maharishi Vedic Science* Studies program is offered by Maharishi University of Management in conjunction with the Maharishi Vedic Education Development Corporation (MVED) through reciprocal credit arrangements. Courses offered include “Transcendental Meditation-Sidhi Course” and “Transcendental Meditation Program Teacher Training, Parts I and II.” Degree-seeking students enroll in these courses under the guidance of their academic advisor. Non-degree students wishing to enroll in a Special *Maharishi Vedic Science* Studies course must submit a completed “Special *Maharishi Vedic Science* Studies Program Application/Registration” form and a nonrefundable $50 application and registration fee to the Registrar’s Office. Upon receiving verification of satisfactory completion of course work the University will enter credit on the student’s permanent record.

For further details about this program, please refer to “Special *Maharishi Vedic Science* Studies Program” under the “Department of Maharishi Vedic Science.”
ADDITIONAL INFORMATION
FOR ALL APPLICANTS

Policies for Practice of the Transcendental Meditation and TM-Sidhi Programs

The Transcendental Meditation program is practiced by all University faculty and staff, as well as by all students. Many students, faculty, and staff have also learned the advanced Transcendental Meditation-Sidhi program. For the personal benefit of all students, faculty, and staff these technologies are practiced exclusively of other programs or procedures. There are specific policies that support the practice of the Transcendental Meditation and TM-Sidhi programs. Each element of these technologies for the development of consciousness has been carefully structured to produce maximum benefit.

In order to ensure for everyone the integrity and effectiveness of the teaching and practice of the technologies of Maharishi Vedic Science, these technologies are practiced according to the instructions of qualified teachers recognized by Maharishi University of Management, and they are practiced exclusive of other programs and procedures.

Drug, Alcohol, and Smoke-Free Environment

Education at Maharishi University of Management is designed to help students become more creative, alert, and awake and to develop optimum health. Therefore the following points clearly outline the University’s policies on the use of tobacco, non-prescribed drugs, and alcohol:

- Tobacco products, non-prescribed drugs, and alcohol are not allowed on campus.
- Students are not allowed to be in the presence of others using non-prescribed drugs or alcohol on campus.
- The use of non-prescribed drugs is not allowed on or off campus.
- The use of alcohol off campus is illegal for students under the age of 21 and strongly discouraged for all students.

Official Acceptance Required before Arriving on Campus

Maharishi University of Management may defer admission or readmission of a student to any program if such deferral is warranted on the basis of the application or other information. It is very important that students do not come before receiving official acceptance. International students must also have received their U.S. Immigration and Naturalization Service I-20 form from the Office of Admissions before coming to the University.
Childcare Policy for Students with Children

The daily academic program at the University — as at any university — is a full schedule, requiring parents to arrange child care during the day. To ensure the comfort of both parents and children, the University has developed certain childcare policies, as follows:

• It is the responsibility of student parents to provide full-time child care if their children do not attend school. Parents must either provide a nanny or provide other full-time care of the children.

• Student parents must submit a written agreement to the Office of Admissions stating that they will provide adequate child care during their stay at the University, indicating the means by which they plan to do so. This written agreement is a requirement for acceptance.

READMISSION

Students who have been away from the University for one semester or longer, have officially withdrawn from the University, or who have been suspended for three or more blocks must apply for readmission by completing an “Application for Readmission” form with the Office of Admissions. Readmission is not automatic; applicants are subject to admissions review. Applications should be submitted as early as possible.
All students are welcome to apply for financial aid. Most financial aid is awarded on the basis of financial need. Need is not considered when determining the qualification for admission. For need-based financial assistance, the Free Application for Federal Student Aid is used for USA students to determine students’ financial need. For International students, the University uses its own scholarship application to determine financial need.

Maharishi University of Management offers a package of federal, state, and University financial assistance for U.S. citizens, and University scholarship for international students. For example, U.S. undergraduate students may be eligible for federal and state grants, as well as University scholarships, and Federal student loans. U.S. graduate students and international students may qualify for some University scholarships covering part of the tuition.

Many U.S. students also qualify for Federal Work Study positions to help with the cost of books and supplies. Federal Work Study allows students to work at a part-time job at the University, usually after classes or on weekends. The average work-study job is 4-5 hours a week.

**CURRENT FINANCIAL AID PROGRAMS**

**Federal and State Grants**
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant
- Iowa Tuition Grant

**University Scholarships**
- Trustees’ Scholarship
- Graduate Internships

**Loans**
- Federal Perkins Loan
- Federal Subsidized/Unsubsidized Loan
- Federal PLUS Loan
Other Forms of Aid

• Veterans' Benefits
• Iowa National Guard Educational Benefits
• Federal Work Study

FINANCIAL AID ELIGIBILITY

Students must be accepted to attend the University by Admissions, and be actively enrolled receiving academic credit each term toward seeking a degree to be eligible for financial aid. Once a student meets the academic requirements to complete that degree, financial aid eligibility ceases.

If you have any questions about financial aid, please write or call the Office of Financial Aid: (641) 472-1156, email: finaid@mum.edu.

UNIVERSITY CHARGES PER SEMESTER, 2016–17

Program types

Day Schedule: Semester charges with courses at the rate of one credit per week, main campus
Evening Weekend (EW): Semester courses at less than one credit/ week, professor & student on site
Distance Education (DE): Semester charges, professor and student separated at a distance
PhD: Semester Charges
Professionals Program: One time program charge, hybrid structure: Day then DE
Guest Students: One course at a time

Tuition charges per semester for day programs

The charges listed below are before scholarship is awarded.
Full Time (12 or more credits) $13,500
Half Time (6 to 11.75 credits) $ 6,500
For Federal Pell Grant only, 11 credits is 3/4 Pell Grant. Less than 6 credits per semester is $450 per credit with no institutional scholarship
## Housing and meal charges per semester

<table>
<thead>
<tr>
<th></th>
<th>Full Meals</th>
<th>Single Meals</th>
<th>MSV Housing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twelve or more weeks in a semester</td>
<td>$2,000</td>
<td>$1,700</td>
<td>$750 additional</td>
</tr>
<tr>
<td>Six to eleven weeks in a semester</td>
<td>$1,000</td>
<td>$850</td>
<td>$300 additional</td>
</tr>
</tbody>
</table>

Less than six weeks is $210 per week. Housing charges must be accompanied by full meal charges. Meal charges are not available to students without housing charges (although students may buy discounted meal passes at the bookstore). Courses taken during winter and summer break cost extra (see below). All students who live on campus are required to pay for full meals, which consist of three meals per day, six days per week, and two meals on Sunday. Single undergraduate students under 22 years of age are required to live in residence halls. Students with exceptional circumstances, such as living with parents in Fairfield, may petition Student Life for an exemption.

### Students moving off campus during a semester

Students who move out of the residence halls after they have registered will not be eligible for a reduction in housing charges for that semester, except when charges must be reduced due to University Withdrawal.

### Tuition per semester for PhD and evening/weekend and distance education programs

**Business Administration**

- Certificate Information Systems Management $450 per credit for all semester credits
- Masters Evening Weekend and Distance Education $4,500
- PhD Entry Level $7,230
- PhD Candidate Level $4,000
- PhD Researcher Level $2,000

**Maharishi Vedic Science**

- Masters and Graduate Certificate $2,500
- PhD Entry Level $8,230
- PhD Candidate Level $4,000
- PhD Researcher Level $2,000
Maharishi AyurVeda and Integrated Medicine

- Master’s Online $2,500
- Concurrent MD $4,000

MFA Screenwriting Low Residency $9,000

Above tuition rates are for full-time enrollment (six credits). Tuition for less than six credits is $450 per credit. Student budget for loan eligibility and enrollment reporting is half time for 4 to 5.75 credits, and 1/4 time for less than 4 credits. Work or practicum credit is included, based on credits issued. PhD charges per semester are not reduced for partial enrollment.

**Enrollment that mixes courses from different programs or program tracks**

**Degree Program** (Undergraduate, Masters, PhD) — Enrollment may be only one degree program per term. A student may include courses from a different program level with appropriate approvals. For example, if an undergraduate or PhD student adds master’s level courses in a term, the designated degree program for the term always remains the undergraduate or PhD program, no matter how many master’s course credits are taken that semester.

**Program Tracks** (DAY, EW, DE) — Day courses have a different rate of tuition and a different enrollment status definition than DE or EW tracks. Students may be enrolled for only one designated program track per semester. When a student’s semester class schedule mixes courses from two program tracks in one semester, the greater number of credits determines the designated program track for that semester, which then determines the tuition and enrollment status for the semester under that designated program track. If the number of credits is equal, for example courses with four DAY credits and four DE credits, the designated program track is the program track from the prior semester (if the prior semester program track was DAY program, the designated program track in the new semester is also DAY program and all 8 credits are billed at the DAY rate with DAY program track half-time enrollment status).

**Terms and Intersessions**

**Professional Programs** have two six-month terms. Fall starts mid-June and ends mid-December; spring starts mid-December and ends mid-June.

**All Other Programs**
The two standard semester terms are 18 weeks as defined on the published academic calendar.
Summer Term 2016
Credits are designated under the separate summer term for all purposes, including enrollment status, Satisfactory Academic Progress, and all other term based processes. Tuition is $450 per credit and is covered by scholarship (and grants if available) for DAY programs (EW and DE pay tuition). Housing and meals is $210 per week for on campus students while in class. Six credits are required for half time enrollment during the summer term.

January Session 2017
Credits earned for courses starting after the Winter Holiday break are session credits added onto, and part of, the standard spring semester. Tuition/Housing/Meals is charged in the same way all credits are charged for spring semester enrollment as a whole.

NOTE: Center Invincibility Course students pay the additional course fee and full accommodation rate no matter when the course takes place.

Charges for professionals programs

<table>
<thead>
<tr>
<th>Program</th>
<th>See Web Posting</th>
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</thead>
<tbody>
<tr>
<td>Computer Professionals Program</td>
<td></td>
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<tr>
<td>Accounting Professionals Program</td>
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</tbody>
</table>

Charges are per program, not per semester. Six credits per semester are required for full-time status.

Other charges

- **Student Fees**: A Student Activities fee of $60, a Student Athletic Facilities fee of $40, a technology fee of $115, and a Health Clinic fee of $50 are charged per semester. Fees are not prorated for partial enrollment. Fees are not charged when enrollment is less than seven weeks in a semester, or if the entire semester is taken outside of Jefferson County.

- **Application Fees**: All US Citizens and Green Card holders are asked to submit, along with the online admissions application, a nonrefundable application-processing fee of $25. International applicants are asked to submit a nonrefundable application-processing fee of $50. Payment may be made by credit card or a bank draft.

- **International Students Health Insurance**: International students are charged an estimated $1,020 per semester for six months of required health insurance unless otherwise insured (proof of other insurance required within two weeks of initial semester registration). Health insurance is not prorated for partial enrollment, except for three-month increments (approximately $510) as long as no claims have been incurred. Insurance amounts listed on the Financial Aid Award Letter are estimated until the rates are finalized with the insurance provider.
• **Transcendental Meditation Program Tuition:** Undergraduate students and US graduate students will receive a scholarship from the David Lynch Foundation covering the tuition of the University’s Transcendental Meditation course. International graduate students will receive a loan for the $480 Transcendental Meditation course tuition. Prospective students who receive instruction in the Transcendental Meditation technique before enrollment, as part of their admissions process, may be eligible for a reimbursement of the cost of the instruction after they enroll at the University. This reimbursement from the David Lynch Foundation is obtained through Admissions.

• **TM-Sidhi Course:** Students may receive four academic credits from Maharishi University of Management for the TM-Sidhi course taught by Maharishi Foundation in coordination with MUM through a contractual agreement. The David Lynch Foundation has announced a scholarship to reduce the cost of the course from $2,500 to $1,250 for Maharishi University of Management students. An additional scholarship of $750, reducing the tuition to $500, is also available to students who meet specific criteria specified by Maharishi Foundation. There is an additional cost of $950 for the final two weeks in residence.

**Other estimated costs of attendance**

**Day Programs**
- Books, Equipment, and Supplies: $1,000 per year
- Personal Expenses and Transportation: $3,800 per year
- Off-Campus Housing and Meals: $7,400 per year

**Evening Weekend and Online Programs**
- Book and Supplies: $200–$500 per academic year
- Personal Expenses and Transportation: $2,000 per year
- Off Campus Housing and Meals: $6,000 per year, except $9,000 per year for Concurrent MD program

These other estimated costs of attendance are generally applicable to full-time students. Half-time student estimated costs are generally 50% of the amounts listed above.
Payment

Semester payment is due by August 1 for fall semester and by January 15 for spring semester. Payment may also be made in four installments per semester for an additional $30 per semester. See the payment page.
http://portals.mum.edu/RelId/620156/ISvars/default/Make_a_payment.htm

Payment procedure

Payment may be made by Visa, MasterCard, Discover, and e-check from domestic accounts and peer-Transfer from foreign accounts. Go to http://portals.mum.edu/RelId/620156/ISvars/default/Make_a_payment.htm

Reductions in charges and financial aid

This section outlines reductions due to semester withdrawal when scheduled courses are not completed or not attended.

The semester charges (tuition, housing, and meals) are reduced or recalculated (financial aid is also reduced) in proportion to the time attended, under these conditions:

A student ceases to attend a course before completing that course, and there is no written confirmation of the student’s intent to attend an additional course that semester. Or a student fails to begin attendance in a course for which the student registered where there was no prior notification about changing the semester enrollment.

The last date of attendance is the official withdrawal date. The last date of attendance must be documented by the University from its own records of any academic attendance (a student’s statement of last date of attendance is not sufficient). The professor may specify the last date of attendance in writing or via email.

The percentage of time attended is defined as the number of calendar days from the start of the first course for that student in that semester to the official date of withdrawal, divided by the number of calendar days in that student’s semester enrollment (not counting any time of more than five consecutive days during which the student was not scheduled to take any courses). The semester charges are recalculated to be the percentage of time attended multiplied by the original semester charges. After 60% there is no reduction.

If there is written confirmation of the intent to take additional courses that semester, at the time of withdrawal from a course, there is no reduction in charges. If the student does not return for the additional course, the charges are reduced according to the withdrawal date of the earlier partially attended course. If a student returns and withdraws from the future course, the withdrawal date is the date from that future course.
Professionals Program charges are exempted from this policy because their charges are adjusted according to their program agreement.

**Reduction in semester financial aid**

First, a Pell Grant must be reduced to the earned amount as of the withdrawal point, based on the number of credits attempted (½ Time or ¼ Time). All of the remaining award amounts (except Federal Work Study) are reduced by multiplying times the percentage attended. Federal law requires that the federal aid be reduced as a whole, in the following order:

1. Direct unsubsidized first, then direct subsidized
2. Perkins loans next
3. Direct PLUS loans next,
4. Federal grants last: Pell first, then FSEOG.

The return of federal student aid to the U.S. Government by the University means that in many cases this could result in a payment due by the student to the University.

**Example: University withdrawal for student with U.S. Government aid**

$13,215 Semester Tuition and Fees, original semester registration for off-campus student
- $17,695 Financial Aid ($3,075 Federal Grants, $7,120 Federal Student Loans, $7,500 Institutional Scholarship)
  = $4,480 Projected Semester Cash Refund for Living Expenses

This student received $1,493 cash refund after the third week of class attendance and then ceased attending after the fourth week of class attendance. The Pell Grant is reduced to 50% for ½ time earned attendance (from $2,775 to $1,388).

The official withdrawal date is the last date of attendance, the 28th day of the semester where the enrollment period is 118 days, having attended 24% in time. The charges and aid are reduced and recalculated as follows:

$3,335 Tuition and Fees (24% of original $13,000 tuition + $215 fees)
  -2,178 Federal Aid: $1,688 grants, $490 loans (24% of remaining federal aid, grants first, then loans)
    -1,800 Institutional Scholarship (24% of original $7,5000 scholarship)
  $643 New Semester Refund Eligibility
The student already received $1,493, thus must return $850 cash to the University. The University will not allow the student to re-enroll and will not release a transcript until this outstanding balance has been paid.

**Other points regarding charges**

Students with a remaining balance due to the University should pay it before leaving the University. In case students are requested to withdraw from the University because of poor academic standing or disciplinary reasons, reductions in charges are the same as for other withdrawals from the University. An appeals process for review of specific situations is available by filing a Financial Review Board petition form, available at the Enrollment Center.

**Study abroad and courses delivered by other institutions under contractual agreement**

U.S. Students in day programs eligible for federal aid will be assisted in obtaining federal aid to attend eligible study-abroad programs. Only $500 of University tuition will be charged when the other institution grants academic credit via approved transcript. University tuition (see above) is charged for any other course taken away from Fairfield, including Internships, Fieldwork, Thesis, Projects, MVS Special Studies, and other studies, even when the source of coursework is not primarily taught by University faculty.

**Guest students**

Guest students who are not seeking a degree may take courses, upon application approval, at the rate of $450 per credit, with housing and meals for $210 per week (financial aid, including scholarship, will not be available). A maximum of two courses (8 credits) can be transferred to a degree program. A student who withdraws after the first day of the course will be charged a minimum 50% of the course fee, and after 25% of the course, there is no refund.

**Information for recipients of grants**

In the event that available state funds are insufficient to pay the full amount of each approved Iowa Tuition Grant, the Iowa College Student Aid Commission has the authority to administratively reduce the award. State awards may include Federal LEAP/GAP funds.
University scholarship

The University reserves the right to increase or decrease University Scholarship at any time, for any reason, for any individual. Such a change in scholarship level (up or down) may be reviewed by petition from the student.

Nondiscrimination

Maharishi University of Management and its educational programs, and benefits are available to all people without distinction as to sex, age, race, religion, color, national or ethnic origin, handicap, veteran’s status, or sexual orientation. Institutions of higher education are required by law (Title VI and Title VII of the Civil Rights Act of 1963, Title IX of the Education Amendments of 1972, and the Americans with Disabilities Act of 1973, and the Americans with Disabilities Act of 1990) to provide this broad access to their educational programs and to serve society in a way that treats, with equal dignity, the diversity of individuals and groups which comprise our society. Inquiries concerning Title IX, Section 504, and the Americans with Disabilities Act should be directed to the General Counselor’s Office, Maharishi University of Management, Fairfield, Iowa, 52557, (641) 472-1175.

Important notice

In compliance with Iowa Code Annotated Title VII 3 261B, please see www.mum.edu for course titles, descriptions, academic policies, credit earned, and degrees, as well as accreditation information, in combination with the charges and refund policies herein. Maharishi University of Management reserves the right to change, without prior notice, University charges and policies. All information in this document is in accord with federal regulations as of April 28, 2015.

Information in this document is in accord with federal regulations as of March 1, 2016.
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ACADEMIC CALENDAR 2016-2017

SUMMER SESSION

Summer Term for Continuing Students  Monday, June 20 – Saturday, August 20

FALL 2016 SEMESTER

Arrival and Registration

Arrival Day for New Int’l Students  Monday, August 15 or Tuesday, August 16
Arrival Day for New U.S. Students  Wednesday, August 17
New Student Orientation  Wednesday, August 17, 7:30 p.m. through Sunday, August 21
Arrival Day for Continuing Students  Friday, August 19, or for international flight students, Thursday, August 18

FALL REGISTRATION

• All New Students  Thursday, August 18
• All Continuing Students  Saturday, August 20
• Readmitted Students  Thursday, August 18

INTRODUCTORY COURSES

• New Undergraduates  Monday, August 22 to Thursday, September 29
• New MBA Graduate Students  Monday, August 22 to Friday, September 2

FALL COURSES

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<th>Fall Courses and Important Dates</th>
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<th>Ends</th>
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<td>AUGUST (Block 8)</td>
<td>Monday, Aug. 22</td>
<td>Friday, Sept. 2*</td>
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<tr>
<td>SEPTEMBER (Block 9)</td>
<td>Monday, Sept. 5</td>
<td>Thursday, Sept. 29</td>
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<tr>
<td>Convocation</td>
<td>Monday, Sept. 5, Dalby Hall, 1:00 p.m.</td>
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<tr>
<td>OCTOBER (Block 10)</td>
<td>Monday, Oct. 3</td>
<td>Thursday, Oct. 27</td>
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<td>NOVEMBER (Block 11)</td>
<td>Monday, Oct. 31</td>
<td>Thursday, Nov. 22</td>
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<td>Last day to apply for fall graduation</td>
<td>Tuesday, Nov. 1</td>
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<tr>
<td>Thanksgiving Holiday</td>
<td>Wednesday, Nov. 23</td>
<td>Sunday, Nov. 27</td>
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<td>DECEMBER (Block 12)</td>
<td>Monday, Nov. 28</td>
<td>Thursday, Dec. 22</td>
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<tr>
<td>Winter Holiday</td>
<td>Thursday, Dec. 22, (noon)</td>
<td>Sunday, Jan. 15</td>
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<tr>
<td>Residence Halls Close for Winter Holiday</td>
<td>Thursday, Dec. 22, (noon)</td>
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</table>

WINTER SESSION

JANUARY (Block 1) Continuing students only  Monday, Jan. 16 – Thursday, Feb. 9

Registration Friday, January 13th, 10:00 a.m. - 3:00 p.m.
SPRING 2017 SEMESTER

Arrival and Registration

Arrival Day for New Int’l Students: Monday, February 6, or Tuesday, February 7
Arrival Day for New U.S. Students: Wednesday, February 8
New Student Orientation: Wednesday, February 8, 7:30 p.m. - Sunday, Feb. 12
Arrival Day for Continuing Students: Friday, February 10

SPRING REGISTRATION

• All New Students: Thursday, February 9
• All Continuing Students: Saturday, February 11
• Readmitted Students: Thursday, February 9

INTRODUCTORY COURSES

• New Undergraduates: Monday, February 13, to Thursday, March 23
• New Graduate Students: Monday, February 13, to Friday, February 24

SPRING COURSES

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<th>Spring Courses and Important Dates</th>
<th>Begins</th>
<th>Ends</th>
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<tr>
<td>FEBRUARY (Block 2)</td>
<td>Monday, Feb. 13</td>
<td>Friday, Feb. 24*</td>
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<td>MARCH (Block 3)</td>
<td>Monday, Feb. 27</td>
<td>Thursday, March 23</td>
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<td>Spring Break</td>
<td>Friday, March 24</td>
<td>Sunday, April 2</td>
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<td>Last day to apply for spring graduation</td>
<td>Saturday, April 1</td>
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<td>APRIL (Block 4)</td>
<td>Monday, April 3</td>
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<td>MAY (Block 5)</td>
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<td>JUNE (Block 6)</td>
<td>Monday, May 29</td>
<td>Thursday, June 22</td>
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<td>Commencement</td>
<td>Saturday, June 24, 1:00 p.m.</td>
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<td>Residence Halls Close for Summer</td>
<td>Saturday, June 24, 5:00 p.m. **</td>
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<td>Summer Break</td>
<td>Thursday, June 22, to Sunday, August 13</td>
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SUMMER TERM

| Summer term for continuing students | Monday, June 26 | Saturday, August 12 |

*August and February blocks end at noon. All other blocks end at 3:15 p.m. Some programs may have class or holidays at times other than those listed here. Please consult your Program Director for the calendar appropriate to your program.

** Graduating students may remain in residence halls until Monday, June 26 (noon).