MAHARISHI UNIVERSITY OF MANAGEMENT

CATALOG

2004–2005

Undergraduate and Graduate Programs

Fairfield, Iowa

Higher Consciousness and Professional Excellence
Letters of inquiry about Maharishi University of Management should be addressed to:

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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.

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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).
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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

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MESSAGE FROM THE FOUNDER 8

MESSAGE FROM THE PRESIDENT 8

INTRODUCTION TO THE UNIVERSITY 10

THE MISSION OF THE UNIVERSITY 10

PURPOSES AND OUTCOMES 10

ABOUT THE UNIVERSITY 11

ACADEMIC PROGRAMS 13

THE FIRST-YEAR PROGRAM 13
  FIRST SEMESTER 13
  COURSES 14

GENERAL EDUCATION 20
  SPECIAL FEATURES 20
  THE CENTER FOR EDUCATIONAL EXCELLENCE 21
  SPECIAL GENERAL EDUCATION HUMANITIES ELECTIVES 22

DEPARTMENT OF FINE ARTS 24
  SPECIAL FEATURES 25
  DEPARTMENTAL REQUIREMENTS 27
    Graduation Requirements for the Bachelor of Fine Arts Degree 27
    Requirements for the Minor in Fine Arts 29
    Requirements for the Minor in Improvisational Dance/Movement 29
  COURSES 30
    Undergraduate Courses 30
    Graduate Courses in Visual Arts/Digital Arts 39

DEPARTMENT OF BUSINESS ADMINISTRATION 41
  SPECIAL FEATURES 42
    Master of Business Administration 42
    Ph.D. in Management 43
  DEPARTMENTAL REQUIREMENTS 44
    Graduation Requirements for the Bachelor of Arts Degree in Management 44
    Graduation Requirements for the Minor in Management 45
    Graduation Requirements for the Minor in Government 45
    Graduation Requirements for the Minor in World Peace 45
    Graduation Requirements for the Bachelor of Arts Degree in Management at the International Program Site in Beijing, China 46
  COURSES 53
    Undergraduate Courses 53
    Graduate Courses 63
Message from the Founder

His Holiness Maharishi Mahesh Yogi,
who founded the University in 1971, and who has opened the gateway
of enlightenment to millions of people over the past 50 years

“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.” — Maharishi

Message from the President

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.

The University’s unique Consciousness-Based™ 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.

The University is fortunate to have highly qualified faculty and bright, focused students who have come from more than 90 countries and almost every state of the United States. The University 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, the University has founded a school, Maharishi School of the Age of Enlightenment, which many feel is the best primary and secondary school in the world, as measured both by the students’ academic achievements, and by their happiness and highly enlightened consciousness and behavior.

Most important of all, the University through its Golden Domes has continually for 25 years now 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 can only be 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.

— Dr. Bevan Morris
INTRODUCTION TO THE UNIVERSITY

THE MISSION OF THE UNIVERSITY

Maharishi University of Management was founded in 1971 by His Holiness Maharishi Mahesh Yogi to fulfill the highest ideals of education. Foremost among these ideals is to help students develop the ability to think and act in harmony with their environment and to live a fulfilled life.

The University has pioneered a unique system of higher education based on developing students’ full alertness and creative intelligence — the foundation of learning. This system integrates the content of traditional discipline-based education with knowledge and technologies for developing students’ mental potential. At the foundation of this system is the practice by students, faculty, and administrators of systematic and scientifically verified techniques to develop the full potential of human consciousness.

Through programs that give students a traditional education while cultivating the holistic growth of consciousness, mind and body, the University offers students the skills needed to manage their lives effectively, to lead lives characterized by health and wisdom, and to achieve both personal and professional success and fulfillment in all areas of life.

The University’s unique educational programs are designed to fulfill a commitment to four broad areas of responsibility:
- To achieve educational excellence
- To promote the holistic development of our students: consciousness, mind, and body
- To conduct original research and extend the frontiers of knowledge
- To improve the quality of life for the individual, the nation, and the world.

PURPOSES AND OUTCOMES

The University meets its goals of developing educational excellence and improving quality of life principally by helping students achieve specific outcomes during their academic programs. Three outcomes are the basis of institutional assessment.

Self-Development
Development of consciousness means developing the innermost nature of the individual. The University’s program of education systematically develops students’ intelligence, nourishing and unfolding all aspects of life simultaneously — mind, body, behavior, and environment. The individual grows in personal fulfillment and professional success and brings increasing fulfillment to society.

The outcomes of developing creative intelligence that the University expects of its students over the course of their academic careers include 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**
The University’s 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. The University also expects that all students will acquire intellectual skills and capacities; understand multiple modes of inquiry and approaches to knowledge; and develop societal, civic, and global knowledge.

**Scholarship and Service**
In addition to the educational outcomes cited above, the University will develop new knowledge through research and will disseminate that knowledge through publication of scholarly works. In disseminating its knowledge, the University will also assist other educational organizations, nationally and internationally, whose purposes are consistent with the University’s mission. The primary responsibility for scholarship and service lies with the University’s faculty. Their progress is assessed in terms of their contributions to peer-reviewed publications, to the University’s own publications, and to the development of curricula and instructional materials.

**ABOUT THE UNIVERSITY**

Maharishi University of Management is accredited by The Higher Learning Commission and is a member of the North Central Association (www.ncacihe.org, (312) 263-0456), the oldest and largest accrediting organization in the U.S. In addition, the University, through the Department of Business Administration, has the following degree programs accredited by the International Assembly for Collegiate Business Education (P.O. Box 25217, Overland Park, KS 66225, (913) 383-6205): Ph.D. in Management, Master of Business Administration, and Bachelor of Arts in Management.

Academic programs include Ph.D., master’s, and bachelor’s programs in a range of disciplines, including Ph.D. programs in Management and Maharishi Vedic Science™. Students come from almost every state and over 90 countries, including Canada, China, Russia, India, Turkey, Kenya, Brazil, Mexico, many Caribbean countries, Australia, Germany, France, Great Britain, and the Scandinavian countries; they represent nearly every culture, race, and religion in the world. 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.
Faculty include internationally recognized scholars and researchers with degrees from such universities as Oxford, Harvard, Stanford, Princeton, 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 Computer, Citibank, Ford, Hewlett-Packard, IBM, 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 262-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.
The first-year program at Maharishi University of Management provides a unique vision, a completely original angle, on how to approach and succeed in life. We ground our curriculum in a vision of human potential that includes higher states of consciousness, and in an understanding of the fundamental unity of life. Our program provides not only intellectual understanding of this new vision, but also technologies for realizing this vision. This intellectual understanding and personal growth experience lead to a most fulfilling and productive life.

Profound intellectual awakening and growth of consciousness deepen with each year at the University. But the first year at Maharishi University of Management is especially important in this transformation. It consists of a sequence of courses that introduces the core curriculum of the University, develops effective thinking, research, speaking, writing, and teamwork skills, and exposes you to a remarkable breadth and depth of knowledge in this first year.

FIRST SEMESTER

**CC 100 The Science of Creative Intelligence**
The semester begins with Maharishi’s 33-lesson Science of Creative Intelligence (SCI) course videotaped in Fiuggi, Italy in 1972. In this course Maharishi talks about all the implications for life resulting from daily practice of the Transcendental Meditation® technique and the growth of creative intelligence. He describes the principles underlying the development of full potential in life and demonstrates the unified expression of creative intelligence in the laws of nature that modern science has discovered. He thereby integrates 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).

Like all sciences, the Science of Creative Intelligence has an applied and a theoretical aspect: The applied aspect is the Transcendental Meditation program, which provides all human beings with the ability to directly access the field of pure intelligence in the simplest state of their own awareness. Students not yet instructed in the Transcendental Meditation program learn this simple, effortless technique as part of the SCI course. Through regular practice of the Transcendental Meditation technique, students begin to utilize the unlimited potential of their own creative intelligence.
The highlight of the course is Maharishi’s description of seven states of consciousness, including the four higher states of consciousness that are the core of Maharishi University of Management’s research program on the farther reaches of human potential. The understanding of these higher states of consciousness, and the experience of the first of them — Transcendental Consciousness — through your daily Research in Consciousness program, will begin to establish an inner compass for all good and fruitful directions in life.

**ESS 103 Base Camp: Building Friendships**
Integrated into the SCI course is a five-day retreat where students, faculty, and staff go to a wilderness area for a camping trip to help build friendships and understanding between all three groups with the goal of establishing cooperation for future endeavors. Whereas the SCI course enriches the mind and spirit with new ideas about human potential, Base Camp enriches the body and soul, with opportunities to enjoy some beautiful countryside with new friends. Activities include canoeing, biking, and hiking, as well as learning “outdoor” skills.

**COURSES**

**PH 101 Physiology Is Consciousness: Awakening the Cosmic Potentiality 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.

The human brain is unique in the universe. The unfathomably complex fabric of the brain neuropil rivals the billions of shining galaxies. This course examines the contribution of the Vedic Tradition of knowledge to our understanding of brain structure and function, and hence, the potential that lies within every individual. The exponential growth of modern scientific understanding, during the last 100 years, primarily the last 50 years, has created a situation in which we have an urgent need to understand the relationship between consciousness and our physiology. This course will present our facts of brain structure and function in light of Maharishi Vedic Science and Raja Raam’s Discovery of Veda and Vedic Literature in human physiology. We will examine how our brain constructs reality at every moment and how, from Vedic Science, the transcendental field of life, the home of all the laws of nature is the source of these myriad physiological impulses seamlessly orchestrated to produce what we call human experience. We will study 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, the birthright of every human being. (4 units)

**MVS 102 Maharishi Vedic Science and Sanskrit: Accelerating Growth to Enlightenment**
“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 technology of Maharishi Vedic Science that speeds 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 units) (Note: Students with a background in Maharishi Vedic Science and reading Sanskrit in Devanagari take MVS 192.)

MVS 192 Maharishi Vedic Science and Sanskrit: Accelerating Growth to Enlightenment — Advanced Section

“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 technology of Maharishi Vedic Science that speeds the development of higher states of consciousness. In this course students learn to read the Vedic Literature in Devanagari and deepen their understanding of the role of reading the Vedic Literature in developing enlightenment.

Students also deepen their understanding of the fundamental themes of Maharishi Vedic Science and cultivate their ability to express these themes in speaking and writing. Also included is 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 units) (Note: This course is for those who comfortably read Sanskrit in Devanagari and have considerable background in Maharishi Vedic Science.)

PHYS 110 Foundations of Physics and Cosmology: Discovery of the Unified Field and Its Practical Applications for Perfection in Life

The 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 complete 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 units)

**LIT 114 Self Discovery in Literature: Atma-Based Literary Studies**
The acts of reading and writing are examples of both self-discovery and Self Discovery. It is common to think of writing as an act of self-expression, just as all art forms are self-expressive. But writers also express more than even they realize, and much of what is written consciously or unconsciously conveys the deeper characteristics of one’s Being, including the unmanifest, unbounded, unwritten, absolute Self. What is often overlooked, however, is that reading is also a creative act. When we read we are absorbing much of the consciousness of the author, but we are also altering it in many ways as well. We cannot help but do so. Each reading is subjective. It conforms to our own individual ways of seeing the world. In this sense, the act of reading is the act of finding one’s self in everything we read. This course also functions as Self Discovery because it is our design to locate the absolute, unchanging Self in the midst of the literary texts’ ever-changing diversity. In this course we will sample all of the literary genres: the novel (excerpts), the short story, the literary essay, the lyric poem, the film, and a Shakespearean play. We will learn some literary terms, do some creative writing, and discover some different strategies for reading and writing. (2 units)

**MVS 122 Music: Life Is Music**
Most people do not consider themselves “musical.” But, from a different angle, the basic elements of music — vibration and sound, rhythm and harmony — lie at the very heart of life itself. This is why music is called the universal language.

Most people enjoy music, though — and enjoying music is where this course begins. The course emphasizes an intuitive approach to music appreciation and performance rather than intellectual analysis. Students listen actively to live performances and recordings and learn to recognize the styles of the greatest classical composers.

On this foundation, students learn the fundamentals of reading music. Then they choose between singing in a chorus or learning the basics of playing the keyboard — and they give a brief performance at the end of the course. As part of the course there will be live performances and discussions led by the music faculty, as well as special guest performances and seminars with in-residence experts in the classical music of India, known as Maharishi Gandharva VedaSM music. Students also learn about the harmonic series, music history, the American popular song, and modern music technology. (2 units)

**MATH 148 Infinity: The Structuring Dynamics of Mathematics**
Mathematics takes place in the imagination, in consciousness, unlimited either 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. (2 units)

**ED 119 Teaching for Enlightenment: An Introductory Experience**

What can human beings become? What can culture attain? In every age, great thinkers have asked these questions and through their answers have given expression to a vision of what humankind could achieve through education.

This course introduces students to the ideas of these great thinkers and their ideas about education. Leading all thinkers is His Holiness Maharishi Mahesh Yogi, whose Consciousness-Based education fulfills the long-sought goals of education — enlightenment for the individual and invincibility for the nation. Students investigate the leading theories and approaches of education, as well as practical principles of teaching and curriculum design. Working in teams, they design a lesson that is taught to children in our model school on campus, Maharishi School of the Age of Enlightenment. In the process of teaching their lessons, students test their ideas in practice and evaluate their effectiveness based on observed results. Students use the knowledge of modern social science and the Science of Creative Intelligence to gain a comprehensive, integrated view of education. (2 units)

**PH 130 Introduction to Physiology and Health**

Maharishi Consciousness-Based Health Care\textsuperscript{SM} is the aspect of the ancient Vedic Tradition that provides the knowledge of perfect balance and harmonious functioning in human physiology. This knowledge is validated by a growing body of scientific research and is essential for relieving mankind of the burden of disease.

This course teaches students to promote their own health, happiness, balance, and longevity by enlivening the body’s homeostatic, self-repair and defense mechanisms. Students explore profound and practical knowledge on the role of diet, daily and seasonal routines, exercise, and behavior in creating balance, optimizing health, and accelerating personal development. (2 units)

**ART 141 Art of the Self: Creating Images of Consciousness**

In this course, students delve into the creative process with focus on the self-portrait. To learn about the history of the self-portrait, they review some of the most famous self-portraits in Western art — Dürer, Rembrandt, Sophonsiba, Van Gogh, Anguissola, Vigee-Lebrun, Kollwitz, Escher, and others. Then they create their own self-portraits. Three lessons focus on drawing. Students learn to use and combine the simple elements of line, shape, tone, and change of direction to foster self-expression. In the process, they discover how simple and natural drawing actually is. Students often express surprise at how easy it is to learn something they always thought difficult.
Classes are held in the studios of the School of the Arts, with ample space, light, and comfort for creating works of art. Through lectures 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. (4 units)

WTG 191 College Composition I
This course presents students with the challenge of reconciling seemingly opposite perspectives — writing as an ongoing process of discovery and writing as the creation of a finished work. Students develop greater facility with the writing process and strengthen foundational skills. Connections between reading and writing are fostered as students read and discuss a narrative text. (4 units)

WTG 192 College Composition II
This course develops students’ abilities to use language for different purposes, subjects, and audiences, focusing on both exposition and persuasion within the academic context. Students read and discuss published works that reflect the variety of thinking and writing across the disciplines. (4 units) Prerequisite: WTG 191 or appropriate assessment

MATH 152 Elementary Algebra: Locating the Field of All Possibilities within Mathematics
The infinitely flexible language of algebra is used to quantify and model mathematical patterns and relationships. Topics include operations on algebraic expressions, linear equations, the coordinate plane, inequalities, factoring, and simple quadratic equations. (4 units)

MATH 153 Intermediate Algebra: Learning to Function from the Field of All Possibilities within Mathematics

CS 101 Nature’s Cosmic Computing: Harnessing the Organizing Power of Knowledge
This course investigates the most fundamental knowledge at the basis of all computing and modern computer technology, and how it is connected to principles of the Science of Creative Intelligence and Vedic Science. We will look at the structure of computing itself, of computer science, and of the wide range of computing applications that are primary to all areas of professions and life today. (4 units)

MGT 145 Locating the Source of Business Success: Action in Silence
Every student wants to find a career that is exciting, rewarding, and fulfilling. In this course, students realize that business is more than mere buying and selling. At its heart, business involves people expressing their creative intelligence in an infinite variety of ways. Students are encouraged to reflect on their own creative ideas and to see how these ideas can be applied in the business world. Students learn that business can simultaneously fulfill the desires of society, the company, and the employees.

This course has a number of special features. Leading entrepreneurs from Fairfield’s business community speak on the link between business success and the development of
consciousness and creativity. Students see selected videotapes on quality management and other topics. Dividing into groups, they visit local retail stores to evaluate the levels of customer service and discover the greater effectiveness of the enlightened management principles described by the Science of Creative Intelligence. (2 units)

HUM 231 Great Civilizations: The Quest for Heaven on Earth
In this course, students dive into the most inspiring creations of civilization — art, mythology, philosophy, and religion — highlighting humanity’s quest for an ideal society. The course begins with the ancient Vedic Civilization, which enjoyed Heaven on Earth, and continues with extraordinary videotapes and slide lectures on Indian, Chinese, Middle Eastern, Egyptian, African, European, and Native American cultures, and concludes by examining the possibilities for creating Heaven on Earth today. By familiarizing students with many of the world’s cultures in the light of their own consciousness, this course prepares students to be global citizens of the 21st century, at home in the world family. This course helps students discover that history is the story of the Self — their own Self-expressing itself in the waves of time. (4 units)
GENERAL EDUCATION

Maharishi University of Management is dedicated to education that develops the whole person. Our approach to general education shares the emphasis on distribution requirements and mastery of basic competencies found at other institutions. To these we add a program that directly develops the students’ creative intelligence from within. In addition, our program emphasizes the development of health and fitness, enlightened attitudes, and progressive behavior.

SPECIAL FEATURES

• Research in consciousness, the twice-daily practice of the Transcendental Meditation program (taken by all students throughout their education), and TM-Sidhi program (taken by all qualified students throughout their education).

• A First-Year Program, which includes required courses in the Science of Creative Intelligence, Sanskrit and Maharishi Vedic Science, human physiology, physics, and writing.

• Separation of courses by gender whenever possible.


• An exercise program in which students are tested for their fitness at the beginning of each semester, create their own daily exercise regimen based on fitness goals for the current semester, and then are retested for progress on these goals at the end of the semester.

• A health education program that includes a required two-unit course that introduces students to the principles of proper rest, nutrition, and time-management as well as a first-year tutorial and mentoring program that helps students create good habits in these areas.

• 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, and India. The purpose of the program is to give students the experience of other cultures in some of the world’s most beautiful locations.

• A two-unit career development and job placement seminar that all students take in their third or fourth year.
• Forest Academies, the first two weeks of each semester, which provide opportunities for 
more extended research in consciousness and for exploring the application of the Science 
of Creative Intelligence to areas ranging from the arts to the sciences.

• A Senior Capstone Forest Academy during which graduating students are assessed for 
general education outcomes and reflect on the growth they have experienced in their 
years at Maharishi University of Management.

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

THE CENTER FOR EDUCATIONAL EXCELLENCE

In order for all students to graduate having mastered our general education goals and 
objectives, these educational outcomes must be addressed and reinforced throughout the 
curriculum. We have therefore created a Center for Educational Excellence that works 
with the individual faculty and departments on the implementation of our general 
education goals and objectives in all programs and courses. This Center also oversees an 
assessment program that continuously monitors our progress in achieving these goals and 
outcomes.

As part of the general education program, classes incorporate elements that develop

• Writing, speaking, and communication skills
• Reading, listening, and information gathering skills
• Group and independent research and work skills
• Proficiency with new technology
• Effective thinking skills
• Mathematical and scientific reasoning skills, as appropriate
• Creative imagination and problem-solving skills
• Aesthetic sensibility and experience in the arts, as appropriate
• Self-assessment skills

All classes are organized around universal principles of Maharishi’s Science of Creative 
Intelligence course and in Vedic Science courses. In addition to the specific information 
and knowledge being studied in the modern disciplines, classes also develop the 
following understandings, as appropriate:

• Understanding of the quantum mechanical nature of reality
• Understanding the unity of all knowledge, its common source in the Unified Field of 
Natural Law, and its identity with the student’s own Self
• Understanding the universality of the Vedic Science model of human development as it 
has expressed itself in diverse world civilizations
• Understanding the mechanics, principles, practical technologies, and evidence that 
support the development of higher states of consciousness and success in life
• Understanding professional standards and responsibilities, with exposure to a range of career opportunities.

SPECIAL GENERAL EDUCATION HUMANITIES ELECTIVES

In addition to elective courses offered by the academic departments at the University, students may take any of the following courses to fulfill their general education distribution requirements in the Humanities:

HUM 108 The Good Life in Western Philosophy: Seeking the Highest First
Philosophy asks one particular question of greatest significance for human life, “What is the good life?” This question is an excellent entry point into philosophy, because the answer deals explicitly with ethics (values), and necessarily leads one to the investigation of the other major areas of philosophy — epistemology (the nature of knowledge) and metaphysics (the nature of reality). This course will give students a general introduction to the field of philosophy and to some of the greatest philosophers in the Western tradition. In addition, students will gain a deep understanding of the value that Maharishi Vedic Science has for illuminating the thinking of great philosophers and, more generally, for helping us to answer the fundamental questions of philosophy and life. (4 units)

HUM 110 Western Philosophy: The Quest for Self-Knowledge, Wisdom, and the Highest Good
When we explore the mainstream of the Western intellectual heritage from the perspective of Maharishi Vedic Science, we discover that great philosophers throughout Western history have described higher states of consciousness. In this course, reading from the writings of such philosophers as Plato, Aristotle, Descartes, Spinoza, Hegel, and Whitehead, students see the Western intellectual heritage confirming the universality of higher states of consciousness, and observe that Maharishi has elucidated an understanding of human development that is universal to human life. The course also looks at current issues in the nature of science and the limitations of the scientific method in gaining complete knowledge. (4 units)

HUM 230 Rotating University in Greece: Conceptions of the Good Life in Greek Thought
Rotating University courses offer an opportunity to study and travel abroad. This course takes place on the Greek mainland, the Greek islands, and a cruise ship on the Aegean Sea. It combines an introduction to Greek culture and history, with a specific focus on virtue and the good life in Greek thought. Students tour some of the most famous historical sites in Greece — the Parthenon in Athens, the Oracle at Delphi, the palaces of the Minoan civilization on Crete — along with an opportunity to experience the charm of contemporary Greek towns and the beauty of Greek beaches. For four days, the course is on a cruise ship, which visits a number of famous Greek sites from antiquity.

The intellectual thought of ancient Greece is very rich, serving as the source of much of the Western intellectual tradition. We read original works of some of the greatest Greek
writers and thinkers, from the perspective of understanding the nature of the good life. We will also discover the profound parallels between ancient Greek thought and the insights of Maharishi Vedic Science. Both intellectually and experientially, this course provides an exploration of the good life. (4-unit course — 2 units of General Education credit) (Note: The content of this course is different from “The Good Life in Western Philosophy.”

**HUM 231 Great Civilizations: The Quest for Heaven on Earth**

In this course, students dive into the most inspiring creations of civilization — art, mythology, philosophy, and religion — highlighting humanity’s quest for an ideal society. The course begins with the ancient Vedic Civilization, which enjoyed Heaven on Earth, and continues with extraordinary videotapes and slide lectures on Indian, Chinese, Middle Eastern, Egyptian, African, European, and Native American cultures, and concludes by examining the possibilities for creating Heaven on Earth today. By familiarizing students with many of the world’s cultures in the light of their own consciousness, this course prepares students to be global citizens of the 21st century, at home in the world family. This course helps students discover that history is the story of the Self — their own Self-expressing itself in the waves of time. (4 units)
DEPARTMENT OF FINE ARTS

FACULTY
• James Shrosbree, M.F.A., Chair, Associate Professor of Art
• Matthew Beaufort, M.A., M.A., Associate Chair, Assistant Professor of Art
• Geoffrey Baker, A.T.D., Associate Professor of Art
• Shepley Hansen, M.S.C.I., B.F.A., Associate Professor of Art
• Dale Divoky, B.F.A., Assistant Professor of Art
• Gurdon Leete, M.F.A., Assistant Professor of Art
• Cherie Sampson, M.F.A., Assistant Professor of Art
• Gillian Brown, M.F.A., Adjunct Assistant Professor of Art
• Juliette Daley, M.F.A., Adjunct Assistant Professor of Art
• Doug Adams, B.S., Adjunct Instructor of Fine Furniture Making
• Kathleen Clemmons, B.A., Adjunct Instructor of Art
• Patricia Innis, M.F.A., Adjunct Instructor of Art
• Brian Smith, B.A., Adjunct Instructor of Art
• Laurel Farrin, M.F.A., Visiting Assistant Professor of Art
• Michael Cain, M.F.A., Artist-in-Residence

INTRODUCTION

The Department of Fine Arts 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. We provide a uniquely life-supporting environment in which 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 graduates have gone on to successful careers as artists, educators, 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 becoming realities of creative expression and daily life for students at Maharishi University of Management.

**Comments on Our Faculty and Students by a Visiting Evaluator in 2004**

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 and has demonstrated the ability to communicate in word and image the breadth and depth of not only the particular subject area under discussion, but also the skill in integrating that special discipline to the larger context of art and culture. … 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 Fine Arts (B.F.A.)
- Minor in Fine Arts
- Minor in Improvisational Dance/Movement
- M.A. and M.F.A. in Visual Arts

**SPECIAL FEATURES**

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

- Courses incorporate independent studio work under faculty guidance.
- 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.
- Courses in art history and art appreciation examine the greatest art of the past, and inspire students to develop their own artistic genius.
- Students take field trips to museums and explore the universal values of consciousness as expressed through the art of all cultures.
- Departmental seminars and forums help students develop tools for self-evaluation, forming the basis for professional careers in the arts.
- Our graduates enjoy careers as artists, educators, arts administrators, designers, animators, and in video production, advertising, and Web design.
- Individual studio space is provided for graduate students and most B.F.A. students.

**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.
• Convey a deep knowledge of the language of painting and the overarching visual principles that connect all forms of painting.
• Provide the opportunity to learn from in-depth interactions with established visiting artists and faculty in small classes.

**Ceramics and Sculpture**
The Ceramics and Sculpture program provides the opportunity for students to work with established faculty and visiting artists.

**Ceramics Courses**
• Relate 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.
• Provide a fully equipped studio which allows students to develop experience with a variety of methods of working in clay including hand-building, wheel-throwing, and mold-making; firing methods which include low-fire, high-fire stoneware, soda, and raku.

**Sculpture Courses**
• Develop the student’s knowledge of the underlying principles that apply to the space/mass, proportion, size, scale, light, and the formal language which is fundamental to sculpture.
• Provide 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.
• Provide facilities for plaster, clay, wood, and metal work.

**Digital Media/Photography/Video**
• Students explore the language of sight and sound and its relation to their own inner value of consciousness. Creative application of computer, photographic, and video technologies in well-equipped digital media and photo labs.
• Students can become proficient in software applications for photo image editing, Web page design, video editing, video compositing, special effects, 3-D modeling, and graphic design.
• Project-oriented study allows for both fine art and commercial orientation using professional quality equipment.
• Video students take courses in photography, video production, computer graphics, and digital editing, and may participate in internships working at video production companies — preparing them for careers in the fields of film, video, animation, advertising, and Web design.
• The industry demand for skilled computer artists in Internet Website design, feature films, television, CD-ROMs, advertising, photography, and graphic design offers a wide range of career possibilities for aspiring commercial artists who graduate from this program.
Digital Media Courses
• The courses in digital media are deeply interdisciplinary, in order to prepare students for the digital, communications-intensive career world.
• Become proficient in advanced techniques in the field by interacting with computer lab software, by learning digital enhancement and manipulation, and by synthesizing photographic images.

Photography Courses
• Develop fundamental photographic skills in well-equipped facilities, which include group B/W darkroom, photo studio, film processing room, and advanced color darkroom.

Video Courses
• Offer contemporary digital techniques in video production using Apple G4s and DV cameras for video, and the Web.

Courses in Maharishi Gandharva Veda Music
• The University offers a special dimension of music available through the Department of Maharishi Vedic Science: courses in the classical music system of the ancient Vedic civilization. This system trains musicians and composers to create enjoyable music whose goal is to elevate and harmonize the performer, the audience, and the environment. Some of India’s finest musicians serve as artists-in-residence, teaching and performing bamboo flute, sitar, tabla, and voice.

DEPARTMENTAL REQUIREMENTS

Graduation Requirements for the Bachelor of Fine Arts Degree
Students in other majors are invited to take electives in art or to pursue a Minor in Fine Arts. For students who want to go deeply into art, to develop their skills, refine their sensibility, and create a foundation for a potential career in the arts, we offer the Bachelor of Fine Arts (B.F.A.), a professional degree program. Our B.F.A. provides every student with the opportunity to specialize during the final semester, completing studio projects under the personal supervision of art faculty. During this time, students may choose to develop a fine arts portfolio and to undertake commercial art projects that may offer income or lead to employment after graduation. (Please refer to Degree Requirements in Academic Policies.) The requirements for the B.F.A. degree are 88 units of course work as follows:

2 units of the first-year course:
• FA 141 Art of the Self

12 units of these second-year courses:
• FA 201 Art and Nature
• FA 203 Understanding Art
• FA 301 Drawing Studio I
plus 8 units from the following:
• FA 381 Art History I
• FA 382 Art History II
• FA 383 Art History III
• FA 384 Art History IV
plus 4 units from the following:
• FA 302 Drawing Studio II
• FA 311 Painting I
plus 44 units from the following (Courses cannot be repeated to fulfill units for the B.F.A.):
• FA 282 Video Production Studio
• FA 284 Digital Editing Studio
• FA 291 Integrated Approaches to Video
• FA 302 Drawing Studio II
• FA 311 Painting I
• FA 312 Painting II
• FA 331 Photography Studio
• FA 341 Ceramics Studio I
• FA 342 Ceramics Studio II
• FA 343 Ceramics Studio III
• FA 351 Sculpture Studio I
• FA 352 Sculpture Studio II
• FA 353 Sculpture Studio III
• FA 361 Digital Media Studio I
• FA 362 Digital Media Studio II
• FA 363 Digital Media Studio III
• FA 364 Digital Media Studio IV
• FA 398 Fieldwork
plus 18 units in the final Spring semester of:
• FA 400 B.F.A. Studio and Art History Seminar

plus field trips
All majors will have the opportunity to take a 3–5 day field trip each semester to a major metropolitan area to visit museums and galleries as part of their degree requirements.
(The cost of the field trips is approximately $200–400 per semester.)

plus evening video series
For the enrichment of its students, the Department of Fine Arts sponsors a twice-a-month series of videotapes on art and artists. All students enrolled in art classes that month are expected to attend these videotapes.

plus visiting artists
Students meet several times a year with visiting artists who come to campus at the invitation of the Department of Fine Arts. These meetings may fall outside regular class
times, including Sundays or weekends between courses, but attendance is a degree requirement.

*plus successful participation in a group exhibition with artist’s statement*

*plus successful completion of a portfolio (slides, CD Rom, or video tape) review*

To enrich their B.F.A. experience, students are encouraged to take a course in Maharishi Gandharva Veda music; and to take courses in Improvisational Dance/Movement as electives.

**Requirements for the Minor in Fine Arts**
To graduate with a minor in fine arts, students must successfully complete 20 units of course work as follows:

4 units of:
- FA 201 Art and Nature

plus 4 units from the following:
- FA 202 Maharishi Vedic Science, Art and Architecture
- FA 203 Understanding Art
- FA 381 Art History I
- FA 382 Art History II
- FA 383 Art History III
- FA 384 Art History IV

plus 12 units of fine arts courses

**Requirements for the Minor in Improvisational Dance/Movement**
To graduate with a minor in Improvisational Dance/Movement, students must successfully complete 20 units of course work as follows (4 units per course):

- ESS 332 Movement and Improvisation I
- ESS 333 Movement and Improvisation II
- ESS 334 Performance Laboratory
- ESS 335 Introduction to Movement Science
- ESS 337 Introduction to Physical Theater

**Entrance Requirements for the Bachelor of Fine Arts Degree**
Students interested in the B.F.A. program apply to the Department of Fine Arts after completing a minor in Fine Arts (20 units or 5 courses including Art and Nature, Art History, and 3 studio courses), or the equivalent experience based on approval of the Department. Students entering the program must submit a portfolio documenting examples of previous course work. Admission to the B.F.A. program is based on portfolio and GPA. Continued participation in the program requires a 3.0 GPA or higher.
COURSES

Undergraduate Courses

VISUAL ARTS COURSES

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. Field trip fees are also listed and are payable at the time of the field trip.

FA 141 Art of the Self: Creating Images of Consciousness
In this course, students delve into the creative process with focus on the self-portrait. To learn about the history of the self-portrait, they review some of the most famous self-portraits in Western art — Dürer, Rembrandt, Van Gogh, Anguissola, Bigee-Lebrun, Kollwitz, Escher, and others. Then they create their own self-portraits. Three lessons focus on drawing. Students learn to use and combine the simple elements of line, shape, tone, and change of direction to foster self-expression. Through lectures 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. (2 units)

FA 201 Art in Nature — Nature in Art: Appreciating the Source and Expressions of Creativity
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 for a unique aesthetic presentation. Materials fee: $35. (4 units)

FA 202 Maharishi Vedic Science, Art and Architecture: Art Is Structured in Consciousness
This course explores pure consciousness as the source of all creativity, and considers how consciousness expresses itself through the artist, artwork, viewer, and culture. The course includes an introduction to Maharishi Sthapatya Veda™ design, the ancient science of design and architecture in accord with Natural Law. Throughout the course, students connect their own experience of art and awareness to the insights of Maharishi Vedic Science. Through this process, they deepen their understanding of art and gain inspiration to develop their own art and life to the status of cosmic creativity in higher states of consciousness. (4 units)

FA 203 Understanding Art: Unfolding the Full Value of Consciousness
Art is a celebration of life. This course cultures a deep appreciation — even a sense of awe — for all art forms. Students explore the fundamentals of art: form, function, and symbolism, as well as the connections between creativity in art, science, and the cosmos as brought to light by famous artists, scientists, musicians, poets, and philosophers. Slide
lectures, discussions, workshops, and readings reveal that art is structured in the consciousness of the artist and audience, and in the collective consciousness of the culture. The greatest art gives us glimpses of higher states of consciousness, the goal of all creativity, and thus continues to inspire people throughout time. The course includes a 3–4 day field trip to a major cultural center. Field trip fee: $175. (4 units)

**FA 206 Contemporary Arts Workshop: Exploring the Field of All Possibilities**
In this intensive course, students will explore the contemporary practice of the arts that crosses disciplines and art forms from environmental art to interactive digital work. Glimpses of works by contemporary artists will be woven into the course while students gain direct experience creating experimental works individually and/or collaboratively. Guided workshops in performance, working with environments and objects as well as electronic media, will occur throughout the course along with opportunities for personal creative work. Students will expand the boundaries of their notions of art as well as their creative intelligence as artists, growing in greater knowledge and experience of the Self. No prerequisites. (2–4 units)

**FA 214 Fundamental Elements of Woodworking: Cultivating Skill in Action**
The craft and aesthetics of shaping wood bring maker and object together as one wholeness. This hands-on course allows students the deep satisfaction of gaining experience and understanding of the structure of wood, tool usage, and various methods of creating objects of wood. Carving, lathe-turning, gluing-up, working with curved forms, sharpening and other skills will be learned. Lab and materials fee: $20. No prerequisite. (4 units)

**FA 226 (LIT 363) The Art of Film: Full Creative Potential**
The Art of Film emphasizes film technique, such as the use of lighting, camera angles, and mise en scene. It takes the student out of the realm of the Saturday night “movie” and into the world of film as a major art form of the twentieth and twenty-first centuries. Our primary texts in this course will be the films themselves, including the masterworks of some of the world’s finest directors. Course requirements include the writing of film reviews, a short screenplay, and the analysis of key scenes from a film we will have viewed. (Same as LIT 363) (4 units)

**FA 227 (LIT 365) History of Film: The Value of Tradition**
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.” (Same as LIT 365) (4 units)

**FA 229 Art and Culture: Experiencing the Fullness of Life through Study Abroad**
Students journey through the most inspiring creations of human culture in art, architecture, music, myth, language, and customs. They examine how these express both
unique cultural values and universal values of consciousness. This course is taught as part of the Rotating University program, focusing on the art and culture of a particular region while in residence abroad, such as Italy, Switzerland, or France. (Travel and lodging costs are additional.) Can be repeated for credit with permission of instructor. (1–4 units)

FA 231 Great Civilizations: The Quest for Heaven on Earth
In this course, students dive into the most inspiring creations of civilization — art, mythology, philosophy, and religion — highlighting humanity’s quest for an ideal society. The course begins with the ancient Vedic civilization, which enjoyed Heaven on Earth, and continues with extraordinary videotapes and slide lectures on Indian, Chinese, Middle Eastern, Egyptian, African, European, and Native American cultures, and concludes by examining the possibilities for creating Heaven on Earth today. By familiarizing students with many of the world’s cultures in the light of their own consciousness, this course prepares students to be global citizens of the 21st century, at home in the world family. (4 units)

FA 282 Video Production Studio: Making the Field of All Possibilities a Living Reality for All of Humanity
In this introductory course, students produce, write, design, act in, direct, and edit an original project. This experience of self-expression enlivens the students’ own awareness so that they can create integrated art works that have a positive and uplifting effect on the world. Students also survey theories of visual aesthetics applied to cinema, video, and interactive media, and study great works of sequential art. Lab fee: up to $100. Prerequisite: consent of the instructor. (4 units)

FA 284 Digital Editing Studio: The Whole Is Found in Every Part
Digital editing requires the students to be able to synthesize all the different elements of the video into a greater whole that the students first find in their own awareness. Students complete group video productions in the Department’s non-linear digital video editing lab, with a particular emphasis on creative, intuitive approaches to editing and application of post-production effects. For inspiration, students analyze cinematic masterworks of camerawork, lighting, mise en scene, and montage. Prerequisite: FA 282. Lab fee: up to $100. (4 units)

FA 291 Integrated Approaches to Video: Capturing Wholeness on the Move
Video as a medium and form of artistic expression goes beyond narrative story line and/or documentary video/film making into fourth dimensional time-based art. Since the 1960s, video has been adopted by visual artists who have taken their work out of the studios into everyday life. We will look at the history of that work and its transition into the digital/interactive domain, which crosses into other disciplines including conceptual art, performance, sculpture, and multi-channel video installation. Students will gain theoretical knowledge, hands-on experience in digital video technologies and the integration of this complex and fascinating discipline with the holistic value of consciousness. They will become aware of the layered possibilities in video as a unique art form in the electronic age, with the potential to inspire and uplift individual and collective consciousness. Lab fee: up to $100. (4 units)
FA 301 Drawing Studio I: Creating Images of Wholeness
FA 302 Drawing Studio II: Refining Images of Wholeness
These courses are dedicated to developing the connection between consciousness and the student’s powers of image making, abilities that are vital for all the arts. Fine arts majors take drawing courses as they advance through the curriculum. Topics may include figure drawing, still life drawing, drawing from nature, and imaginative drawing. The particular emphasis of each course is specified by the instructor. Can be repeated for credit with permission of instructor. Can be repeated for credit with permission of instructor. Lab fee: $35 per course. (1–4 units each)

FA 311 Painting I: Creating Images of Creative Intelligence
FA 312 Painting II: Refining Images of Creative Intelligence Prerequisite: FA 311
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 conceptual and critical understanding of the language of painting as preparation for independent studio work. Can be repeated for credit with permission of instructor. (1–4 units each)

FA 331 Photography Studio: Capturing Moments of Light
Students learn to use the photographic medium as a tool for exploring and expressing the finest values of the Self. 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 must have access to a 35mm camera. Can be repeated for credit (with more advanced projects) with permission of instructor. Lab fee: $150–$200 per course. (1–4 units each)

FA 341 Ceramics Studio I — Introduction to the Vessel: Shaping the Unmanifest
FA 342 Ceramics Studio II — Wheel-Throwing: Synchronizing Inner and Outer Experience Prerequisite: FA 341
This is an intensive course in wheel throwing.
FA 343 Ceramics Studio III — Exploring the Relationship between Surface and Form: Integrating the Layered Structure of Nature Prerequisites: FA 341 & 342
Ceramics is the embodiment of consciousness in clay. The very process of making ceramics effortlessly tells the story of nature’s silence functioning at every level of creation. The silent fullness of the potter’s awareness infuses the pot with a vitality that expresses the wholeness of both the artist and nature. Can be repeated for credit with permission of instructor. Lab fee: $40 per course. (1–4 units each)

FA 351 Sculpture I — Bas Relief: Breathing Life into Matter
FA 352 Sculpture II — The Portrait: Mirroring the Self Prerequisite: FA 351
FA 353 Sculpture III — The Figure: Embodying the Fullness of Consciousness Prerequisite: FA 352
Sculpture expresses the laws that structure the forms of nature. Students explore these organic forms and images from imagination — and create sculpture. Through exercises
that expand the capacity to envision and create, students develop skills and understanding of methods and materials while gaining a deep appreciation of the nature, creation, and function of sculpture. Sculpture III can be repeated for credit with the consent of the instructor. Materials fee: $30 per course. (1–4 units each)

Prerequisite: FA 361
FA 363 Digital Media Studio III — Web Design and Interactive Media: The Self-Interacting Dynamics of Consciousness
Prerequisite: FA 362
The computer is the high technology tool of the fine artist in the booming field of digital art. All genres of the arts have been impacted by “new media” from print media to interactive arts. These courses focus on broadening the students’ own inner awareness to better understand digital photography, graphics, and Web design with an emphasis on the principles of successful design as applicable to the fine or commercial artist. Lab fee: up to $100 per course. (4 units each)

FA 364 Digital Media Studio IV: The Whole is Greater Than the Sum of the Parts
Prerequisites: FA 363 and consent of the instructor.
Students explore a variety of areas in digital arts with the particular emphasis on locating the unbounded wholeness that connects the varied parts of the creative process with digital media. Projects in each course are specified by instructor. Lab fee up to $100. (4 units)

FA 381 Art History I — Prehistoric Art to Medieval Art: The Quest for Immortality
This course highlights great achievements of art and architecture in the ancient civilizations of Prehistoric Europe, Egypt, Greece, Rome, Islam, and the European Middle Ages. In each of these cultures, the quest for immortality created art that continues to inspire human consciousness. Students also explore how modern artists have been influenced by art from these periods. Includes a field trip to a major museum. Textbook fee: $25; field trip fee: $175–$225. (4 units)

FA 382 Art History II — Renaissance to Contemporary Art: The Search for Perfection
This course focuses on the most inspiring creations of art and architecture in Europe and America from the Renaissance to the twenty-first century. Students study how artists expressed both sacred and secular values in their quest for perfection in art and in life. They also explore how the art of this period has influenced modern artists. Includes a field trip to a major museum. Textbook fee: $25; field trip fee: $175–$225. (4 units)
FA 383 Art History III — Nineteenth and Twentieth Century Art: The Search for Wholeness
This course explores major movements in nineteenth and twentieth century European and American art, and also examines the influence of Japanese and African art on artists of this period. Students explore how modern art and culture express a search for higher states of consciousness, wholeness of life. Includes a field trip to a major museum. Materials fee: $20; field trip fee: $175–$225. (4 units)

FA 384 Art History IV — Traditions of World Art: Embodying Wholeness of Life
This course journeys through traditions of world art, including Indian, Chinese, Japanese, Islamic, African, Meso-American, and Native American art. All traditions are illuminated in the light of how they reflect both cultural values and universal values, such as the aspiration to embody the wholeness of life in higher states of consciousness. Students also explore how the art of these cultures continues to inspire modern artists. Includes a field trip to a major museum. Textbook fee: $40; field trip fee: $175–$225. (4 units)

FA 390 Thesis Proposal: Proper Planning Structures Success
Prerequisites: a 3.0 GPA in the Visual Arts emphasis, completion of at least 48 units of fine arts courses, and approval by the major advisor one month before the course begins. (variable units)

FA 391 Thesis Preparation: Knowledge is the Basis of Action, Achievement and Fulfillment Prerequisite: FA 390
These courses give visual arts majors an opportunity to apply knowledge and experience in an extended project. Materials fees determined by instructor. May be repeated with consent of instructor. (variable units)

FA 398 Fieldwork: Integrating Knowledge and Experience for Fullness of Life
In this course students study with an artist or art-related facility, with the approval of their major advisor. Students document their experiences in sketchbooks and journals. Fieldwork must be completed at least two months before graduation. Prerequisite: consent of the Department of Fine Arts faculty. (1–4 units)

FA 399 Art — Directed Study: Knowledge Is Structured in Consciousness
Directed study courses are offered in rare circumstances where a student needs a course to graduate and is unable to take the regular course due to extraordinary situations. Prerequisite: consent of the Department of Fine Arts faculty. (variable units)

FA 400 B.F.A. Studio and Seminar: Manifesting the Images of Evolving Consciousness
This course presents advanced practical and theoretical topics in drawing/painting, sculpture/ceramics, and photography/digital media or new genres. Students have the opportunity to allow the deep connection between consciousness and creative expression to develop in their area or areas of specialization. Working for several months under the guidance of faculty members, students explore the vocation, role, and responsibility of the contemporary artist in the light of their own artistic aspirations. This course addresses
current artistic trends and the potential for art and the artist in the future. Through workshops, students develop practical skills useful to careers in the arts, which include: portfolio preparation, presenting and photographing artwork, writing a resume and artist’s statement, and marketing and exhibiting art. Field trip fee: $155–$250 per semester. Prerequisites: completion of other major requirements. This course is taken 4–5 times in the final spring semester of study for 16–18 units to complete the B.F.A. (2–4 units — may be repeated)

**IMPROVISATIONAL DANCE/MOVEMENT COURSES**

**ESS 332 Movement and Improvisation I: Creating and Understanding Improvisational Movement as an Expression of Being**
By understanding the mechanics of their own creative impulses as they arise from pure consciousness, dancers or actors begin the most profound exploration of movement in the context of themselves, music, other students, and the environment of the theatre. (4 units — may be repeated)

**ESS 333 Movement and Improvisation II: Creating and Understanding Improvisational Movement as an Expression of Being**
As an extension of Movement and Improvisation I, this course extends the understanding of creative truthful movement as spontaneous, natural, arising from pure consciousness, and the source for a further exploration of the principles of space weight, time flow, and other fundamental principles of movement. Prerequisites: ESS 332 and permission of the instructor. (4 units)

**ESS 334 Performance Laboratory: Established in Being Perform Action**
The most truthful and most satisfying movement and performance comes out of a deep connection to the Self, pure Being. Cycles of performance and critique develop the ability to discriminate between stronger and weaker performances, establish confidence in the many layers of the personality, and strengthen all performance skills. Prerequisites: ESS 333 and permission of the instructor. (4 units)

**ESS 335 Introduction to Movement Science: Life Moves in Waves of Rest and Activity**
This overview course presents the fundamentals of anatomy and physiology of exercise, skill acquisition, skill analysis, and care and treatment of common athletic injuries in light of the intimate dialogue of body to mind. The goal of the course is to understand that as the physiology is nurtured, the mind is stimulated to greater possibilities. Through cycles of rest and activity students comprehend the possibility of perfection in the body-mind continuum. Open to all students. (4 units)

**ESS 337 Introduction to Physical Theater — Breathing Life into the Lifeless: Using Masque and Movement to Create Fully Developed Character for Stage**
Experiencing the silent, unmoving source of movement leads to an understanding of not only the student’s deepest nature, but allows the student to apply that understanding to
the creation of characters. In this course, masque building, masque work, and movement exercises help to create fully developed stage personalities. Open to all students. Suggested prerequisite: ESS 332. (4 units)

MUSIC COURSES

Note for all students: For upper level music courses, an in-depth academic project is included.

Note for Fine Arts students: If a student is working toward a B.F.A., 4 units of music courses can count toward studio credit for the degree. Please consult with your academic adviser before taking music courses for Fine Arts credit.

FUNDAMENTAL COURSES — no prerequisite

FA 260 (MVS 340, MVS 539) Maharishi Gandharva Veda Musicianship
What is beauty? Can musical talent be developed? Can we learn to perform without stage fright? These are some of the fundamental questions explored in this course — both theoretically and through practical experience. Students hear a colorful palette of Maharishi Gandharva Veda ragas as well as music from other cultures and time periods, to gain appreciation of the subtle, underlying principles of perception and aesthetics that govern ragas — and all music. Included in the course are daily practice time and regular music lessons in tabla and one of the following: bamboo flute, sitar, or voice, taught by resident performers of Maharishi Gandharva Veda music. (4 units)

FA 320 (MVS 342, MVS 562) Health Benefits of Maharishi Gandharva Veda Music
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 in the course are daily practice time and regular music lessons in tabla and one of the following: bamboo flute, sitar, or voice, taught by resident performers of Maharishi Gandharva Veda music. (3–4 units)

FA 403 (MVS 344, MVS 564) Ear Training
Awareness of pitch and tuning, vocal training, and studying the ten basic scales in Maharishi Gandharva Veda music — these are the main aspects of this course. Students are introduced to the concepts of relative pitch versus perfect pitch, and learn to develop both skills through techniques of “horizontal” and “vertical” listening. Elementary keyboard skills are taught to help support pitch identification. Included in the course are daily practice time and regular music lessons in tabla and one of the following: bamboo flute, sitar, or voice, taught by resident performers of Maharishi Gandharva Veda music. (3–4 units, may be repeated)
FA 410 (MVS 343, MVS 563) Maharishi Vedic Science, Sound, and Music
Music has a powerful impact on human awareness. This course presents the profound correlation between sound, music, and consciousness. Special emphasis is given to the Shruti aspect of the Veda as the most coherent and primordial sound value in creation, and the mechanics of consciousness manifesting as sound and transforming into matter. The theoretical understanding is supported and integrated with the personal experience of hearing and playing the ancient art and science of Maharishi Gandharva Veda music. Included in the course are daily practice time and regular music lessons in tabla and one of the following: bamboo flute, sitar, or voice, taught by resident performers of Maharishi Gandharva Veda music. (3–4 units)

ELEMENTS OF A RAGA COURSES — prerequisite: at least one Fundamental course

FA 321 (MVS 345, MVS 565) Melody in Maharishi Gandharva Veda Music
The goal of this course is to study the uniquely sequential unfoldment of tones in a raga, and how these tones give rise to melody. Topics include musical form, composition, interpretation, improvisation, embellishment, and cognition. Raga melodies are compared to melodic development in other musical styles, while students enhance their sense of musical direction and balance. Included in the course are daily practice time and regular music lessons in one or two of the following: tabla, bamboo flute, sitar, or voice, taught by resident performers of Maharishi Gandharva Veda music. Prerequisite: at least one of the following — FA 260, FA 320, FA 410, or FA 403; or consent of the instructor. (4 units)

FA 322 (MVS 346, MVS 566) Rhythm in Maharishi Gandharva Veda Music
Students become fluent in the 5 major Gandharva rhythmic cycles and their variations and study basic principles of rhythmic improvisation in Maharishi Gandharva Veda music. Rhythm is explored in light of its fascinating correlation with the verses of the Veda and with rhythmic cycles in nature and in life. Included in the course are daily practice time and regular music lessons in one or two of the following: tabla, bamboo flute, sitar, or voice, taught by resident performers of Maharishi Gandharva Veda music. Prerequisite: at least one of the following — FA 260, FA 320, FA 410, or FA 403; or consent of the instructor. (4 units)

FA 323 (MVS 347, MVS 567) Time Theory in Maharishi Gandharva Veda Music
Time Theory prescribes specific ragas to be performed at corresponding times of day or seasons. Several ragas for various times will be studied in detail, to learn to differentiate the melodic patterns and subtle musical characteristics of each one. Included in the course are daily practice time and regular music lessons in one or two of the following: tabla, bamboo flute, sitar, or voice, taught by resident performers of Maharishi Gandharva Veda music. Prerequisite: at least one of the following — FA 260, FA 320, FA 403; or consent of the instructor. (4 units, may be repeated)
ADVANCED COURSES — may be offered anytime as needed

FA 484 (MVS 451, MVS 571) Maharishi Gandharva Veda Music Studio
This course is for students who are well on their way to completing the major in Maharishi Vedic Science with emphasis in Maharishi Gandharva Veda music. It is designed to help students focus on specific aspects of musical development under the guidance of the faculty. Included in the course are daily practice time and regular music lessons in one or two of the following: tabla, bamboo flute, sitar, or voice, taught by resident performers of Maharishi Gandharva Veda music. Prerequisites: at least six Maharishi Gandharva Veda music courses and consent of instructor. (2–4 units; may be repeated)

FA 493 (MVS 452, MVS 572) Recital Preparation
This course gives students the opportunity to polish their performance skills in preparation for a student recital. Included are practical considerations such as advertising, stage preparation, sound checks, etc., as well as oral presentations and written assignments related to the performance. Daily practice time and regular music lessons in one or two of the following: tabla, bamboo flute, sitar, or voice, taught by resident performers of Maharishi Gandharva Veda music are also included in the course. Prerequisites: at least four Maharishi Gandharva Veda courses and consent of instructor. (2–4 units; may be repeated)

Graduate Courses in Visual Arts/Digital Arts

FA 501 M.A. Visual Arts Studio: Connecting the Parts of Art with the Wholeness of Art and the Wholeness of Art with the Self
This course allows M.A. students to pursue studio work in ceramics/sculpture, drawing/painting, or photography/digital media or new genres under the guidance of graduate faculty advisors. Materials fee: $200 each time taken (1–8 units — may be repeated)

FA 505 M.A. Seminar — Integrating Ancient and Contemporary Trends in Art with Maharishi Vedic Science: Exploring the Field of Change and Non-Change
Students examine topics of a critical, historical, theoretical, or experimental nature, relating them to the theme of consciousness. This course involves reading, writing, and preparing presentations. A major field trip is part of this seminar. (Students are responsible for the expenses incurred by traveling.) Field trip fee: approximately $250–$400 (2–4 units — may be repeated)

FA 511 M.F.A. Visual Arts Studio: Connecting the Parts of Art with the Wholeness of Art and the Wholeness of Art with the Self
This course allows M.F.A. students to pursue studio work in ceramics/sculpture, drawing/painting, or photography/digital media or new genres under the guidance of graduate faculty advisors. Materials fee: approximately $200 each time taken (1–8 units — may be repeated)
FA 515 M.F.A. Seminar — Integrating Ancient and Contemporary Trends in Art with Maharishi Vedic Science: Exploring the Field of Change and Non-Change
Same as FA 505, but for M.F.A. students. Field trip fee: approximately $250–$400 (4 units — may be repeated)

FA 531 M.F.A. Thesis Preparation
The thesis preparation course allows graduating students to work with one another as well as with the graduate faculty to prepare and refine the elements of their thesis — the written thesis, the Unified Field Chart, the oral presentation, and the organization of the solo exhibition. Materials fee: $75–$100. Prerequisite: consent of the School of the Arts faculty. (2–4 units)

FA 598 Fieldwork
In this course students locate and make arrangements to study with an artist or facility, with the approval of their major advisor. Students document their experiences in sketchbooks and journals. Fieldwork must be completed at least two months before graduation. Prerequisite: consent of the School of the Arts faculty. (2–8 units)

FA 599 Directed Study
Prerequisite: consent of the Department of Fine Arts faculty. (variable units)
DEPARTMENT OF BUSINESS ADMINISTRATION

FACULTY

• Victoria Kurth Alexander, J.D., LL.M., Chair, Associate Professor of Law and Government
• David Goodman, Ph.D., Associate Chair, Assistant Professor of Management, Director of M.B.A. Program
• Kenneth Cavanaugh, Ph.D., Professor of Applied Statistics
• Dennis P. Heaton, Ed.D., Professor of Management, Co-Director of the Ph.D. Program, Dean of Distance Education and International Programs
• Scott Herriott, Ph.D., Professor of Management
• William Goldstein, J.D., Assistant Professor of Law and Government
• Rachel Goodman, Ph.D., Assistant Professor of Management, Director of Career Development, Director of Minor in World Peace
• William W. Graff, CPA, CMA, M.B.A., Assistant Professor of Accounting
• Bruce McCollum, Ph.D., Assistant Professor of Management
• Jane Schmidt-Wilk, Ph.D., Associate Professor of Management, Co-Director of the Ph.D. Program
• Richard Thompson, Ph.D., Assistant Professor of Management
• Kenneth West, M.B.A., Assistant Professor of Management
• Zhu Yunxiang, M.B.A., Assistant Professor of Management
• James Sinton, M.S., Instructor of Management
• Ken Ross, M.B.A., Adjunct Instructor of Management
• Kenneth Sewall, Ph.D., Adjunct Assistant Professor of Economics
• Michael Blitz, B.A., Adjunct Instructor of Management

INTRODUCTION

The Department of Business Administration offers a Bachelor of Arts in Management, a Master of Business Administration, and a Ph.D. in Management. Each of these degree programs is oriented toward the achievement of specific student learning outcomes through real-world-oriented, active learning projects. In the M.B.A., students apply their knowledge to improve the performance of an actual organization. The Ph.D. in Management prepares action-researchers who can enrich the understanding and practice of management with new knowledge about the highest levels of performance for the individual, the team, and the organization as a whole. All of these programs integrate contemporary developments in the discipline with study and experience of the Unified Field of all the Laws of Nature, the source of the infinite organizing power of Natural Law, which is available in the Transcendental Consciousness of everyone.
SPECIAL FEATURES

• **Engagement and Entrepreneurship** — The programs and courses of the Department of Business Administration are oriented around real-world, active learning projects. Undergraduate majors and first-year M.B.A. students write business plans for their own entrepreneurial ventures. Second-year M.B.A. and Ph.D. students conduct business process improvement consulting projects.

• **Ethics and Environment** — 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 at Maharishi University of Management makes use of the latest discoveries about how Natural Law administers all levels of creation, and trains students to utilize 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 human potential.

**Bachelor of Arts in Management**
Courses in the management 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 three modules. In Module I, Skills for Success in Personal and Professional Life, students learn practical skills for successful functioning in the modern world. In Module II, Business Foundations, students grow in knowledge of the legal, economic, and social environment of business life. In Module III, Entrepreneurship, students gain knowledge and experience of starting and growing companies by studying and creating business plans.

**Master of Business Administration**
The first year of the M.B.A. at Maharishi University of Management emphasizes Ecological Entrepreneurship. The second year includes electives in one or more areas and a module of courses on Business Process Improvement. Issues of ethical integrity, social responsibility, and environmental sustainability are integrated into all our business courses.

Ecological Entrepreneurship:
Because society is increasingly recognizing 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 fuller range of entrepreneurial business courses to train students to create new businesses with
life-sustaining products and services. Maharishi University of Management embraces the vision that business can be “green both ways,” making money and operating in harmony with nature. Each of our entrepreneurial business courses teaches principles and examples of green business and Natural Capitalism — “the next industrial revolution.” Over the course of a semester, students apply the knowledge from their business courses to create business plans. Experienced business managers, as well as a team of faculty, provide mentoring and feedback at checkpoints throughout the business plan project.

Business Process Improvement:
Whereas the first year of the M.B.A. trains entrepreneurs to create visionary new ventures, the second year of the M.B.A. includes a module of courses on Organizational Improvement. These courses prepare managers to design and manage new enterprises through the application of business process improvement methods for achieving reliability, efficiency and continuous innovation. This module focuses on contemporary best practices in customer-centered approaches to improving business performance. The course work introduces managers to a view of business organizations as a system of interrelated processes through which the work of the organization gets done. To enhance customer satisfaction and improve business outcomes, an emerging firm must refine and improve its business processes. The emphasis on improving business performance through improving business processes is a central defining feature of the Six Sigma, Lean Thinking, and other approaches to business-performance improvement that are being increasingly adopted by leading companies worldwide, including Motorola, General Electric, FEDEX, Dupont, and many others. Smaller companies are increasingly being required to adopt their own effective process-improvement programs in order to qualify as suppliers to these larger corporations. The Six Sigma, Lean Thinking, and other approaches can help firms balance structure with continuous innovation. The Organizational Improvement Module includes a practicum in which students apply process improvement techniques as consultants to an actual business.

Ph.D. in Management
The program is designed to prepare students for careers as professors, consultants, or researchers. The focus of the curriculum is on transforming the performance of individuals and organizations. Today developing and utilizing human potential is widely recognized as the cornerstone of corporate transformation and economic development. 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 unfold full human potential and create and study the transformation of organizations.

The Ph.D. in Management program at Maharishi University of Management is taught in the light of Maharishi Vedic ManagementSM — the knowledge of the total intelligence of Nature. Natural Law automatically manages the infinitely complex and evolving universe without strain and without mistakes. Through studying the theoretical and practical aspects of Maharishi Vedic Management, including the Transcendental Meditation program, students personally grow in better health, in clearer thinking, greater creativity, moral development, and wisdom.
The Ph.D. program prepares each student to conduct original and significant research through courses 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. Students in the Ph.D. program are trained in principles and practices for successful college teaching and adult education.

Program Structure
The Ph.D. in Management requires four semesters of full-time study in residence at Maharishi University of Management. As part of the required course work in the fourth semester, students undertake a written comprehensive exam and oral qualifying exam. During the fourth semester, the student has the optional opportunity to take electives in other areas of business graduate courses that support the student’s academic and research goals. When a student successfully completes an oral qualifying examination, the student is advanced to Ph.D. candidate status and tuition is reduced. When a dissertation proposal is accepted, the student is advanced to Ph.D. researcher status. The Ph.D. researcher must complete an oral defense of the dissertation and the dissertation committee, Graduate School, and Library must approve the dissertation.

DEPARTMENTAL REQUIREMENTS

Entrance Requirements for the Management Major or Minor
Before taking any courses in the management major or minor, students must successfully complete or waive out of the following prerequisites: College Composition II (WTG 192) and Functions and Graphs I (MATH 161). Statistics (MGT 314) is a prerequisite for the Foundations Module.

Graduation Requirements for the Bachelor of Arts Degree in Management
To graduate with a B.A. in Management, 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 58 units of course work must be completed as follows:

The required undergraduate courses are grouped into three areas. In the Skills for Success in Personal and Professional Life area students learn practical skills for successful functioning in the modern world. In the Business Foundations area students grow in knowledge of the legal, economic, and social environment of business life. In the Entrepreneurship area, students gain knowledge and experience of starting and growing companies by studying and creating business plans.

Required: Five courses (20 units) in the Skills for Success in Personal and Professional Life Area:

• MGT 200 Principles of Business Success
• MGT 201 Business Communication Skills
- MGT 220 Principles of Economics
- MGT 312 Management for Sustainability
- MGT 314 Statistics — prerequisite for the Business Foundations module

Required: Five courses (20 units) in the Business Foundations module
- MGT 422 Business Economics
- MGT 426 Accounting for Decision-Making
- MGT 428 Business Law and Ethics
- MGT 429 Human Resource Management
- MGT 482 Management and Organization

Required: Five courses (18 units) in the Entrepreneurship module
- MGT 346 Career Strategies (2 units)
- MGT 425 Marketing Management
- MGT 430 Financial Management
- MGT 431 Entrepreneurship
- MGT 432 Entrepreneurship Project

After completing a minimum of 40 units in the Management major, students may interview for business positions and earn internship credit of up to 20 units toward their bachelor’s degree. This is an opportunity for students to apply the knowledge gained in the Management major in a workplace setting.

Graduation Requirements for the Minor in Management
To graduate with a minor in management, students must complete one semester (20 units) of course work in management from the list of required courses above.

Graduation Requirements for the Minor in Government
To graduate with a minor in government, students must complete 20 units of course work. One government course and any four courses from the following list:

- Any government course
- MGT 312 Management for Sustainability
- MGT 402 Global Environmental Management
- MGT 414 Taxation
- MGT 428 Business Law and Ethics
- MGT 429 Human Resource Management

Graduation Requirements for the Minor in World Peace
To graduate with a minor in world peace, students must complete MVS/GOV 380 The Individual as the Unit of World Peace and GOV 290 Collective Consciousness and World Peace, and 12 units of course work from the following courses:

- GOV 280 International Relations and Peace
- GOV 340 International Law and Human Rights
- GOV 377 Public Policy Analysis and Evaluation
• GOV 407 Negotiation, Mediation, and Cross-Cultural Communication
• Or any other government course
• MVS 302 Bhagavad-Gita I
• MVS 303 Bhagavad-Gita II
• MVS 304 Application of Maharishi Vedic Science
• MVS 307 Practicum in Maharishi Vedic Science
• MVS 330 Maharishi TM-Sidhi® Course
• BIO 405 Sustainable Global Environment
• MGT 402 Global Environmental Politics and Policy
• MGT 403 World Peace Project
• SL 330 Biocultural Ethics
• SL 346 Rebuilding the World in Accord with Natural Law
• LIT 301 Bhagavad-Gita as Literature
• LIT 366 The Peace Film: Permanent World Peace
• LIT 370 Literature and the Environment

Bachelor of Arts Degree in Management at the International Program Site in Beijing, China
In 2001, Maharishi University of Management entered into a collaboration agreement
with the International Business School of Yanjing Overseas Chinese University in
Beijing. As part of this collaboration, the University is partnering with IBS to offer third
and fourth year undergraduate courses at the IBS campus, leading to a degree from
Maharishi University of Management. Students at this international program site are
subject to the charges, policies, and degree requirements of Maharishi University of
Management.

Entrance Requirements for the Bachelor of Arts Degree in Management at the International Program Site in Beijing, China
Students must apply to and receive admission from Maharishi University of Management
for enrollment in third and fourth year courses in the Bachelor of Arts Degree program.
Admission to Maharishi University of Management is based on recommendations and
cumulative academic GPA of at least 2.5 in IBS courses. Students must also demonstrate
proficiency in English through TOEFL 550, or IELTS 5.5, or 70/100 on the IBS
admission test.

Graduation Requirements for the Bachelor of Arts Degree in Management at the International Program Site in Beijing, China
To graduate with a B.A. in Management, students must successfully complete 166 units
of course work. As part of these requirements, the following course work must be
completed:

For those students starting the third year of the Bachelor of Arts Degree program, Fall 2004:

General Education requirements
• WTG192 College Composition II (IBS course)
• PC1001 Pre-Calculus I (IBS course)
• MAT 211 Statistics (IBS course)
• COM 101 Windows Application I (IBS course)
• COM 102 Windows Application II (IBS course)
• MVS 100 Science of Creative Intelligence (4 units)

plus the following:
• 8 units of Natural Law Seminar
• 12 units of course work in Maharishi Vedic Science (which can include MGT 205 Principles of Success in Management)

Required Courses in Management
• MGT 202 Management Information Systems (IBS course)
• ACC 201 Principles of Accounting I (IBS course)
• ACC 202 Principles of Accounting II (IBS course)
• ECO 201 Principles of Microeconomics (IBS course)
• ECO 202 Principles of Macroeconomics (IBS course)
• MKT 202 Principles of Marketing (IBS course)
• FIN 202 Introduction to Finance (IBS course)
• MGT 201 Business Communication Skills (IBS course)
• MGT 318 Operations Management
• MGT 382 Management and Organization
• MGT 424 Data Analysis for Managers
• MGT 428 Business Law and Ethics
• MGT 429 Human Resource Management
• MGT 430 Financial Management
• MGT 431 Entrepreneurship
• MGT 432 Entrepreneurship Project
• MGT 498 Internship

plus additional units of internship and/or electives

For those students starting the fourth year of the Bachelor of Arts Degree program, Fall 2004:

General Education requirements
• PC 1001 Pre-Calculus I (IBS course)
• MAT 211 Statistics (IBS course)
• COM 101 Windows Application I (IBS course)
• COM 102 Windows Application II (IBS course)
• MVS 100 Science of Creative Intelligence (4 units)

plus the following:
• 4 units of Natural Law Seminar
• 4 units of course work in Maharishi Vedic Science (which can include MGT 205 Principles of Success in Management)

Required Courses in Management
• MGT 346 Career Strategies
• MGT 382 Management and Organization
• MGT 424 Data Analysis for Managers
• MGT 428 Business Law and Ethics
• MGT 429 Human Resource Management
• MGT 430 Financial Management
• MGT 431 Entrepreneurship
• MGT 432 Entrepreneurship Project
• MGT 498 Internship

plus additional units of internship and/or electives

Entrance Requirements for the Master of Business Administration Degree
Applicants must have an undergraduate degree. Acceptance is based upon quality of undergraduate performance, aptitude test scores, or work experience and other achievements. A TOEFL score of at least 550 (paper-based) or 213 (computer-based) is required if a student’s native language is not English. English assessment by the Maharishi University of Management Admissions Office can be substituted for the TOEFL test. Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE) is required. Before enrolling for the first semester of the M.B.A., students should be familiar with principles of economics, from a prior college course or from reading a principles of economics textbook.

Maharishi University of Management offers a full-time site-based distance education M.B.A. in conjunction with Maharishi Institute of Management, India. Distance education students have the option of taking the second year at Maharishi University of Management’s campus in Fairfield, Iowa.

Graduation Requirements for the Master of Business Administration Degree
To graduate with an M.B.A., students must successfully complete all general requirements for the master’s degree. (Please refer to “Degree Requirements” in “Academic Policies.”) As part of these requirements, students must complete all the required management course work listed as follows:

• MGT 417 Mathematics for Business (may be waived by exam)
• MGT 422 Business Economics
• MGT 424 Data Analysis for Managers
• MGT 425 Marketing Management
• MGT 426 Accounting for Decision-Making
• MGT 427 Operations Management
• MGT 428 Business Law and Ethics
• MGT 429 Human Resource Management
• MGT 430 Financial Management
• MGT 431 Entrepreneurship
• MGT 432 Entrepreneurship Project
• MGT 500 Organizational Excellence
• MGT 502 Business Process Improvement I
• MGT 534 Career Development
• MGT 580 Business Process Improvement II

• Additional units, comprised of a combination of specialization courses in electronic business, human resources, marketing, accounting/finance, other electives, and Management Curricular Practical Training (CPT) Internship.

The M.B.A. degree requires a minimum of 74 units of management course work, which may include Management CPT Internship. For students with a prior degree in a business-related field, up to half of these units may be waived by the M.B.A. director. Seventy-four units of management courses can be completed in 2 years of full-time study in the daytime program or in 3 years in the Evening/Weekend M.B.A. program.

Graduation Requirements for Students Completing the Master of Business Administration Degree at Maharishi Institute of Management in India
The Management course work consists of Required Courses (56 units) and Elective Courses (24 units)

Required Courses (56 units):
• MGT 423 Management Communication Skills
• MGT 512 Government and Business
• MGT 426 Accounting for Decision-Making
• MGT 424 Data Analysis
• MGT 427 Operations Management
• MGT 523 Quantitative Analysis for Managers
• MGT 422 Business Economics
• MGT 541 Management Information Systems
• MGT 430 Financial Management
• MGT 566 Human Resource Management
• MGT 425 Marketing Management
• MGT 582 Management and Organization
• MGT 594 Strategic Management I
• MGT 595 Strategic Management II

Graduate Certificate and Specialization Programs
A Graduate Certificate can be earned by taking 18 or more units in one of the areas of specialization listed below. A specialization can be earned by taking at least 12 units in one of the listed specialization areas.

Students who complete certificate/specialization requirements as part of the M.B.A. degree can receive both the M.B.A. and the certification/specialization noted on their transcript.

Specializations within the M.B.A. include Electronic Business, Human Resources, Finance/Accounting, International Business, and Marketing.

The Electronic Business Specialization prepares graduates to:
• Formulate profitable business strategy around technology-enabled processes
• Design and implement e-business solutions using Web pages, e-commerce server systems, electronic payment systems, and integration of Web transactions to backend systems
• Apply principles of human computer interaction and Internet marketing to build effective Web interfaces
• Improve business processes and integrate business systems
• Access and analyze business information for decision-making
• Understand the business potential of emerging technologies and make technology decisions based on financial, strategic, and organizational considerations
• Evaluate and acquire e-business technology products and services
• Acquire and direct technical employees or contractors
• Deal with inter-organizational relationships: partners, customers, and suppliers
• Effectively plan and manage projects.

The Human Resources Specialization prepares graduates to:
• Develop performance management systems to enhance individual and team performance
• Utilize job analysis information in staffing and job design
• Design and deliver effective training programs
• Administer compensation and benefit systems
• Understand legal issues in employee/employer relationships
• Utilize constructive methods of negotiation and dispute resolution
• Facilitate organizational change and process improvement
• Introduce employees to unique technologies for human resource development and health from Maharishi Vedic Science
• Take the PHR Certification Exam of the Society of Human Resource Management.

The Finance/Accounting Specialization prepares graduates to:
• Understand and apply the knowledge and various techniques involved in being a successful financial executive, such as strategic value chain analysis, strategic SWOT analysis, risk assessment and hedging techniques, and stakeholder analysis
• Understand and apply the various knowledge and techniques involved in being a successful accounting executive, such as sales, contracts, commercial paper, suretyship, and secured transactions; audit planning, internal control, audit evidence, audit reports, and statistical sampling techniques; Generally Accepted Accounting Principles (GAAP) and the conceptual framework of accounting; managerial, cost, tax, and nonprofit accounting techniques; and professional responsibilities
• Qualify for either the Certified Public Accountant (CPA), Certified Management Accountant (CMA), or Certified Financial Manager Certification Examination.

The International Business Specialization involves courses in International Business, International Marketing and International Finance. It prepares students to:
• Formulate and implement strategy for the multi-national enterprise
• Understand the principles and institutions of international trade and international investment
• Perform effectively in inter-cultural environments.
The Marketing Specialization provides an in-depth understanding of the customer, company, and competition interaction from the marketing perspective. This specialization prepares graduates to:

• Understand the cultural, political, and strategic issues involved in overseas markets
• Prepare strategies and tactics for all stages of the product life cycle
• Position the firm in competitive space for maximum advantage
• Design and implement qualitative and quantitative research methodologies to test all aspects of the marketing mix, competitive offerings and new product ideas
• Analyze data from a marketing perspective
• Design online and offline approaches for a Website
• Understand advertising strategy, design ad campaigns to execute ad strategy and evaluate responses and cost effectiveness of an ad campaign in various media
• Work in an integrated manner with suppliers, customers and cross-functional teams to enhance marketing effectiveness and business productivity.

Courses in the Electronic Business Area:

• MGT 508 Managing Information Technology
• MGT 544 Internet and Network Technologies
• MGT 545 Database Management Systems
• MGT 547 Systems Analysis and Design
• MGT 548 Electronic Commerce
• MGT 549 Topics in MIS
• MGT 552 Designing Usable Web Interfaces
• MGT 575 Internet Marketing

Courses in the Human Resources Area:

• MGT 501 Leading Organizational Change
• MGT 510 Leadership
• MGT 534 Career Strategies
• MGT 536 Training Design
• MGT 581 Employment Law
• MGT 583 Mediation and Negotiation
• MGT 585 Compensations and Benefits
• MGT 589 Staffing
• MGT 598 Internship

Courses in the Finance/Accounting Area:

• MGT 414 Taxation
• MGT 421 Money and Capital Markets
• MGT 440 Intermediate Accounting I
• MGT 441 Intermediate Accounting II
• MGT 445 Auditing I
• MGT 473 Cost Accounting I
• MGT 496 CPA/CMA Review
• MGT 551 Corporate Finance
• MGT 562 International Finance
• MGT 568 Investment Management

Courses in the Marketing Area:
• MGT 573 Advertising
• MGT 574 Marketing Research
• MGT 575 Internet Marketing
• MGT 576 Strategic Marketing
• MGT 578 Marketing Management
• MGT 579 International Marketing

Courses in the Entrepreneurship Area:
• MGT 422 Business Economics
• MGT 424 Data Analysis for Managers
• MGT 426 Accounting for Decision-Making
• MGT 428 Business Law and Ethics
• MGT 430 Financial Management
• MGT 431 Entrepreneurship
• MGT 432 Entrepreneurship Project
• MGT 566 Human Resource Management
• MGT 578 Marketing Management
• MGT 582 Management and Organization

Entrance Requirements for the Ph.D. Degree in Management
• M.B.A., master’s degree in a business-related field, or a master’s degree and substantial business-related work experience
• GMAT or GRE
• TOEFL score of at least 600 (paper-based) or 250 (computer-based) is required if a student’s native language is not English.

English assessment by the University’s Admissions Office can be substituted for the TOEFL test. TOEFL is 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 Ph.D. Degree in Management
To graduate with a Ph.D. 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 two years of full-time graduate study consisting of the following courses:

• MGT 500 Models of Organizational Excellence
• MGT 502 Business Process Improvement I
• MGT 507 Assessing Development to Higher States of Consciousness
• MGT 555 Human Resource Development
• MGT 580 Business Process Improvement II
• MGT 601 Overview of Management and Organization
• MGT 603 Natural Law-Based Leadership
• MGT 606 Socially and Environmentally Responsible Management
• MGT 630 Statistical Analysis for Management Research I
• MGT 631 Statistical Analysis for Management Research II
• MGT 635 Research Methods and Philosophy of Science
• MGT 636 Qualitative Research Methods
• MGT 672 Organizational Change and Development
• MGT 689 Preparation for Comprehensive Examination
• MGT 690 Preparation for Qualifying Examination
• MGT 692 Advanced Seminar on Writing and Teaching
• MGT 698 Research Practicum
• MGT 700 Dissertation Proposal Preparation
• MGT 701 Dissertation Research

• A qualifying examination (MGT 690). (When successfully completed, the student is advanced to Ph.D. Candidate status.)
• Dissertation proposal (MGT 700) is prepared and submitted for approval. (When accepted, the student is advanced to the Ph.D. Researcher status.)
• Original research and dissertation preparation (MGT 701). The amount of time required to complete the dissertation varies according to the research project.
• An oral defense of the dissertation
• Acceptance of the dissertation by the dissertation committee, the Graduate School Director, and the Library Director (See Dissertation Manual)

COURSES

Undergraduate Courses

MGT 145 Locating the Source of Business Success: Action in Silence
Every student wants to find a career that is exciting, rewarding, and fulfilling. In this course, students realize that business is more than mere buying and selling. At its heart, business involves people expressing their creative intelligence in an infinite variety of ways. Students are encouraged to reflect on their own creative ideas and to see how these ideas can be applied in the business world. Students learn that business can simultaneously fulfill the desires of society, the company, and the employees. This course has a number of special features. Leading entrepreneurs from Fairfield’s business community speak on the link between business success and the development of consciousness and creativity. Students see selected videotapes on quality management and other topics. Dividing into groups, they visit local retail stores to evaluate the levels of customer service, and discover the greater effectiveness of the enlightened management principles described by the Science of Creative Intelligence. (2 units) (Distribution Area: Social Sciences)
MGT 200 Principles of Business Success: Management by Natural Law
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 units)

MGT 201 Business Communication Skills: Infinite Correlation for Frictionless Flow of Communication
Effective communicators are skilled both at 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 units)

MGT 203 Managing Your Money: The Source of All Wealth Is Pure Consciousness
This course covers the knowledge that every individual needs to make intelligent and responsible decisions concerning personal and family finances. Topics include major purchases such as buying a home or a car, credit, insurance, investments, retirement planning, selecting careers and educational institutions, and obtaining employment. Real-world applications are structured throughout the course through personal planning exercises, field trips, and guest speakers. (2–4 units)

MGT 205 Maharishi’s Absolute Theory of Administration: Alignment with Natural Law
Enlivening Natural Law in individual and collective consciousness can prevent problems and lead to success in business and government organizations. This course provides the knowledge of how the infinite organizing power of Nature can be utilized effectively. Topics include support of Nature, fulfillment, creativity, leadership, health, and creating Heaven on Earth. (4 units)

MGT 220 Principles of Economics: Living 200% of Life
In this course, students will be introduced to the operation of market-based economies. The course aims at providing an understanding of the market system as a means of fulfilling people’s desires at both the microeconomic level of individual markets and the macroeconomic level of a nation. Microeconomic topics include consumer demand for products, cost of production, and competitive and non-competitive product markets. Macroeconomic topics include GDP and other measures of national economic performance, economic growth, business cycles, unemployment, inflation, money and banking. Also, the students will be introduced to the inefficiencies in the market system, and the different kinds of government intervention used to correct imbalances. (4 units)
MGT 312 Management for Sustainability: Life-Supporting Action for Progress and Fulfillment
Ideal for both Management and Environmental Science 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 benefits the environment. The course is project-based and covers sustainability in all areas of society from both the local and global perspectives. The role of ISO 14001, responsible investing, and organizations like Green Peace, 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 units)

MGT 314 Statistics: Utilizing the Discriminative, Integrative and Progressive Qualities of Nature
Statistics is one of the basic quantitative tools available to every business manager. Powerful techniques based on the underlying orderliness of Nature equip students with skills to solve a variety of important business and economic problems. Topics include probability, descriptive statistics, sampling, statistical estimations, correlation and regression. (4 units) Prerequisite: MATH 161

MGT 315 Financial Accounting: Self-Referral Within the Organization for 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 units)

MGT 316 Managerial Accounting for Organizational Excellence: Locating Wholeness Amidst Diversity
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 units)

MGT 345 Data Management Systems: Knowledge Has Organizing Power
This course acquaints students with data management systems and application packages, such as spreadsheets, project management, resource management, graphics, planning, and accounting. Students use large systems packages as well as microcomputers and learn to formulate problems using these programs. In this way students are able to make maximum use of computer technology on the levels of planning, decision-making, organizing, implementation, and control. (2–4 units)
MGT 346 Career Strategies: Living Life in Accord with Dharma
The course has a practical focus on career discovery and implementation. In the framework of Maharishi’s 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 credit)

MGT 378 Marketing: Fulfilling Evolutionary Desires
Marketing techniques are used to interpret the needs of society and to develop new products, pricing, packaging, promotion, and distribution to satisfy human needs. Topics include market segmentation, research, and strategy, as well as advertising, consumer behavior, and new product development. (4 units)

MGT 400 Topics in Business: The Field of All Possibilities
This course covers topics to be defined by the instructor that supplement the regular curriculum. (variable units) Prerequisite: consent of the department faculty

MGT 402 Global Environmental Management: Maximizing the Potential of the Environment
This course analyzes the causes of and policy options to manage global environmental problems. Lessons concerning environmental management are derived by studying the effectiveness and limitations of environmental and resource policies currently being used throughout the world. (4 units)

MGT 403 World Peace Project
During this project, the student connects the knowledge gained from the other four or more courses, by answering the theme question: How does Maharishi’s 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 units)

MGT 414 Taxation: Progress through Self-Referral, “Curving Back on Myself, I Create Again and Again”
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 units)

**MGT 417 Mathematics for Business: Operating in the Field of All Possibilities**
This course teaches the college algebra needed for M.B.A. studies, including linear, quadratic, exponential, and power functions. It emphasizes business examples and applications. Students develop the ability to use mathematical modeling to express phenomena in a graph or equation. (4 units)

**MGT 419 Microeconomics: Maintaining Balance for Maximum Evolution**
Microeconomic principles are fundamental to many theoretical and applied areas of management, such as operations research, marketing, accounting, finance, production management, and many areas of public management and policy. Topics include consumer choice, consumer demand, supply and demand analysis, cost analysis, marginal analysis, output and pricing decisions, market structure, competition, wages, taxation, and resource allocation decisions. (4 units)

**MGT 420 Macroeconomics: Achieving Balanced Growth for Maximum Prosperity and Fulfillment for the Nation**
Macroeconomics studies the principles governing the behavior of the national economy and its interaction with other economies. It analyzes the context within which every business or organization must function. Topics include aggregate supply and demand analysis; fiscal and monetary policy; money and banking; Keynesian, monetarist, and supply-side economics; the business cycle and macroeconomic forecasting; economic growth; international trade; the international monetary system; economic development; and comparative economic systems. (4 units)

**MGT 421 Principles of Business Success: Management by Natural Law**
This course provides a holistic overview of business. Knowledge is the basis of action, action is the basis of achievement, and achievement is the basis of fulfillment. The full range of knowledge includes the specific principles of various disciplines and the holistic knowledge of the Unified Field of Natural Law, which is the essence of all disciplines. Principles of marketing, finance, operations, accounting, and human resources are taught from the perspective of an integrating business strategy and the beginning of a comprehensive business plan project. Students articulate personal and business goals, and their business concept, vision, and mission. Points are illustrated by lively examples from videos, case studies, guest speakers, and field trips. (4 units)

**MGT 422 Business Economics: Consumers, Industry, and Markets: Maximizing Effective Interactions with One’s Environment**
Business economics focuses on the principles governing the dynamics of markets and industries as well as those governing the behavior of the broader national and global economic environment. It examines principles of economic decision-making, and optimal use of economic resources. The most precious resource of every nation is its people,
every one of whom has infinite creativity inherent within. Topics include the dynamics of market supply and demand, industry structure and competition, the economics of business strategy, money and interest rates, and the international economy and exchange rates. Students apply the principles to case studies and complete an industry analysis for the business plan. (4 units)

**MGT 423 Business Communication Skills: Infinite Correlation for Frictionless Flow of Communication**

Effective communicators are skilled both at 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 units)

**MGT 424 Data Analysis for Managers: Knowledge Has Organizing Power; Pure Knowledge Has Infinite Organizing Power**

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; tools for analyzing and improving business performance, including statistical quality control; applied business forecasting; regression analysis and correlation; case studies and applications, with an emphasis on business-process improvement. (2–4 units)

**MGT 425 Marketing Management: Facilitating the Fulfillment of Evolutionary Desires**

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 units)

**MGT 426 Accounting for Decision-Making: Guiding Progress through Self-Referral**

Through its conceptual framework, accounting provides organizational feedback loops for planning, implementation, and control. Continued organizational success depends upon the clarity of awareness of both the accountant and the decision maker. Topics include the conceptual framework of accounting; interpretation and analysis of financial statements; cash flow statement; budgeting and financial control; cost-volume-profit analysis; standard costing and variance analysis; responsibility accounting; and the behavioral implications of management accounting systems. Students create a master budget and a sequenced break-even analysis for their business plan. (4 units)
MGT 427 Operations Management: Structuring 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. (4 units)

MGT 428 Business Law and Ethics: Alliance with Natural Law
Law is a tool of progress. Law establishes the body that is the business and enables business people to communicate frictionlessly, to manage the relationships between all participants, and to avert any problems before they occur. A business is then able to maintain progress for itself and for society. Topics include contracts, torts, and agency law; property, including intellectual property; employment issues; and global business law. Students determine and complete the form of business organization, necessary employment agreements, necessary property agreements, and a financing plan for their business plan. (4 units)

MGT 429 Human Resource Management: Nurturing 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 course exposes students to the full array of human resource functions: human resource planning, recruitment and selection, training, performance management, compensation, and upholding employer/employee rights and responsibilities. The students become familiar with the role of the human resource department in designing human resource systems, the critical role line managers and supervisors play in using these systems effectively to attract, retain, and motivate employees, and how the principles of Maharishi Vedic Science uniquely support and enhance these systems. Students also prepare a comprehensive human resource section for their business plan. (4 units)

MGT 430 Financial Management: Tapping the Infinite Reservoir of Nature
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 develop capital requirements, plan the raising of capital, and develop a cash flow plan for their business plan. (4 units)

MGT 431 Entrepreneurship: Harnessing Nature’s Infinite Creativity to Fulfill Desires
Principles of management, marketing, finance, operations, and accounting are taught from the perspective of starting a new business with an integrated business strategy.
Students articulate their personal and business goals and produce an initial business plan. (4 units)

**MGT 432 Entrepreneurship Project: Expressing the Organizing Power of Nature**
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 units)

**MGT 440 Intermediate Accounting I: Developing Broad Comprehension and Sharp Focus**
**MGT 441 Intermediate Accounting II**
**MGT 442 Intermediate Accounting III**
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 units) Prerequisite: for MGT 440 — MGT 426; for MGT 441 — MGT 440; for MGT 442 — MGT 441

**MGT 445 Auditing I: Aligning with Natural Law**
**MGT 446 Auditing II**
This course sequence focuses on the legal and ethical responsibilities associated with the auditor’s report and the technical aspects of auditing a firm’s financial statements. By ensuring the reliability and fairness of published financial statements, the audit function plays a necessary role of vigilance for better-informed investment and credit decisions and, thus, a healthier economic system. Related topics include statistical sampling methods, auditing internal control systems and computerized accounting systems, and working papers and evidence preparation. (2–4 units) Prerequisite: for MGT 445 — MGT 442; for MGT 446 — MGT 445

**MGT 449 Accounting Applications: Utilizing the Progressive Quality of Natural Law**
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 units) Prerequisite: MGT 426

**MGT 459 International Finance: Maintaining Cultural Integrity While Promoting Global Prosperity**
This course provides an introduction to the theory and practice of financial management in an international context. Topics include the international monetary system, the foreign
exchange market, forecasting foreign exchange rates, management of foreign exchange exposure, international investment, and political risk management. (4 units)

**MGT 469 International Business: Individual Action and Universal Reaction**
This course explores the issues of marketing, finance, and management as they exist in the international business environment from both a multinational corporate perspective and a single businessperson orientation. Differences between business practice in the U.S. and abroad are explored where those differences affect business objectives. Cultural, economic, governmental, and demographic issues are studied in a case- and lecture-oriented class setting. (4 units) Prerequisite: MGT 426

**MGT 470 Advanced Accounting: Different Laws of Nature Function at Different Levels of Creation**
The emphasis of this course is on the mechanics of consolidations required for many major corporations, and on a variety of special situations in financial accounting. The course illustrates how technical accounting requirements differ for diversified corporations just as the laws of nature are different in different geographic and climatic environments. Specific topics include consolidations, accounting of foreign transactions, branches, segments, partnerships, and governmental units. (4 units)

**MGT 471 Money and Capital Markets: Consciousness Moving within Itself**
This course provides an introduction to the instruments, markets, and institutions of the financial sector of the economy. Some topics included are financial instruments, interest rates and bond prices, the structure of interest rates, flow of funds analysis, commercial banking, non-deposit depository, and insurance financial intermediaries. (2–4 units) Prerequisites: MGT 420 and MGT 430

**MGT 473 Cost Accounting I: Knowledge and Experience for Complete Understanding**
**MGT 477 Cost Accounting II**
This course sequence deepens both understanding and application of topics covered in MGT 426 except that more emphasis is placed on controlling costs in a manufacturing environment. Specific topics include standard costing, variance analysis, budgeting, overhead application, and the motivational aspects of using data to evaluate performance. (2–4 units)

**MGT 474 Marketing Research: Assessing Support of Natural Law**
Market research is the first activity that should be conducted when contemplating a new business or governmental activity. It is the means for refining an initial idea to a concept that is maximally supportable by the environment. The course covers specification of information needs, research design methods, sources of marketing information, analyzing and interpreting data, and developing evaluation and feedback systems. (4 units)
MGT 475 Global Strategic Management: Utilizing the Infinite Organizing Power of Nature
This course integrates the knowledge gained in the management major through a wide range of case studies, current readings, and strategic projects. Students practice strategic analysis and develop recommendations for the future success of an organization. Topics include strategic management models; strategic audits, evaluation, and control; social responsibility; external and internal environments; and strategy formulation and implementation. (4 units) Prerequisites: MGT 432, MGT 430, and MGT 425

MGT 476 Accounting for Governmental and Nonprofit Entities: Infinite Creativity through Self-Referral
The objective of this course is to learn accounting theory and practice as applied to “non-business organizations” with emphasis on fund accounting. Nonbusiness organizations is a collective term that refers to governmental units as well as all other nonprofit organizations such as schools, colleges, universities, hospitals, and voluntary health and welfare organizations. Areas covered include the legal environment; budgets for revenue, expenditures, and encumbrances; and management of resources, funds, and groups of accounts. (4 units) Prerequisite: MGT 426

MGT 479 International Marketing: Fulfilling the Evolutionary Impulse of Life
This course examines the development of international marketing programs, from the determination of objectives and evaluation of international market opportunities through the coordination of strategies in world markets. It emphasizes the application of basic marketing principles in the multinational environment, the extent of standardization of marketing programs across several countries, and the selection of appropriate entry strategies for foreign markets. (4 units) Prerequisite: MGT 378 or MGT 478

MGT 482 Management and Organization: Expanded Consciousness is the Basis of Ideal Behavior
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 units)

MGT 496 CPA/CMA Review: Integrating All the Laws of Nature
This course is a review of the material covered on the Certified Public Accountants and Certified Management Accountant examination. It prepares students to take either examination through a series of practice exams. Specific topics to be reviewed are cost accounting, advanced accounting, auditing, practice, and theory. (variable units — may be repeated) Prerequisite: consent of the instructor

MGT 497 Fieldwork in Management: 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 units) Prerequisites: consent of the School and written authorization for Curricular Practical Training

MGT 498 Curricular Practical Training (CPT) Internship in Management: Developing 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 units) Prerequisites: consent of academic advisor and written authorization of international student advisor

MGT 499 Directed Study
(variable units) Prerequisite: consent of the School faculty

Graduate Courses

MGT 500 Models of Organizational Excellence: New Principles of Management Arising in the Age of Enlightenment
Organizational excellence means integrated, balanced success in all the specific areas of business. This course presents a variety of frameworks for understanding organizational excellence: students become familiar with contemporary models and with the vision of perfection presented by Maharishi Master ManagementSM. Topics include origins of the organizational excellence movement, current models of excellence, stakeholder perceptions of excellence, principles and practices of visionary organizations, and perfection through Maharishi Master Management. (4 units)

MGT 501 Leading Organizational Change: 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 change management skills; life cycle of the consulting process; motivation for performance improvement; individual, interpersonal and team behavior; negotiating collaborative solutions; organizational learning; and the role of training in strategy implementation. (2–4 units)

MGT 502 Business Process Improvement I: Do Less and Accomplish More
This course covers the theory and practice of performance improvement in both large and small organizations in the manufacturing and service sectors. Although the focus will be on Lean Thinking, students will review the quality movement from Deming to ISO 9000 and the Baldrige Quality Award criteria, and understand why and how hundreds of thousands of companies are implementing Lean Thinking and Six Sigma to improve quality, lower costs, and delight their customers. The course uses a combination of
interactive classroom instruction and project-based learning to ensure students learn how aligning operations along the value stream in any organization improves efficiency, enlivens creativity, and allows true customer-driven management. They will understand how to structure ongoing incremental improvement so that performance improvement is sustained. (4 units)

**MGT 503 Strategic Management and Corporate Revitalization: Integrating Sharp Focus with Unbounded Awareness**
The fundamental role of the chief executive is to organize the knowledge and skills of employees, suppliers, and partners to create value for the customer. A manager can create and maintain a coherent organization by enlivening the infinite organizing power of the Unified Field of Natural Law in every employee’s awareness. Topics include multiple stakeholder analysis, the strategic management process, generic competitive strategies, distinctive competence and competitive advantage, and strategy implementation. (4 units)

**MGT 505 Principles of Success in Professional Life: Established in Being Perform Action**
This course focuses on the systematic and scientific approach to achieving success in any undertaking. Themes include achieving both material success and spiritual development, bringing personal fulfillment to managers and employees while accomplishing company goals and developing successful leadership and problem-free administration. (2 units)

**MGT 507 Assessing Development to Higher States of Consciousness: The Transcendental Meditation and TM Sidhi Techniques as a Test of the Growth of Enlightenment**
Assessment and evaluation are important skills for science and business. In this class, students will master the fundamental principles of assessment and evaluation and gain experience in administering tests. The class project will feature a practicum in which all will contribute to developing a measure of states of consciousness. Topics include: reliability, validity, intellectual tests, abilities tests, vocational tests, personality tests, test administration, and ethical standards in testing. (4 units)

**MGT 508 Managing Information Technology: Creating and Maintaining Infinite Correlation**
In order to benefit from their large expenditures in information technology, companies need to manage both their information and the technology that surrounds it. In this course students gain an integrated framework to help companies maximize the value of their information. (2–4 units)

**MGT 509 Performance Improvement Project: Integrating Knowledge and Experience**
Students undertake a Performance Improvement Project with an actual client. Successful completion of this project demonstrates leadership capability to envision an organization’s ideal performance; assess and understand its current performance; and develop, implement, and evaluate practical improvement plans. Project activities include assessing current performance and documenting work
processes, suggesting strategic improvements and implementation plans, and reflecting on implementation progress and client response. Acceptance of a completed report is a requirement for graduation. (12 units or more)

MGT 510 Natural Law-Based Leadership: Higher Consciousness for Higher Responsibility
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 units)

MGT 512 Government and Business: Alignment with Nature’s Government
This course presents the legal aspects of business organizations and business behavior and the regulatory environment in which business operates. It involves a study of the societal forces behind the law and the role of administrative agencies in the government’s regulation of business. Topics include contracts, sales, agency, business associations, property, securities regulation, antitrust law, environmental law, consumer law, intergovernmental relations and corporate political activity, and employment law. (4 units)

MGT 515 Financial Accounting
This course explores the uses of accounting information and financial statements from the perspective of the users. Topics include the design of manual and computerized accounting systems, generally accepted accounting principles, accounting for inventories, long-term assets, credit transactions, stocks and bonds, consolidations, inflation accounting, cash flow analysis, and the interpretation and analysis of financial statements. (4 units)

MGT 516 Managerial Accounting
Managerial accounting provides analytic tools and techniques to assist in planning, decision-making, and control. Topics include differential accounting, cost-volume-profit analysis, job order and process costing, standard costing and variance analysis, variable and full costing, budgeting and control systems, transfer pricing, responsibility accounting, and the behavioral implications of management systems. (4 units)

MGT 521 Development Economics
This course studies the economic issues of developing nations with special attention on how theories of economic development must consider the specific cultural, economic, and political milieu of individual countries. Special topics include free market versus planned economies, redistribution issues, shadow pricing, and the importance of rural development. (2–4 units) Prerequisite: MGT 422

MGT 522 Human Resources and Economic Development
The focus of this course is on the contribution of human resources to economic development, especially the role of education and health in promoting holistic development. Topics include the relation between education, health, and economic
development; human capital theory; manpower planning; issues of food and nutrition policy; education and health policy; and case studies drawn from developing countries in Asia, Latin America, and Africa. (2–4 units) Prerequisite: MGT 422

MGT 523 Quantitative Analysis for Management
This course covers the most practical quantitative tools for business, including multiple regression for marketing research, linear programming for production planning, and decision analysis for strategic planning. Models are typically solved using special computer programs. (4 units) Prerequisite: MGT 314

MGT 534 Career Development: Life in Accord with Dharma
In this course, graduate students explore professional options in their chosen fields. In light of Maharishi’s Consciousness-Based principles of success, students conduct occupational research, locate Internet and networking resources, interview successful professionals, and design an action plan and effective strategies for achieving their next career target. They also develop scripts for introducing themselves and describing their achievements and capabilities in various formats, including writing cover letters, resumes, and portfolios, and speaking to potential colleagues, funding sources, and employers. (variable units)

MGT 535 Needs Analysis and Program Evaluation
Human resource development involves identifying the specific requirements of client organizations and constructing evaluation procedures that accurately document instructional outcomes. Topics include roles in needs analysis; methods of organizational analysis, operational analysis, and job analysis; specifying objectives and outcome measures; and reporting and using evaluation data. Students apply the techniques of this course in performing the front-end analysis for a project with an actual client. (2–4 units)

MGT 536 Training Design
The design of effective training programs involves providing learning opportunities that are consistent with learner needs and organizational objectives. This course develops skills in designing instructional programs and materials, and delivery of training. Students apply the skills and understanding gained in the course in a project with an actual client. (2–4 units)

MGT 537 Practicum in Human Resource Development
In this course, students carry out a project for a client under the supervision of program faculty. The project culminates in the presentation of a practicum paper including documentation of client needs, instructional materials, and measures of results, including client feedback. This practicum generally is a continuation of work with the same project begun in MGT 535 and 536. (2–4 units)

MGT 539 Current Topics in Human Resources
In this course, students have an in-depth experience of one specific area of human resource management such as human resource planning, industrial relations, or emerging trends and issues. Practical exercises and projects help the student master the essential
concepts and skills. (2–4 units — may be repeated) Prerequisites: MGT 566 and MGT 582

**MGT 540 Enterprise Applications**
Wide applications are increasing using the Internet to integrate front — and back — office operations and internal and external supply chains. Enterprise Resource Planning (ERP) systems connect financial, manufacturing, and human resource operations into one system. Supply Chain Management (SCM) systems link their customers’ organizations to the distribution partners, banks, and transportation operations in real time. This course will explore the features of a major enterprise application package and the process of implementing a vendor package for a specific client. (2–4 units)

**MGT 541 Management Information Systems: Action Anywhere Is Felt Everywhere**
This course examines applications and developments of computer-based management information systems. Case studies of successful and unsuccessful implementations are used. Students analyze business system needs, and practice applying application software to business problems. (4 units)

**MGT 543 Electronic Business Project**
This capstone course gives students the opportunity to integrate the threads of knowledge about Electronic Commerce in a project with an established or beginning company. (4 units)

**MGT 544 Internet and Network Technologies**
An understanding of networking systems and protocols, as well as wireline and wireless transmission, is fundamental to conceiving and designing Internet-based business systems. The Open Systems Connectivity model presents a framework for analyzing network layers. Topics include network devices, communications protocols, Internet access alternatives, Virtual Private Networks, network security, and emerging Internet technologies. (2–4 units)

**MGT 545 Data Management Systems**
Well-designed database systems provide a foundation for efficient and integrated business operations. Electronic Commerce requires Web-based applications to interface with company database systems. Topics include modeling database requirements, relational database design, normalization of database tables, SQL, database administration, database management system software options, and Web-to-database production. (3–4 units)

**MGT 546 Computer Programming Applications**
This course gives students experience using high-level languages to develop good programming skills essential for proper formulation and implementation of management information systems. Topics include formulation of algorithms, structured programming techniques, top-down design, control structures, data types, modularity, and program implementation. A major programming lab assignment is incorporated into the course. (2–4 units) Prerequisite: MGT 541
MGT 547 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. (4 units)

MGT 548 Electronic Commerce
The Internet has become the foundation of a new breed of Electronic Business applications and brands. In various industry sectors, innovative startup companies are pioneering new business models using e-business technologies. This course surveys server and hosting options, network and telephony protocols, markup languages, Web development tools, and electronic commerce packages. Examples of major Internet business models are reviewed — including portals, auctions, community, vertical industries, and automation platforms. Topics include marketing, purchasing, payment, legal, international, tax, and ethical aspects of business on the Internet. (4 units)

MGT 549 Topics in Management Information Systems
Topics to be determined by the instructor (2–4 units — may be repeated)

MGT 551 Corporate Finance
This course covers topics in financial planning and decision-making that prove useful to the financial executive. Topics include valuation of debt and equity; capital budgeting; capital structure decisions; dividend policy; options, warrants, and convertibles; hedging financial risk; mergers and acquisitions. (4 units)

MGT 552 Designing Usable Web Interfaces
An effective Web site is designed to fit the task requirements and available resources of users. Topics include components of site design, and principles for evaluating attractiveness, efficiency, and usability. Students gain hands-on experience building Web pages using current page builder, programming, and graphics tools. (2–4 units)

MGT 555 Human Resource Development: Developing Total Brain Functioning for Mastery Over Natural Law
Strategic and integrated human resource development (HRD) programs can improve individual, system-wide, and organizational performance. Development of individual and collective consciousness provides the foundation for performance improvement. Students learn to diagnose performance needs, to design performance improvement interventions, to link performance interventions to business goals, to develop partnerships with management for implementing HRD programs, and to measure the costs and benefits of HRD programs. (4 units)
MGT 558 Practicum in Business Process Improvement: Applying the Law of Least Action
Students perform a consulting project for an existing company to identify opportunities for business process improvement and to recommend action plans for implementing and sustaining change. This capstone project demonstrates the students’ expertise in process improvement, as well as broad mastery of business knowledge and skills in research, problem solving, and communication. (4 units)

MGT 559 Electronic Payment Systems: Do Least and Accomplish Most
Assurance of getting paid for goods and services is fundamental to electronic commerce. This course deals with technology for managing payments across electronic networks, including the banking and electronic funds transfer network. Topics include payment gateways, credit card transactions, digital cash, digital checks, smart cards, electronic wallets, micro-payments, online bill presentment, and Secure Electronic Transaction (SET) protocol. (2–4 units)

MGT 561 Compensation and Benefits
This course introduces students to organizational compensation and benefit programs. Topics include addressing external competitiveness (wage surveys, pay policies), internal consistency (work analysis and job evaluation), salary administration (performance evaluation methods, policies, and communication), benefits programs (health, life, disability), retirement plans, and benefits administration (e.g., enrollment and communication). (2–4 units)

MGT 563 International Trade and Competitiveness
This course examines the key theories and policies of world trade. Topics covered in this course are: determinants of the direction of trade, the economics and politics of international trade, the effect of trade on the welfare of a trading nation and the world, the effect of trade on income distribution, and recent developments in trade theory and policy. (2–4 units)

MGT 565 Organizational Development
This course studies approaches to developing and maintaining coherent group functioning within organizations, and to implementing planned organization change. Techniques are examined for improving individual and group behavior within organizations on the levels of communication, attitudes, motivation, and decision making; and for coordinating the introduction and implementation of change within an organization. (2–4 units)
Prerequisite: MGT 582

MGT 566 Human Resource Strategy
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 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 units)

**MGT 567 Quality Management**
In this course students learn the application of quality control principles to all company endeavors, including satisfying internal and external customers. Topics include methods for analyzing measured deviations of products and services, designing and implementing innovative solutions, and maintaining continuous systematic improvement. (2–4 units)
Prerequisite: MGT 582

**MGT 568 Investment Management**
Investment analysis requires application of analytic techniques and tools and consideration of the needs of the individual investor. Topics covered include equity securities, debt securities, options, and futures. This course involves a study of real estate investment including total equity return analysis, tax aspects, installment sales, exchanging, and the role of the computer in real estate investment analysis. (2–4 units)
Prerequisite: MGT 550

**MGT 571 Sales Management**
Sales are the lifeblood of an organization. Learning how to manage sales personnel in terms of compensation, motivation, and training is crucial for business firms and not-for-profit organizations. Students learn the sales process: qualifying prospects, referral systems, cold-calling, time organization, appointment setting, presentation to decision makers, handling objections, closing, post-sales service and further sales. The course then focuses on strategies of sales management, including assigning territories, compensation schemes, keeping sales personnel motivated, and making sales fun. The blissful, expressive quality of Creative Intelligence, which desires to share knowledge with a receptive audience, enlivens sales management for maximum achievement and fulfillment. (4 units) Prerequisite: MGT 425 Marketing Management

**MGT 573 Advertising**
This course explores the approaches to effective advertising necessary for achieving sales and market share objectives. Topics include review of consumer behavior and buying patterns, differences between individual and corporate buying, defining objectives, expenditure analysis, media selection; and the design, management, and evaluation of advertising programs. (2–4 units) Prerequisite: MGT 578

**MGT 574 Marketing Research**
Market research is the first activity that should be conducted when contemplating a new business or governmental activity. It is the means for refining an initial idea to a concept that is maximally supportable by the environment. The course covers specification of information needs, research design methods, sources of marketing information, analyzing and interpreting data, and developing evaluation and feedback systems. (4 units)
MGT 575 Internet Marketing
Successful marketing through the Internet requires selecting the right product/service to be marketed on the Web, creating a Web site that effectively sells the product/service, attracting qualified customers to the Web site, and building long-term customer relationships. Student teams create Internet Marketing strategies and budgets for clients. (2–4 units)

MGT 576 Strategic Marketing
This course focuses on the dynamics of developing a marketing strategy and plan essential for subsequent levels of marketing implementation. Topics include business definition, strategy evaluation, the planning process and plan development, implementation of marketing plans, and comparison of differing approaches to strategic marketing planning. The course makes extensive use of case readings and a computerized strategic marketing simulation. (4 units)

MGT 579 International Marketing
This course examines the development of international marketing programs, from the determination of objectives and evaluation of international market opportunities through the coordination of strategies in world markets. It emphasizes the application of basic marketing principles in the multinational environment, the extent of standardization of marketing programs across several countries, and the selection of appropriate entry strategies for foreign markets. (2–4 units) Prerequisite: MGT 478

MGT 580 Business Process Improvement II: Do Least and Accomplish Most
Students will learn the practical and managerial skills for implementing 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 customer’s perspective, 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. (4 units) Prerequisite: MGT 502

MGT 581 Employment 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. (2 units)

MGT 582 Management and Organization
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 units)

**MGT 583 Mediation and Negotiation: Giving is the Basis of Receiving**
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 units)

**MGT 584 Managing a Consulting Practice**
Drawing heavily on the experience of successful human resource development practitioners, this course trains students to manage a training and consulting practice, either as an internal or external consultant. Topics include: the market for human resource development; packaging, pricing, and promotion of services; the life cycle of client-consultant relations; preparing and presenting proposals and contracts; employing associates; financial record keeping; and consultant ethics. (2–4 units)

**MGT 589 Staffing**
Concepts, methods, and techniques for maximizing the utility of organizational processes focused on attracting and selecting high quality employees are considered. Topics include HR planning, job analysis, recruitment, a variety of selection methods, validation of selection measures, and employee separations. Students study analysis of staffing from strategic/operational perspectives and its influence on individual and organizational outcomes, such as satisfaction, performance, effectiveness, productivity, and organizational climate. (2 units)

**MGT 590 Health and Safety**
This course examines workplace health and safety issues from the perspectives of the employee, the employer, and the government. Topics include health and safety related legislation (laws, agency enforcement, and penalties for violations), organizational health and safety policies and practices (required and effective elements), and employee demand for safe and healthful workplaces (roles of unions and empowered workers). Societal, organizational and managerial implications are highlighted. Workplace applications of the Maharishi Vedic Approach to HealthSM are considered. (2–4 units)

**MGT 593 Topics in SCI and 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 units — may be repeated)

**MGT 594 Strategic Management I**
In this research-based course, students write a comprehensive analysis of a firm in the context of its industry, and formulate a strategy for the future. Considerations include the firm’s organizational structure and current financial performance; its market,
technological, and socio-political environment; and the future trends and scenarios. (4 units)

**MGT 595 Strategic Management II**  
This course focuses on the formulation and implementation of strategy. Using case studies, students refine their skills in strategic analysis and develop their understanding of how to organize human, financial, and physical resources to lead a company’s implementation of its strategic vision. (4 units) Prerequisite: MGT 594

**MGT 596 E-Business Strategy**  
This capstone seminar discusses current readings and case studies of Intranet, B2B, and B2C e-business strategies, focusing on the factors leading to sustainable profitability. Students develop a business proposal for a specific application of Internet technology to create competitive advantage in an entrepreneurial or intrapreneurial venture. (2–4 units)

**MGT 597 Topics in Management**  
This course covers topics, to be defined by the instructor, that supplement the regular curriculum. (variable units) Prerequisite: consent of the School faculty

**MGT 598 Curricular Practical Training (CPT) Internship in Management: Skill in Action**  
During internships students apply the knowledge from their management courses in supervised practical settings. (variable units) Prerequisite: consent in the form of written authorization of international student advisor

**MGT 599 Directed Study**  
(variable units) Prerequisite: consent of the School faculty

**MGT 601 Overview of Management and Organization: Expanded Consciousness is the Basis of Ideal Behavior**  
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 OB. (2–4 units)

**MGT 603 Natural Law-Based Leadership: Higher Consciousness for Higher Responsibility**  
Leaders are called upon to perform a variety of functions in organizations — visionary and entrepreneur, planner and resource allocator, as well as dispute adjudicator and friend. What constitutes leadership? Does it vary by context? By the personality of the leader? Are leaders born or can they be developed? Topics include leadership theory and leadership development, measures of leadership, and evaluation of leadership research. (2–4 units)
MGT 606 Socially and Environmentally Responsible Management: Glorification of Inner and Outer Life—Heaven on Earth
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 units)

MGT 630 Statistical Analysis for Management Research I
This course provides an applied introduction to the most widely used statistical procedures for analyzing data in management research. Applications will be emphasized that involve computer analysis of real data sets using state-of-the-art software. Topics include review of one-sample and two-sample t-test procedures, single-factor analysis of variance (ANOVA), multi-factor ANOVA, analysis of longitudinal data (repeated measures), analysis of covariance, simple and multiple regression, power analysis, and determination of required sample size. (4 units) Prerequisites: MGT 424 (or equivalent) and permission of instructor

MGT 631 Statistical Analysis for Management Research II — Analysis of Variance
This course examines contemporary “robust/resistant” statistical procedures for analyzing messy data from experiments in management as well as the social, biomedical, and natural sciences. Messy data displays extreme outliers of “influential” observations and other features that seriously violate key assumptions of the standard statistical procedures examined in MGT 630. Robust/resistant procedures based on the analysis of trimmed means and computer intensive, nonparametric, re-sampling procedures such as the “bootstrap” will be emphasized. (4 units) Prerequisites: MGT 630 (or equivalent) and permission of instructor

MGT 635 Research Methods and Philosophy of Science: Gaining Total 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 units)

MGT 636 Qualitative Research Methods: Discovering the Evolutionary Qualities of Natural Law
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 units)

MGT 672 Organizational Development: Attuning Collective Consciousness to the Holistic Intelligence of Nature
The challenges involved in organizational design and theories of organizational change have to do with actually implementing these ideas in a practical way in the administrative setting. This course covers topics related to these application issues, such as history of organizational development, organizational development methods and outcome research, and the management of change in the organization. (4 units)

MGT 689 Preparation for Comprehensive Examination: Experience Atma to Develop the Total Creative Potential of the Brain
The comprehensive examination assesses the student’s ability to express and apply the knowledge from the courses in the Ph.D. program. Students are registered for this course while preparing for and writing the comprehensive examination. (4 units)

MGT 690 Preparation for the Qualifying Examination
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 Ph.D. Candidate. (2–4 units — may be repeated) Prerequisites: completion of all core curriculum and consent of the graduate faculty

MGT 691 Teaching Practicum
Teachers are those who not only have a deep insight into their field, but also have the ability to communicate that knowledge to others for their development. In order to practice and demonstrate teaching competency, each doctoral candidate is required to teach one course, generally after the completion of the qualifying examination. (2–4 units — may be repeated) Prerequisites: MGT 692 and approval of the Dean of Faculty

MGT 692 Advanced Seminar on Writing and Teaching: Expressing the Boundless through the Boundaries of Speech
This course prepares doctoral students to be competent teachers and writers in their professions. (4 units)

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

MGT 699 Directed Study
(variable units) Prerequisite: consent of the School faculty
MGT 700 Dissertation Proposal Preparation: The Infinite Organizer Works for Him Who Is Established in Balance and Evenness
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. (2–4 units — may be repeated) Prerequisites: Ph.D. candidate status and consent of the dissertation advisor

MGT 701 Dissertation Research: Gaining Fulfillment through the Blissful, Evolutionary Path of Self-Referral
Students conduct original research and prepare their dissertations. (2–4 units — may be repeated) Prerequisites: approved dissertation proposal and permission of the dissertation committee

Government Courses

GOV 201 U.S. Government and Politics: Collective Consciousness, the Unseen Governor of Government
This course studies the nature and functioning of U.S. governmental institutions and the American political process. Topics include the Constitution; the Presidency, Congress, the Supreme Court and the 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 units)

GOV 202 Comparative Government: Unity Underlies Diversity
This course examines the governmental structures and political processes of nations throughout the world. The similarities and differences among and between these systems are analyzed, including similarities between systems in different geographical regions and systems at differing levels of economic development. (4 units)

GOV 280 International Relations and Peace: Cultural Integrity, Invincibility, and World Harmony
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. Student will analyze in-depth case studies and write policy papers on key issues in international relations. (4 units)

GOV 290 Government and Collective Consciousness: The Group Dynamics of Consciousness
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 units)

**GOV 340 International Law and Human Rights: Natural Law Governs All of Creation**
This course is a study of the law among nations, including sources of international law, the authority and jurisdiction of international law, international legal institutions (such as the World Court), and current issues in international law. Among the topics to be discussed are the protection of human rights, global environmental law, protection of endangered species, rights of self-determination, and how international law reflects the development of coherence in global consciousness. (4 units)

**GOV 377 Public Policy Analysis and Evaluation**
A systematic approach to decision making and policy analysis is presented, including defining issues; formulating and evaluating options; monitoring and evaluating results; refining policies; and communicating policy proposals to decision makers and the public. Formulating policies to bring about quick transitions in the solution and prevention of pressing societal problems is emphasized. (4 units)

**GOV 400 Special Topics 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 units — may be repeated) Prerequisite: consent of the School faculty

This course analyzes the politics of global environmental protection with an emphasis on the study of policy options to solve and prevent environmental problems throughout the world. Among the issues to be discussed are genetic engineering of food products, pesticide and other chemical contamination in agriculture, global warming, trans-boundary shipment of toxic waste, air and water pollution, and deforestation. Students will analyze several in-depth case studies and write policy papers. (4 units) (Offered jointly with the Department of Environmental Science)

**GOV 407 Negotiation, Mediation, and Cross-Cultural Communication: Giving Is the Basis of Receiving**
This course examines effective approaches to negotiations in the public as well as private sectors, with an emphasis on cross-cultural communications and negotiation. Students develop practical negotiation skills through participation in negotiation and mediation workshops and the analysis of case studies. Topics include understanding the other side, analyzing the structure of negotiations, building a productive framework for negotiation, defining objectives and strategy, framing proposals, and finding “win-win” solutions. (4 units)
**GOV 420 Economic Analysis of Environmental Policy**  
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. (4 units)  
(Offered jointly with the Department of Environmental Science)

**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 units — may be repeated for credit) Prerequisite: consent of the School and the Academic Standards Committee

**GOV 499 Directed Study**  
(variable units) Prerequisite: consent of the School faculty
College of Computer Science and Mathematics

DEPARTMENT OF COMPUTER SCIENCE

FACULTY
• Greg Guthrie, Ph.D., Dean of the College of Computer Science and Mathematics, Professor of Computer Science
• Keith Levi, Ph.D., Chair, Associate Professor of Computer Science
• Ralph Bunker, Ph.D., Assistant Professor of Computer Science
• Paul Corazza, Ph.D., Assistant Professor of Computer Science
• Peter Just, M.S., Instructor of Computer Science
• Joe Lerman, M.S., Instructor of Computer Science
• Clyde Ruby, M.S., Instructor of Computer Science
• Ali Arsanjani, Ph.D., Adjunct Assistant Professor of Computer Science, and Management
• Helmuth Trefftz, Ph.D., Visiting Associate 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 which 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
• B.A. or B.S. in Computer Science
• Minor in Computer Science
• M.S. in Computer Science offered in three formats:
  1) a one-year program full time on campus for students with a bachelor’s degree in computer science.
  2) a three-year on-campus internship program for students with a bachelor’s degree in computer science. Students in this program enroll in practicum and directed study courses for two years and are placed in curricular practical training work assignments at the University. The third year is full-time course work.
  3) a two-year cooperative program for students with a bachelor’s degree in computer science and at least 2 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 internships in American information technology companies.)

SPECIAL FEATURES
• Our programs develop outstanding computer professionals. Graduates are well prepared for careers in business, government, education, or research. Students become thoroughly grounded in programming languages, computer architecture, computer systems, and theory of computation. In addition, they gain experience in applied computer science areas such as computer graphics, compilers, databases, and networking.
• Our students are enjoying notable professional success in industry and education, including Microsoft, IBM, AT&T Bell Labs, Cisco Systems, First Data Corp., Caterpillar, SITA, Bluestem Systems, Amteva Technologies, Commerce Clearing House, Sterling Software, Marathon Photo, LHS Communications Systems, Software Artisans, and the University of Texas.
• Students develop the essentials for success in the computer science profession, and all areas of life — problem-solving ability, logical thinking, creativity, broad comprehension, and fine focus of attention.
• Students gain experience with the most advanced operating systems and computer environments, ranging from UNIX workstations, to the current standard Windows systems.

• Students study the unifying theory of programming languages and explore a variety of modern languages and approaches to programming in various classes, for example, Java and C#.net (for enterprise and large scale systems), “Scheme/LISP” (for expert systems), and “ML” (for research in the functional approach to programming). Other specialized languages are taught as needed.

• The faculty uses an effective teaching approach that creates a learning environment of ease and enjoyment without the stress and strain that commonly accompany a rigorous discipline.

• Students study the basic principles underlying all computer hardware, and examine principles that have given rise to the most recent advances in high-performance and super computing systems, including networked, parallel, distributed, and highly concurrent approaches. Each of these uses many computers in combination to solve a large computational task, but they differ in their scope and approach.

• The Department of Computer Science has several very well equipped computing laboratories, which provide Internet access, as well as the departmental CSnet, and campus network. A variety of servers provide support for classes, development, and research activities. Students can also access a wide variety of resources, including scanners, printers, and other campus services including the library online catalogue and materials.

• High-speed campus and Internet access is provided to student housing, all student labs, and several other access places around campus.

• Through field trips and guest lectures by successful computer professionals, students become familiar with the latest developments in computer science and their practical applications in science and industry.

• The electronic computer is amazingly powerful, and yet is limited compared to the computing ability of the 100 billion neuron parallel processing capability of the human brain. This vast capability of the brain physiology is directly cultured through the University’s curriculum, so that graduates not only master science, but also grow in the ability to spontaneously operate from the total potential of their own brain physiology and make right decisions without mistakes.
DEPARTMENTAL REQUIREMENTS

Entrance Requirements for the Computer Science Major or Minor
Before entering the computer science major or minor, students must successfully complete the course Functions and Graphs II (MATH 162).

Graduation Requirements for the Bachelor of Arts Degree in Computer Science
To graduate with a B.A. in Computer Science, 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, students must complete 68 units of course work as listed below. In addition, students must have a minimum 2.5 cumulative grade point average in all computer science courses to graduate with this degree.

32 units of required courses:
• CS 201 Computer Programming I
• CS 203 Computer Programming II
• CS 220 Data Structures
• CS 222 Data and File Structures
• CS 262 Digital Logic and Computer Organization
• CS 362 Computer Architecture
• MATH 281 Calculus I
• MATH 282 Calculus II
plus 28 units of computer science courses 300 or above
plus 8 units of course work in management

Graduation Requirements for the Bachelor of Science Degree in Computer Science
To graduate with a B.S. in Computer Science, 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, students must complete 88 units of course work as listed below. In addition, students must have a minimum 2.5 cumulative grade point average in all computer science courses.

48 units of required courses:
• CS 201 Computer Programming I
• CS 203 Computer Programming II
• CS 220 Data Structures
• CS 222 Data and File Structures
• CS 262 Digital Logic and Computer Organization
• CS 362 Computer Architecture
• MATH 272 Discrete Mathematics
• MATH 281 Calculus I
• MATH 282 Calculus II
• MATH 283 Calculus III
• MATH 286 Linear Algebra I
• MATH 351 Probability
Requirements for the Minor in Computer Science
To graduate with a minor in computer science, students must complete 28 units of course work as follows:

28 units of required courses:
   • CS 201 Computer Programming I
   • CS 203 Computer Programming II
   • CS 220 Data Structures
   • CS 222 Data and File Structures

Plus 12 units of computer science courses.

Entrance Requirements for the Master of Science Degree in Computer Science
To be admitted to the M.S. 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 Computer Programming I
   • CS 203 Computer Programming II
   • CS 210 Introduction to Computer Organization
   • CS 220 Data Structures
   • CS 222 Data and File Structures
   • CS 310 Systems Programming
   • CS 350 Programming Languages
   • CS 360 Digital Logic and Computer Organization
   • CS 362 Computer Architecture
   • 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. Four additional mathematics courses are also required for admission: Calculus I (MATH 281), Calculus II (MATH 282), Linear Algebra I (MATH 286), and 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 computer science and mathematics may have been acquired through course work at the University or elsewhere, or through equivalent professional work experience.

Graduation Requirements for the Master of Science Degree in Computer Science
To graduate with an M.S. 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 units of computer science courses at the 400 level or above.
2) At least one of the following must be included:
   • CS 435 Algorithms
   • CS 505 Advanced Programming Languages
3) 8 units must be computer science courses at the 500 level.
4) All required courses must be completed with a grade of “B” or higher and no more
   than 4 units of other course work receiving a grade lower than a “B” may be applied
   toward graduation.
5) 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 units.
6) 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 units of additional computer science
   course work, if approved by the department.

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

Entrance requirements for this program are the same as for the M.S. program listed
above. Students who have some deficiencies in these entrance requirements may be
provisionally admitted to the program and allowed to make up these deficiencies as part
of the directed study program during the first year of the program or in an additional year
of full-time study.

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

To graduate with an M.S. in Computer Science, Internship Program, students must
successfully complete all general requirements for the master’s degree. (Please refer to
“Degree Requirements” in “Academic Policies.”) In addition, the following 66 units of
course work are required:

36 units of course work corresponding to the standard M.S. program listed above
plus 10 units of practicum course work:
   • CS 576 Practicum in Software Development II
   • CS 591–596
plus 20 units of directed study course work

NOTE: The Forest Academy requirement for this program is either FOR 500 or FOR
501.

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

Entrance requirements for this program are the same as for the standard M.S. program
listed above.
Graduation Requirements for the Master of Science Degree in Computer Science, Cooperative Program
To graduate with an M.S. in Computer Science — Track III, 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 M.S. in Computer Science standard program with the following modifications:

44 units of instruction are required, including
36 units of computer science course work at the 400 level or above
Plus 8 units 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 the standard schedule.

COURSES

Undergraduate Courses

CS 101 Nature’s Cosmic Computing: Harnessing the Organizing Power of Knowledge
This course investigates the most fundamental knowledge at the basis of all computing and modern computer technology, and how it is connected to principles of the Science of Creative Intelligence and Vedic Science. We will look at the structure of computing itself, of computer science, and of the wide range of computing applications that are primary to all areas of professions and life today. (4 units)

CS 200 Introduction to Computer Science: Capturing Nature’s Cosmic Computing
This course presents an overview of the major applications of computers with emphasis on practical computer programming skills. Laboratory computer programming problems illustrate the wide range of scientific and business applications. Topics include formulation of algorithms, flow-charting, numerical methods, simulation, searching and sorting, and an introduction to data structures. (4 units)

CS 201 Computer Programming I: The Language of Computing; Descriptions of the Intelligence that Guides Computation
This first upper-division course in computer science presents the basic principles of computer programming, with emphasis on developing practical programming skills through laboratory assignments. Topics include formulation of algorithms, top-down design, basic control structures, data types, functions, and subroutines. (4 units)
Prerequisite: MATH 162
CS 203 Computer Programming II: Greater Knowledge and Expressions of Computation in the Programming Languages
Students use a substantial laboratory programming project as a vehicle for completing the basic knowledge of programming and developing good programming practices. Topics include structured data types, recursion, pointers, and issues of program design, structure, and correctness. (4 units) Prerequisite: CS 201

CS 220 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, sparse arrays, hash coding, searching and sorting algorithms, dynamic storage allocation, and computing time of programs. (4 units) Prerequisite: CS 203

CS 222 Data and File Structures: Information Structures to Represent Larger Systems
Students continue the study of high-level data organization techniques. Topics include representations and algorithms for trees and graphs; file organization techniques; sequential, direct and indexed files; B-trees; and inverted and multi-list files. (4 units) Prerequisite: CS 220

CS 262 Computer Organization and Digital Logic: The Logical and Physical Structures of Digital Computation; the Physiology at the Basis of All Computers
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, machine language, assembly language, logic gates, flip-flops, decoders, multiplexers, registers, combinatorial logic, and sequential circuits. (4 units)

CS 272 Discrete Structures: Models and Mathematics of the Fundamental Structures in 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 units) Prerequisite: MATH 162

CS 299 Teaching Practicum in Computer Science
In this course students gain practical experience in the teaching methods of computer science by serving as full-time teaching assistants in a basic undergraduate course. Assistants conduct laboratory sessions with small groups of students, grade laboratory
exams and exercises, and assist students individually. (2 units) Prerequisite: consent of the Department faculty

**CS 310 Systems Programming: Access to the Most Fundamental Level of Software in the Operating System; Connecting Hardware and Software**
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 units) Prerequisite: CS 222

**CS 335 Software Development: Systematic Methods for Creating Large Software Systems**
**CS 336 Software Development Laboratory: Practical Experience in Applying the Knowledge of Computer Science to Create Software Systems**
In these courses, 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 programming project. (4 units each) Prerequisite: CS 222

**CS 350 Programming Languages: Knowledge of the Abstractions at the Basis of Programming Languages; For Mastery over All Programming Languages (Present and Future)**
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 units) Prerequisite: CS 222

**CS 362 Computer Architecture: The Physical Structures Which Reflect the Underlying Computational Processes, the Physiology of Computing Systems**
This course investigates the levels and components of computer hardware as they contribute to the functioning of the computer. Topics include RTL systems and notations, bus structures, arithmetic logic units, execution and control design, micro-program control, input-output interface, hardware-software interactions, and microprocessors. Students study the integration of these system components in a sample uni-processor system and through case studies of actual machines. (4 units) Prerequisite: CS 262

**CS 398 Computer Programming 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 of all of their computer programming activities. (2 units)
Prerequisite: 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. (2 units)

CS 402 Foundations of Software Development: Modern Programming Methods and Systems
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. Also studied are stacks, queues, linked lists, and trees, using the Java programming language. This course cannot be taken for graduate credit, but can replace CS 401: Modern Programming Practices. (2 units). Please note that either CS 401 or CS 402 (not both) may be used toward graduation requirements.

CS 410 Modeling and Simulation: Software Models and Computations to Represent the Dynamics of Natural Law
This course studies models to enable a computer to simulate and predict the behavior of systems. Topics include discrete and continuous models, queuing models, process and event simulations, computer system models, and simulation languages and systems. (4 units) Prerequisites: CS 222 and MATH 351

CS 420 Numerical Analysis: Methods to Efficiently Capture the Precision of Mathematical Models in Computing Processes
Scientific and engineering computer application requires advanced numerical techniques of manipulating and solving complex systems of equations with great efficiency and minimum error. Topics include numerical solution of linear equations, curve fitting, interpolation and polynomial equations, numerical integration and differentiation, solution of nonlinear equations, and error analysis. (4 units) Prerequisites: CS 222, MATH 283, and MATH 286

CS 422 Database Management Systems: Making All Information Available through the Structured Models, Representations, and Query Languages
Database management systems organize and retrieve information, allowing the user to access the desired information easily and efficiently. Topics in this course include relational, hierarchical, and network data models; query languages; relational calculus,
data normalization, and schemas; file organization techniques; data security and integrity; and study of a specific commercial database management system. (4 units) Prerequisite: CS 222

**CS 425 Software Engineering: Principles and Processes for Developing Large-Scale Software Systems: Knowledge is the Basis of Action**
This course introduces the major principles used in the development of software. General principles and methods are identified, and their application is located in various phases and models of software engineering. The focus is on understanding the organizing power inherent in the underlying concepts, principles, and processes, rather than any particular developmental method or model. Topics include: the nature and qualities of software; types and qualities of specifications; objectives of design; verification approaches; production process models; and classification of supporting tools and environments. (4 units) Prerequisite: CS 222

**CS 435 Algorithms: Understanding the Dynamics of Intelligence: the Relationship of Structure and Dynamics as the Basis for Efficient and Practical Software Development**
This course presents methods for analyzing the efficiency of algorithms as well as a variety of known efficient algorithms. Topics include graph algorithms, combinatorial algorithms, searching and sorting, numerical and arithmetic algorithms, recurrence relations, computing time and space complexity of algorithms, and NP-complete problems. (4 units) Prerequisites: CS 222 and CS 272

**CS 440 Compiler Construction: The Source of All Programming Languages in Grammar and Semantics; Connecting Name and Form**
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 units) Prerequisite: CS 310

**CS 450 Computer Communication Networks: Maintaining Coherence between Distributed Computing Systems; Unity from Diversity**
Computers are connected with high-speed communication lines in local area or wide area networks, for the purpose of sharing databases and distributing workloads to increase efficiency and improve service. Topics include sampling and information theory, error detecting and correction codes, network architecture, communication protocols and models, protocol analysis, hardware components, logical and physical topology, message routing and switching, flow control, local area networks, and data security. (4 units) Prerequisites: CS 310 and MATH 351
CS 455 Software Technologies: Advanced Knowledge and Practices in Software Development
This course will cover the most current emerging methods, principles, and practices in software technologies and systems. The topics will vary, based on current technologies and instructor choices. (2 or 4 units)

CS 460 Scientific Computing: Software Models and Methods to Represent the Precision of Mathematics
This course presents methods and principles for the application of computing systems to scientific and engineering problems. Areas studied in this course are numerical methods, scientific computation, and applications. Specific topics covered are computational efficiency, accuracy and precision, root finding, Taylor series and function evaluation, interpolation and approximation, finite difference calculus, curve fitting, and numerical integration. (4 units) Prerequisites: CS 222, MATH 283, and MATH 286

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. Course 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 units) Prerequisite: CS 310

CS 470 Knowledge-Based Systems: Knowledge is the Basis of Thinking, Action, and Achievement; Creating Intelligent Software Systems
The field of artificial intelligence attempts to create computer programs that reflect the values of human intelligence. Course topics include state-space representations, tree and graph searches, predicate calculus and deduction, heuristics, learning and problem solving, natural language processing, expert systems, and programming languages for artificial intelligence. (4 units) Prerequisite: CS 350

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. (4 units) Prerequisite: CS 222

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 units) Prerequisite: CS 272

CS 499 Directed Study: Faculty Directed Study of Specialized Topics
(Variable units) Prerequisite: consent of the Department faculty

Graduate Only Courses

CS 501 Advanced Computer Architecture: Computational Structures that Reflect the Dynamics of Computation; Structured Intelligence
This course presents the methods, principles, and metrics of computer systems architecture. The interactions of hardware components, system architecture, and software algorithms are the basis for evaluating the performance and characteristics of a range of advanced computing systems. Topics include pipelined and multiprocessing architecture, parallel processing, distributed processing, case studies, and comparisons of existing systems. (4 units) Prerequisite: CS 362

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 advanced topics in programming language design with emphasis on formal methods and abstraction mechanisms. Topics include data and control abstraction, formal specification of syntax and semantics, proofs of program correctness, non-deterministic programming, advanced control structures, and study of specific languages. (4 units) Prerequisite: CS 350

CS 510 Advanced Operating Systems: Extending the Qualities of Integration, Unity, and Efficiency to Both Local and Distributed Operating Systems
The course covers advanced topics in operating systems including analytical models and theory. Topics are selected from the following: models for parallel computation, Petrinets, dataflow diagrams, distributed operating systems, queuing theory, system simulation, performance evaluation, dynamic protection concepts and mechanisms, and fault tolerant systems. (4 units) Prerequisites: CS 465 and MATH 351

CS 515 Advanced Theory of Computation
Formal models for computation and computability are surveyed, including an introduction to complexity theory. Topics include partial recursive, recursive, and primitive recursive functions; recursive and recursively enumerable sets; Gödel numberings; degrees of unsolvability; the recursion theorem; program schemes; and elementary complexity theory. (4 units) Prerequisite: CS 485
CS 525 Advanced Software Development: The Structures and Patterns of 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 units) Prerequisite: CS 425

CS 526 Software Architecture
This course studies the overall structure, relationships, and dynamics of the software components that comprise various levels of a system, so that they form an integrated result that meets the design objectives. Topics include software components, component models, system specifications and modeling, and architectural patterns. Students will learn the principles, methods, and examples of good software architectures, and apply them in a project or presentation. (4 units)

CS 530 Topics in Database Systems
This course considers advanced issues in database management systems design and implementation. Topics include database transactions, constraint checking, security, integrity, recovery techniques, schemas and views of data, semantic data models, entity-relationship models, extended relational models, distributed databases, and database machines. (4 units) Prerequisite: CS 222

CS 535 Advanced Software Engineering: The Patterns and Structures of Software That Represent the Knowledge of Good Design
This course considers advanced issues in software engineering. Course topics vary but are selected from areas that represent advanced practices in modern industry, e.g., software testing, object-oriented methodologies, software requirements. (2–4 units) Prerequisite: CS 425

CS 545 Distributed Computing: 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 units)

CS 550 Topics in Design and Analysis of Algorithms
This course includes a survey of efficient algorithms in various areas, including analysis techniques and theoretical issues. Topics vary and are selected from the following: arithmetic and combinatorial algorithms, searching and sorting, numerical algorithms, probabilistic and parallel algorithms, proofs of correctness and efficiency, lower bounds, and average-case behavior. (4 units) Prerequisite: CS 435
CS 560 Topics in Numerical Methods
Specialized computational techniques of solving practical numerical problems in various areas of science and engineering are considered. Topics vary, including areas such as linear programming, optimization techniques, time-series analysis, forecasting, Fourier transforms, finite element methods, solution of differential equations, and simulation. (4 units) Prerequisites: CS 420, MATH 306, and MATH 308

CS 570 Teaching of Computer Science
Students gain practical experience teaching computer science by serving as full-time teaching assistants in one of the basic undergraduate courses. Assistants conduct laboratory sessions with small groups of students, grade laboratory programs and exercises, and assist students individually. (2 units — may be repeated)

CS 575 Practicum in Software Development (away from Fairfield)
CS 576 Practicum in Computer Operations (in Fairfield)
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 formed by the employer and the student, and require approval in advance by one of the graduate faculty of the department, in consultation with the practicum supervisor where the student is placed. (These courses are primarily for students in the internship or cooperative programs.) (0.5–1 unit per block — may be repeated) Students need written authorization to take these courses.

CS 577 Practicum in Administrative Applications of Computers (for on-campus interns)
CS 578 Practicum in Scientific Applications of Computers
In these practicum courses, students perform computer-related tasks in one of the administrative or academic departments of the University. The tasks performed may be in the design and development of new systems or the application of existing systems for specific purposes, and require approval in advance by one of the graduate faculty of the department, in consultation with the practicum supervisor in the department where the student is placed. (These courses are primarily for students in the internship or cooperative programs.) (0.5 units each per block — may be repeated) Students need written authorization to take these courses.

CS 579 Practicum in Teaching of Computer Science
Students gain practical experience teaching computer science by serving as full-time teaching assistants in one of the basic undergraduate courses. Assistants conduct laboratory sessions with small groups of students, grade laboratory programs and exercises, and assist students individually. (This course is primarily for students in the internship or cooperative programs.) (0.5 units per block — may be repeated) Students need written authorization to take this course.
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 units — may be repeated) Prerequisite: consent of instructor

CS 581 Seminar in Professional Computing
This course provides topical knowledge relevant to professional applications of computing. Topics will vary each time it is offered. Topics may include: object-oriented programming, object-oriented analysis and design, client/server models and distributed systems, real-time programming, real-time systems, software quality assurance and measurement, applied AI and expert systems, and database management tools. (1 unit — may be repeated)

CS 585 Integration Project and Comprehensive Examination
This course reviews and integrates knowledge presented in the four graduate core courses: CS 465, CS 485, CS 501, and CS 505. Students write a substantial paper using the dynamics of the Unified Field of Natural Law as an intellectual framework to integrate the concepts presented in the four core courses. The course ends with a comprehensive examination covering the core courses. (4 units) Prerequisites: CS 465, CS 485, CS 501, and CS 505

CS 586 Cooperative Research Project
Students conduct an extended project related to their cooperative practicum project. Students work with their supervisor and the faculty to add a research component to a main technical aspect of their work, and will present a final written report and oral presentation. (4 units)

CS 588 Directed Research
Students conduct an original research project with the guidance of the computer science faculty. (variable units) Prerequisite: consent of the department and the Academic Standards Committee

CS 591 Directed Study in Computer Science
CS 592 Directed Study in Computer Applications
CS 593 Directed Study in Mathematics
CS 595 Directed Study in Scientific Applications of Computers
CS 596 Directed Study in the Science of Creative Intelligence
In these courses the student spends six hours per week in the evenings covering material from one of the regular courses, or special material selected by the faculty according to the needs and program of study of the student. In some cases the directed study is supervised by a faculty member outside the Department of Computer Science. However, the selection of material to be covered and the final evaluation is subject to the approval of the graduate faculty. (These courses are for students in the internship program only.) (1–2 units each — may be repeated)
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 of all their computer programming activities. (2 units) Prerequisite: consent of the department and the Academic Standards Committee and written authorization.

CS 599 Directed Study
(4 units) Prerequisite: consent of the department faculty
DEPARTMENT OF EDUCATION

FACULTY
• Christopher Jones, Ed.D., Chair, Associate Professor of Education
• Sam Boothby, Ed.D., Associate Professor of Education and Maharishi Vedic Science
• Paula Armstrong, M.A., Adjunct Instructor of Education
• Ken Daley, M.Ed., Associate Professor of Education and Exercise and Sport Science
• Pat Robinson, Ph.D., Assistant Professor of Education
• Eric Hart, Ph.D., Adjunct Associate Professor of Mathematics and Mathematics Education

INTRODUCTION

The Department of Education is designed to provide students with the knowledge, skills, and abilities they need to teach anything to anyone. Students learn curriculum planning, instructional strategies, and assessment techniques appropriate to public and private schools and classrooms. Even those interested in corporate training, nontraditional education, or parenting will find many useful ideas and strategies in the courses of the education program. Most important of all, as a student in the program you will grow in those qualities of great teachers — such as confidence, creativity, intelligence, resourcefulness, vitality, efficiency, and kindness.

Our teacher education programs are approved by the State of Iowa and incorporate all regional and national standards. But only in this program can one become an expert in Maharishi Consciousness-Based education, the most successful system of education in the world. This approach awakens students’ total brain potential, so that they are naturally focused and eager to learn. Teachers in training learn to cultivate the precious potential of the world’s children and prepare them to lead the world to a better time — where every school in the world radiates lasting peace to its community.

Programs Offered
• B.A. in Elementary Education (one year of full-time study for single subject specialists and one-and-one-half years of full-time study for the K–6 self-contained classroom). A major in elementary education focuses on teaching in the elementary school and developing leadership ability. Students may be prepared as traditional elementary school teachers or as specialists in one subject area. Both programs develop effective teachers as well as prepare students for graduate study related to elementary education. Structured into the programs are systematically guided experiences of observing, analyzing, assisting, and practicing teaching in elementary school classrooms. The elementary education programs are approved by the Bureau of Practitioner Development and Licensure of the Iowa Department of Education. Graduates of these programs may be licensed to teach in public or private schools in Iowa and be eligible for teaching credentials in all 50 states. The subject areas in which elementary specialists
may be prepared for initial licensure are: art, language arts, mathematics, and science. We also offer additional endorsements to licensed teachers in all of the above subjects.

**B.A. in Secondary Education** (one year 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 must complete a major in the subject they wish to teach as well as a major in secondary education. Teaching tracks are available within the art, English, mathematics, and business majors. Teaching tracks require from 40 to 60 semester hours of course work, which may be fewer than the number of hours of course work required for other tracks in the same major. Subjects for which our teacher education program prepares students for initial licensure are: art, English, mathematics, and biology. We also offer additional endorsements to licensed teachers in all of the above, plus general science.

The secondary education program is approved by the Bureau of Practitioner Development and Licensure of the Iowa Department of Education. Graduates of this program may be licensed to teach in public or private schools in Iowa and be eligible for teaching credentials in all 50 states.

**Minor in Educational Foundations**, which offers a broad understanding of the psychological, philosophical, and sociological foundations of education. Students learn the principles of modern social science and of Consciousness-Based education that guide the design of educational curricula and classroom instruction. They also have frequent opportunities to view model education programs in regional elementary and secondary school classrooms, including the award-winning Maharishi School.

**M.A.T. in Secondary Education** (one year 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 must have completed a major in the subject they wish to teach. Subjects for which our teacher education program prepares students for initial licensure are: art, English, mathematics, and biology. We also offer additional endorsements to licensed teachers in all of the above, plus general science.

**M.A.T. in Elementary Education** (one year of full-time study for single subject specialists and one-and-a-half years of full-time study for K–6 self-contained classroom). This program prepares students for careers as elementary school teachers or as single subject specialists at the elementary level. In addition to providing the foundational knowledge of teaching and curriculum, it provides knowledge and experience of teaching methods in the elementary subject areas.

*Note:* Each of the above programs can also be taken as a “Certificate Only” program, without enrolling in a degree program. Subjects for which our teacher education program prepares students for initial licensure are: art, English, mathematics, and biology. We also offer additional endorsements to licensed teachers in all of the above, plus general science.

**Teachers USA Program** (one year of on-campus course work, followed by a year of distance learning while employed as a full-time teacher). This program prepares international students with a background in either science or mathematics for employment in secondary school teaching in the United States. It runs parallel to the standard M.A.T. program for the first year of courses, but adds a second year of distance
learning that helps induct the student into the world of teaching in the U.S. After two years of courses, students have a third year of practical training while they are teaching full time. After three years, students receive their M.A.T. This program also allows innovative program financing options through which students can pay for their education over time, while they are working.

**SPECIAL FEATURES**

- **New knowledge:** In the Maharishi University of Management education department, with our Consciousness-Based approach, students gain a holistic understanding of human potential and learn how to teach so that they nourish the whole student. This holistic approach is needed in order to deal with the problems of low academic achievement and antisocial behavior that afflict our schools today. In addition, in each class, students learn how the subject matter relates to education as a whole and how it expresses fundamental principles that are present within all disciplines.

- **Stimulating and supportive classroom environment:** Classes in the education department are taught in an active, seminar-style format that promotes full intellectual engagement. Students get 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.

- **Excellent field experience program:** The education department has an extensive field experience component that places students in the classroom from their first days in the program. Elementary education students have about 170 hours of classroom experience prior to student teaching, and secondary education students have about 60 hours. Experience is gained both in the area’s excellent public schools and in the University’s award-winning K–12 laboratory school. This highly successful school, which has served as a model for other schools around the world, embodies the principles of the department’s unique Consciousness-Based approach to education.

- **Technology applications:** Students gain an introduction to technology through its use in all their courses and learn how to incorporate computers in their classroom work including the production of an electronic portfolio.

- **Portfolios:** Students create a hypermedia portfolio of their work as part of a performance assessment at the end of the program. The portfolio synthesizes and presents the student’s accomplishments in the program, including papers, projects, and exams produced throughout the program, examples of their students’ work, videotaped examples of their teaching, and observational reports others have made of their work. The portfolio can be presented on the Worldwide Web and on CD, and students are able to use their portfolio to present themselves to potential employers.
• 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.” Maharishi University of Management offers an education program that develops students as whole human beings so that every day they have more to give to their students. As a result of this growth, education students at the University become not only better educators, but also better parents, better spouses, better friends.

DEPARTMENTAL REQUIREMENTS

Entrance Requirements for the B.A. in Elementary or Secondary Education
Before entering a major in elementary or secondary education, students must complete a total of 30 units of undergraduate course work. After taking a sequence of foundational courses in education, students are reviewed for acceptance into the specialized methods courses.

The following criteria are considered in evaluating candidates:
• General Education Requirement: completed course work in the humanities, mathematics, biological and physical sciences, and the social and behavioral sciences.
• Demonstration of Competency in Basic Skills: In compliance with State of Iowa standards for teacher education, candidates are required to pass the C-BASE test of basic reading, writing and math skills. This test will be administered at the University in the spring and the fall.
• Personal Maturity: a letter of recommendation and reference from a University faculty member who knows the student well. In addition, applicants submit a brief statement of purpose. A personal interview with a member of the faculty of the Department of Education is also recommended
• General Academic Ability: an official record of previous undergraduate work showing a grade point average of 2.75 or better.
• Performance in Education Courses: a GPA of 3.0 or better in education courses taken.
• Those intending to specialize in a single subject must have completed at least 40 units of a major, which may be a teaching major, in that subject with a GPA of 3.0 or better. A teaching major is a track within an academic major designed to prepare a student to teach that subject in an elementary or secondary school. Teaching majors at the University require 40 to 60 units of course work. Specific information regarding the requirements for a teaching major may be obtained from the office of the education department.

The department may choose to admit provisionally a student 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 prior to student teaching at which time a student will be fully admitted or asked to withdraw. A teacher education student is expected to maintain a “B” average in all required course work in the department.
Additional Requirements for the B.A. in Secondary Education or Elementary Education Specialist

Students who wish to specialize in a specific subject, either at the elementary or secondary level, must complete a major, which may be a teaching major, in that subject as well as the major in education. A teaching major is a track within an academic major designed to prepare a student to teach that subject in an elementary or secondary school. Teaching majors at the University require 40 to 60 units of course work. Specific information regarding the requirements for a teaching major may be obtained from the office of the education department.

The University’s education program prepares students for initial licensure in the following subjects: art, biology, chemistry, English, and mathematics. We also offer additional endorsements to licensed teachers in all of the above subjects plus basic science at the elementary level and general science at the secondary level. Additional endorsements require 15 to 24 units of course work in the area of specialization.

Both the secondary and elementary education programs are approved by the Bureau of Practitioner Preparation and Licensure of the Iowa Department of Education and successful completion of these programs prepares one to gain an Iowa teaching license in one’s chosen field.

NOTE: Students considering a specialization in a single subject should consult the department early in their undergraduate studies to plan to meet State of Iowa requirements for course work in their teaching area and to reserve a position for student teaching.

Graduation Requirements for the B.A. Degree in Secondary Education

To graduate with a B.A. degree in secondary education, students must complete the general requirements for a bachelor’s degree. (Please refer to “Degree Requirements” in “Academic Policies.”) The requirements for the major are two semester-long modules.

38 units of course work as follows:

- ED 308 Organizing the Digital Portfolio (1 unit)
- ED 320 Understanding Learning and Development in Children (4 units)
- ED 332 Classroom Teaching Strategies (4 units)
- ED 323 Overview of American Education (2 units)
- ED 324 Human Relations in Education (2 units)
- ED 326 Teaching the Exceptional Child (3 units)
- ED 480 Methods of Teaching in the Secondary School (4 units)
- ED 408 Early Field Experience (2 units)
- ED 490 Student Teaching — Secondary School (12 units)*
- ED 495 Creating a Digital Portfolio (4 units)

*(Some students may be required to complete an additional 10 units.)
Graduation Requirements for the B.A. in Elementary Education
To graduate with a B.A. degree in elementary education, students must complete the general requirements for a bachelor’s degree. (Please refer to “Degree Requirements” in “Academic Policies.”) The requirement for the major is 38 to 58 units of course work as follows, depending on which option is chosen:

22 units of required courses:
• ED 308 Organizing the Digital Portfolio (1 unit)
• ED 320 Understanding Learning and Development in Children (4 units)
• ED 332 Classroom Teaching Strategies (4 units)
• ED 323 Overview of American Education (2 units)
• ED 324 Human Relations in Education (2 units)
• ED 326 Teaching the Exceptional Child (3 units)
• ED 408 Early Field Experience (2 units)
• ED 495 Creating a Digital Portfolio (4 units)

In addition, students choose one of the following options:

Option 1: Elementary School Teacher (generalist) (36 units)
• ED 309 Teaching with HyperStudio (2 units)
• ED 333 Literature for Children (2 units)
• ED 372 Teaching Art — Elementary (1 unit)
• ED 369 Teaching Mathematics — Elementary (3 units)
• ED 371 Teaching Reading and Language Arts (4 units)
• ED 370 Teaching Science — Elementary (4 units)
• ED 373 Teaching Music — Elementary (1 unit)
• ED 368 Teaching Social Studies — Elementary (2 units)
• ED 494 Student Teaching — Elementary School (18 units)*

Option 2: Elementary School Single Subject Specialist (16 units)
• ED 491 Specialized Student Teaching — Elementary School (12 units)*
  plus 4 units of special methods courses: ED 351–367
  *(Some students may be required to complete an additional 4–10 units.)
NOTE: Students who wish to specialize in a single subject should consult the Department early in their undergraduate programs to plan to meet State of Iowa requirements for course work in their teaching area and to reserve a position for student teaching.

Requirements for the Minor in Educational Foundations
To graduate with a minor in educational foundations, students must complete 20 units of course work in education to include the following:
• ED 320 Understanding Learning and Development in Children (4 units)
• ED 332 Classroom Teaching Strategies (4 units)
• ED 323 Overview of American Education (2 units)
• ED 308 Organizing the Digital Portfolio (1 unit)
• ED 326 Teaching the Exceptional Child (3 units)
• ED 408 Early Field Experience (2 units)
plus 4 units of additional course work in education

Entrance Requirements for All Master of Arts Degrees in Education
Applicants should submit transcripts from undergraduate study, letters of recommendation, and a personal essay. Applicants are expected to have attained an overall GPA during undergraduate study of at least 2.75. Applicants must obtain a passing score on the C-BASE test of basic skills, administered at the University in the spring and in the fall. A personal interview is also highly recommended.

Entrance Requirements for the Master of Arts in Teaching Degree
To be accepted to the Master of Arts in Teaching program, specializing in either elementary or secondary education, students are expected to meet the following criteria:

1) an in-depth knowledge of one’s chosen field of specialization (where one is teaching a single field), as indicated by a grade point average for courses in that subject of at least 3.0 on a four point scale;
2) a liberal arts background, including course work in the humanities, mathematics, biological and physical sciences, and social and behavioral sciences;
3) dedication to and ability to profit from advanced study in the field of education as verified through personal and professional recommendations, a written statement of purpose, and references;
4) personal maturity, motivation, and stable judgment necessary to be a successful teacher, as shown by personal and professional recommendations, references, and positive evaluation of dispositions for teaching during the foundational courses in education; and
5) understanding of and commitment to one’s growth as an educator as expressed in a brief personal essay.

Students are required to maintain a “B” average to remain in good standing in the program.

Additional Requirement for the Teachers USA Program for International Students
If your education has not been in the English language, then you must show evidence of excellent spoken English skills as verified by a score of 250 on the computerized Test of English as a Foreign Language (TOEFL) test or 600 or better on the written TOEFL test. An IELTS test can be submitted instead of a TOEFL test. If IELTS is submitted it should be at least Band 7.

Graduation Requirements for the Master of Arts in Teaching Degree in Secondary Education
To graduate with an M.A.T. degree in secondary education, students must complete the general requirements for a master’s degree. (Please refer to “Degree Requirements” in “Academic Policies.”) Program requirements are completion of 38 units of the following course work:
38 units of required courses:
• ED 408 Early Field Experience (2 units)
• ED 567 Organizing the Digital Portfolio (1 unit)
• ED 507 Overview of American Education (2 units)
• ED 520 Understanding Learning and Development in Children (4 units)
• ED 522 Human Relations in Education (2 units)
• ED 526 Teaching the Exceptional Child (3 units)
• ED 548 Classroom Teaching Strategies (4 units)
• ED 556 Methods of Teaching in the Secondary School (4 units)
• ED 569 Student Teaching — Secondary School (12 units)
• ED 595 Creating a Digital Portfolio (4 units)

Additional Requirements for the Teachers USA Program
• ED 582 & 583 Action Research for the New Teacher I, II (3 units each)
• ED 580 & 581 Foundations of Teacher and Student Success I, II (3 units each)

Graduation Requirements for the Master of Arts in Teaching Degree in Elementary Education
To graduate with an M.A.T. degree in elementary education, students must complete the general requirements for a master’s degree. (Please refer to “Degree Requirements” in “Academic Policies.”) Students who wish to specialize in a single subject must have completed a teaching major in that subject. Program requirements are completion of 38–58 units of the following course work:

21 units of required courses:
• ED 408 Early Field Experience (2 units)
• ED 507 Overview of American Education (2 units)
• ED 520 Understanding Learning and Development in Children (4 units)
• ED 522 Human Relations in Education (2 units)
• ED 526 Teaching the Exceptional Child (3 units)
• ED 548 Classroom Teaching Strategies (4 units)
• ED 595 Creating a Digital Portfolio (4 units)

In addition, students choose one of the following options:

**Option 1: Elementary School Teacher (39 units)**
• ED 527 Literature for Children (2 units)
• ED 554 Methods of Teaching Mathematics — Elementary (3 units)
• ED 560 Methods of Teaching Science — Elementary (4 units)
• ED 567 Hyper Media (2 units)
• ED 571 Methods of Teaching Reading and Language Arts — Elementary (4 units)
• ED 573 Methods of Teaching Elementary Social Studies (4 units)
• ED 574 Methods of Teaching Art — Elementary (1 unit)
• ED 575 Methods of Teaching Music — Elementary (1 unit)
• ED 568 Student Teaching — Elementary School (18 units)*
Option 2: Elementary School Single Subject Specialist (17 units)
• ED 491 Specialized Student Teaching — Elementary School (12 units)*
  plus 3–4 units of the appropriate special methods courses (ED 554, ED 560, ED 571 or ED 601)
*(Some students may be required to complete an additional 4–9 units.)

Teaching Certificate Programs
The Consciousness-Based approach to education at the University develops the qualities of great teachers — self-confidence, creativity, intelligence, vitality, efficiency, and kindness. Our teaching certificate programs incorporate all the regional and national standards for teacher education and lead to teaching licensure for the State of Iowa. The Iowa Teaching License allows graduates to begin teaching and quickly gain licensure in any of the other 49 states and in international schools all over the world. In our program, we introduce cutting-edge knowledge that — along with our emphasis on development of personal qualities of leaders — prepares teachers who are able to kindle the love of knowledge in their students and make groundbreaking advances in educational practice.

Students who have a bachelor’s degree from an accredited college, with a GPA of at least 2.75, may apply to the teaching certificate program. The course requirements for this program are the same as those for the undergraduate major in education. The certificate program thereby offers an alternative to the master’s degree in teaching for students who already have a master’s degree or who do not wish to seek a master’s degree.

Students in the teaching certificate program must maintain a GPA of 3.0 or higher to remain in the program.

Certificates Offered

• Certificate in Elementary Education, including subject matter specialists (one to one-and-one-half years of full-time study). A certificate in elementary education focuses on teaching in the elementary school and developing leadership ability. Students may be prepared as traditional elementary school teachers or as specialists in one subject area. Both programs develop effective teachers and prepare students for graduate study related to elementary education. Structured into the programs are systematically guided experiences of observing, analyzing, assisting, and practicing teaching in elementary school classrooms.

The Elementary Education Programs are approved by the Bureau of Practitioner Development and Licensure of the Iowa Department of Education. Graduates of these programs may be licensed to teach in public and private schools in Iowa and be eligible for teaching credentials in all 50 states. The subject areas in which elementary specialists may be prepared for initial licensure are: art, language arts, mathematics, and science. We also offer additional endorsements to licensed teachers in all of the above subjects.

• Certificate in Secondary Education (one year 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 must have completed a major in the subject they wish to teach. Subjects for which our teacher education program prepares
students for initial licensure are: art, English, mathematics, and biology. We also offer additional endorsements to licensed teachers in all of the above, plus general science. The Secondary Education Program is approved by the Iowa Department of Education. Graduates of this program may be licensed to teach in public or private schools in Iowa and be eligible for teaching credentials in all 50 states.

**Entrance Requirements for the Certificate Programs in Elementary or Secondary Education**

Before entering a certificate program in elementary or secondary education, students must have completed a bachelor’s degree program from an accredited college. Otherwise, the entrance requirements are identical to those for the M.A.T. programs in elementary or secondary education.

**Completion Requirements for the Certificate in Secondary Education**

To complete the certificate program in secondary education, students must complete the general requirements for a certificate program. (Please refer to “Certificate Programs” in “Academic Policies.”) The requirements are two semester-long modules (38 units) of course work as follows:

38 units of required courses:

- ED 308 Organizing the Digital Portfolio (1 unit)
- ED 320 Understanding Learning and Development in Children (4 units)
- ED 332 Classroom Teaching Strategies (4 units)
- ED 323 Overview of American Education (2 units)
- ED 324 Human Relations in Education (2 units)
- ED 326 Teaching the Exceptional Child (3 units)
- ED 480 Methods of Teaching in the Secondary School (4 units)
- ED 408 Early Field Experience (2 units)
- ED 490 Student Teaching — Secondary School (12 units)*
- ED 495 Creating a Digital Portfolio (4 units)

*(Some students may be required to complete an additional 10 units.)*

**Completion Requirements for the Certificate in Elementary Education**

To complete the certificate program in elementary education, students must complete the general requirements for a certificate program. (Please refer to “Certificate Programs” in “Academic Policies.”) The requirement for the major is 38 to 58 units of course work as follows, depending on which option is chosen:

22 units of required courses:

- ED 308 Organizing the Digital Portfolio (1 unit)
- ED 320 Understanding Learning and Development in Children (4 units)
- ED 332 Classroom Teaching Strategies (4 units)
- ED 323 Overview of American Education (2 units)
- ED 324 Human Relations in Education (2 units)
- ED 326 Teaching the Exceptional Child (3 units)
- ED 408 Early Field Experience (2 units)
- ED 495 Creating a Digital Portfolio (4 units)
In addition, students choose one of the following options:

**Option 1: Elementary School Teacher (generalist) (36 units)**
- ED 309 Teaching with HyperStudio (2 units)
- ED 333 Literature for Children (2 units)
- ED 372 Teaching Art — Elementary (1 unit)
- ED 369 Teaching Mathematics — Elementary (3 units)
- ED 371 Teaching Reading and Language Arts — Elementary (4 units)
- ED 370 Teaching Science — Elementary (4 units)
- ED 373 Teaching Music — Elementary (1 unit)
- ED 368 Teaching Social Studies — Elementary (4 units)
- ED 494 Student Teaching — Elementary School (18 units)*

**Option 2: Elementary School Single Subject Specialist (16 units)**
- ED 491 Specialized Student Teaching — Elementary School (12 units)*
  plus 4 units of special methods courses: ED 351–367
  *(Some students may be required to complete an additional 4–10 units.)*

### COURSES

**Undergraduate Courses**

**ED 119 Teaching for Enlightenment: An Introductory Experience**
What can human beings become? What can culture attain? In every age, great thinkers have asked these questions and through their answers have given expression to a vision of what humankind could achieve through education.
This course introduces students to the ideas of these great thinkers and their ideas about education. Leading all thinkers is His Holiness Maharishi Mahesh Yogi, whose Consciousness-Based education fulfills the long-sought goals of education — enlightenment for the individual and invincibility for the nation. Students investigate the leading theories and approaches of education, as well as practical principles of teaching and curriculum design. Working in teams, they design a lesson that is taught to children in our model school on campus, Maharishi School of the Age of Enlightenment. In the process of teaching their lessons, students test their ideas in practice and evaluate their effectiveness based on observed results. Students use the knowledge of modern social science and the Science of Creative Intelligence to gain a comprehensive, integrated view of education. (2 units) (Distribution Area: Social Sciences)

**ED 309 Teaching with HyperStudio: Expressing the Unbounded in Print and Pictures**
Hypermedia is becoming an increasingly common form of instruction. The Worldwide Web and many educational CD-ROMs are examples of hypermedia. This course explores the theory and practice of creating materials in this multi-sensory, multiple pathway format. Students will produce an interactive hypermedia project using multimedia
authoring software. This project will integrate text, graphics, voice, music, and hyperlinks. (1 unit)

**ED 310 Consciousness-Based Education**
This course examines the fundamental goals, principles, and practices of Consciousness-Based education as developed by His Holiness Maharishi Mahesh Yogi and develops students’ speaking skills on these subjects. Topics include the history of education, educational reform, problems and solutions in contemporary education, scientific research on Maharishi Vedic Science and TechnologySM as applied to education, Dr. Tony Nader’s discovery of Veda in human physiology, and six pillars of Vedic technology for reform of education. (2 units)

**ED 315 Learning Strategies: Using One's Total Brain in Learning**
This course focuses on the process of learning. It presents a range of learning strategies that are useful across academic curricula as well as non-academic learning experiences including: reading different types of text, making oral presentations, writing, gaining maximum from lectures, and preparing for and taking examinations. Strategies explored include mapping, creating a learning context, reviewing, and relating all learning processes to oneself. (2 units)

**ED 320 Understanding Learning and Development in Children: Pure Intelligence Coming to Know Itself**
This course has two parts: the first deals with theories of human development; the second deals with theories of learning. The first part of the course looks at theories of both cognitive and affective development and deals with topics such as factors influencing development, endpoints of development, and the nature of intelligence. The second part of the course focuses both on cognitive and behavioral views of learning. Topics include classical and operant conditioning, social learning, information processing, problem solving, creativity, and constructivism. (4 units)

**ED 323 Overview of American Education: Charting the Rise of Consciousness-Based Education in America**
This course provides an introduction to the structure and functioning of American education today. Topics covered include the history of American education, national, state, and local influences on education, legal parameters of education, school finance, careers in education, and directions in educational reform. (2 units)

**ED 324 Human Relations in Education: Effective Communication on the Ground of Infinite Correlation**
This course considers the relationship between the individual and society, and between individual cultures in a pluralistic society. Students study major theories from social psychology, multiethnic and multicultural education, and interpersonal communication. (variable units)
ED 325 Introduction to Holistic Education: Enlivening Wholeness of Life
This course provides an introduction to the Teacher Education Program. It is team-taught and gives an overview of all major areas of the program. The course gives special emphasis to the rationale for holistic educational goals and teaching practices and introduces students to the educational writings of His Holiness Maharishi Mahesh Yogi and other leading educational theorists. It also emphasizes key technology skills, such as PowerPoint and Web design, which are used throughout the program. A major outcome of the course is that students create the first statement of their philosophy of education. (2 units)

ED 326 Teaching the Exceptional Child: Promoting Total Development of the Brain in Every Child
This course introduces the learning characteristics of gifted and handicapped students, and explores strategies and practices that elementary and secondary school teachers can use for exceptional students in group learning environments. Topics include identifying the exceptional student, assuring due process, creating least restrictive environments, preparing the individual education plan (IEP), and evaluating. (variable units)
Prerequisites: ED 320, ED 332

ED 332 Classroom Teaching Strategies: Gaining Skill in Action from the Platform of Total Knowledge
This course introduces students to two essential areas of study in classroom teaching, K–12: general principles of teaching and classroom management. Students prepare and carry out lessons in mini-teaching and real classroom situations. Topics include: principles of teaching, teaching strategies, classroom management, communicating with parents, and professional ethics and responsibilities. (4 units)

ED 333 Literature for Children: Preparing Children for Heaven on Earth
Students learn the fundamentals of designing and organizing a comprehensive reading program for children in the classroom. Topics include establishing criteria for selection and interpretation of children’s books, designing warm-up and follow-up activities to reading, and developing children’s appreciation for literature. (variable units)

ED 351 Elementary Art Teaching Methods
ED 353 Elementary Language Arts Teaching Methods
ED 357 Elementary Mathematics Teaching Methods
ED 361 Elementary Science Teaching Methods
Each course presents an overview of elementary school teaching methods and materials, and provides opportunities for designing and teaching units in the subject identified in the course title. Topics include individual teaching behaviors, patterns of teaching behaviors, elementary school learning materials for the subject, tests and measurement in the elementary school subject area, computers in teaching, evaluation of students, reading in the subject area, laboratories, field trips, and teaching students with special needs (the handicapped and the gifted). (4 units) Prerequisite for each: ED 320
ED 368 Teaching Elementary Social Studies: Creating Citizens for the Age of Enlightenment
This course presents an introduction to social studies, including the variables that influence society (geography, religion, ethics, social norms, and folkways) and social studies teaching methods and materials. (variable units) Prerequisites: ED 332, ED 326

ED 369 Teaching Elementary Mathematics: Exploring the Structure of Pure Knowledge
This course introduces teaching methods for arithmetic, computation, and basic mathematical concepts. Topics include strategies for teaching mathematics in accordance with the stages of children’s cognitive development and for teaching pre-number and number concepts, place value and numeration, whole numbers, addition, subtraction, multiplication, and division. (variable units) Prerequisites: ED 332, ED 326

ED 370 Teaching Elementary Science: Discovering the Self as the Basis of All Natural Phenomena
This course prepares the teacher candidate to foster scientific inquiry and problem solving in elementary school children. Topics include scientific concepts, scientific literacy, and science methods and materials in the elementary school. (variable units) Prerequisites: ED 332, ED 326

ED 371 Teaching Reading and Language Arts: Developing Self-Referral in Teacher and Student
This course is an introduction to methods and materials for teaching reading and language arts in the elementary school classroom. Topics include diagnosis and evaluation of reading skills and comprehension; word attack, vocabulary, and comprehension strategies for reading instruction; the reading/writing connection; strategies for developing listening and speaking skills; expository and narrative writing; writing poetry; integrating the language arts throughout the curriculum; analysis of commercial reading education materials; use of technology in teaching reading and language arts; and reading materials and methods for students with special needs. Students will apply what they are learning as they spend part of each day in an elementary reading classroom. (variable units) Prerequisites: ED 326, ED 332

ED 372 Teaching Elementary Art: Expressing the Joy of Pure Consciousness
In this course, students become familiar with the theory, basic concepts, and techniques used to teach elementary school art. Topics include teaching methods and curriculum for art. Materials fee is $15. (variable units) Prerequisite: ED 332

ED 373 Teaching Elementary Music: Enjoying the Flow of Wakefulness
This course presents an introduction to elementary school music methods and materials. Topics include teaching behaviors and strategies for music education, use of contemporary technology in teaching music, evaluation in music education, and adapting music education for students with special needs (the handicapped and the gifted). (1 unit) Prerequisite: ED 332
ED 374 Secondary Art Teaching Methods: Promoting Unbounded Awareness through the Arts
ED 378 Secondary English Teaching Methods: A Consciousness-Based Approach to the Language Arts
ED 384 Secondary Mathematics Teaching Methods: Wholeness and Self-Referral in the Teaching and Learning of Mathematics
ED 388 Secondary Science Teaching Methods: Locating the Home of All the Laws of Nature in the Self

Each course presents an overview of secondary school subject matter teaching methods and materials for the subject matter specialist, and provides opportunities for designing and teaching units in the subject identified in the course title. Topics include individual teaching behavior for the specific subject, patterns of teaching behavior, secondary school learning materials in the subject, tests and measurement in the relevant secondary school subject, computers in teaching, evaluation of students, reading in the content area, laboratories, field trips, and teaching students with special needs (the handicapped and the gifted). (4 units each) Prerequisites for each: ED 332, ED 320

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. Faculty help place students 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 units) Prerequisite: consent of the instructor

ED 407 Overview of American Education: Charting the Rise of Consciousness-Based Education in America

This course provides an introduction to the structure and functioning of American education today. Topics covered include the history of American education, national, state, and local influences on education, legal parameters of education, school finance, careers in education, and directions in educational reform. (2 units)

ED 408 Early Field Experiences in Teaching: Perceiving the Fullness of Life

Early in the undergraduate teacher education program, each candidate for elementary or secondary school teaching licensure enrolls in this course for a two-week full-time field experience in the elementary or secondary school classroom. Students observe the teacher and participate in teaching as appropriate. The student writes a final report relating classroom experience to developing the full potential of K–12 students. (2 units — may be repeated)

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 units) (Required for all students planning to teach secondary school English.)

ED 411 Maharishi Vedic Science and Technology in Education
This course explores the fundamental ideas of Maharishi Vedic Science and Technology in Consciousness-Based education curricula. Topics include: the self-interacting dynamics of consciousness, Maharishi’s Apaurusheya Bhashya of Rik Veda, the structure and major themes of the Vedic Literature, Maharishi Vedic PsychologySM and Physiology, and research on Consciousness-Based education programs. (4 units)

ED 450 Human Relations in Education: Effective Communication on the Ground of Infinite Correlation
This course considers the relationship between the individual and society, and between individual cultures in a pluralistic society. Students study major theories from social psychology, multiethnic and multicultural education, and interpersonal communication. (variable units)

ED 451 Teaching the Exceptional Child: Promoting Total Development of the Brain in Every Child
This course introduces the learning characteristics of gifted and handicapped students, and explores strategies and practices that elementary and secondary school teachers can use for exceptional students in group learning environments. Topics include identifying the exceptional student, assuring due process, creating least restrictive environments, preparing the individual education plan (IEP), and evaluating. (variable units)  
Prerequisite: ED 320

ED 480 Methods of Teaching in Secondary School
This course builds on the general teaching methods course and requires that students investigate the planning, teaching, and assessment strategies that are appropriate to their intended teaching area. Students spend a good portion of their time observing and assisting in a secondary school classroom. They prepare and teach one or more lessons. Specific topics include national standards, scope and sequence in their subject, clinical interviews of students, main concepts of the discipline, and design of main points and Unified Field Charts. (4 units)

ED 483 Teaching Elementary Art: Expressing the Joy of Pure Consciousness
In this course, students become familiar with the theory, basic concepts, and techniques used to teach elementary school art. Topics include teaching methods and curriculum for art. Materials fee is $15. (1 unit) Prerequisite: ED 332

ED 484 Teaching Elementary Mathematics: Exploring the Structure of Pure Knowledge
This course introduces teaching methods for arithmetic, computation, and basic mathematical concepts. Topics include strategies for teaching mathematics in accordance with the stages of children’s cognitive development and for teaching pre-number and
number concepts, place value and numeration, whole numbers, addition, subtraction, multiplication, and division. (variable units) Prerequisites: ED 332, ED 451

ED 485 Teaching Reading and Language Arts: Developing Self-Referral in Teacher and Student
This course is an introduction to methods and materials for teaching reading and language arts in the elementary school classroom. Topics include diagnosis and evaluation of reading skills and comprehension; word attack, vocabulary and comprehension strategies for reading instruction; the reading/writing connection; strategies for developing listening and speaking skills; expository and narrative writing; writing poetry; integrating the language arts throughout the curriculum; analysis of commercial reading education materials; use of technology in teaching reading and language arts; and reading materials and methods for students with special needs. Students will apply what they are learning as they spend part of each day in an elementary reading classroom. (variable units) Prerequisites: ED 332, ED 326

ED 487 Teaching Elementary Science: Discovering the Self as the Basis of All Natural Phenomena
This course prepares the teacher candidate to foster scientific inquiry and problem solving in elementary school children. Topics include scientific concepts, scientific literacy, and science methods and materials in the elementary school. (variable units) Prerequisites: ED 332, ED 326

ED 488 Teaching Elementary Music: Enjoying the Flow of Wakefulness
This course presents an introduction to elementary school music methods and materials. Topics include teaching behaviors and strategies for music education, use of contemporary technology in teaching music, evaluation in music education, and adapting music education for students with special needs (the handicapped and the gifted). (1 unit) Prerequisite: ED 332

ED 489 Teaching Elementary Social Studies: Creating Citizens for the Age of Enlightenment
This course presents an introduction to social studies, including the variables that influence society (geography, religion, ethics, social norms, and folkways) and social studies teaching methods and materials. (variable units) Prerequisites: ED 332, ED 326

ED 491 Specialized Student Teaching — Elementary School
This course develops effective teaching skills and curriculum planning for the student’s specific subject matter. During this course, students gain daily experience in the classroom in their specific subject matter for at least two grade levels in the K–6 range. Students participate in a weekly seminar and observe, teach, and receive critiques by supervising and cooperating teachers. (variable units — may be repeated) Prerequisites: completion of 4 units in a specialized area of Elementary School teaching methods and consent of the Department of Education

- 112 -
ED 494 Student Teaching in the Elementary School: Action and Achievement Lead to Fulfillment
This course develops effective teaching skills through daily observation, planning, teaching, and evaluation in the classroom. Course work includes weekly seminars, regular observations, written and oral analyses of teaching, critiques by supervising and cooperating teachers and by the student teacher. (variable units — may be repeated) Prerequisite: consent of the Department

ED 495 Creating a Digital Portfolio: Documenting the Growth of an Ideal Educator
This course provides students with the time and supervision necessary to prepare a portfolio of their work. (variable units) Prerequisite: ED 490 or ED 494

ED 499 Directed Study
(variable units) Prerequisite: consent of the Department and the Academic Standards Committee

Graduate Courses

ED 507 Overview of American Education: Charting the Rise of Consciousness-Based Education in America
This course provides an introduction to the structure and functioning of American education today. Topics covered include the history of American education, national, state, and local influences on education, legal parameters of education, school finance, careers in education, and directions in educational reform. (2 units)

ED 510 Consciousness-Based Education
This course examines the fundamental goals, principles, and practices of Consciousness-Based education as developed by His Holiness Maharishi Mahesh Yogi. It develops students’ abilities in speaking publicly about Consciousness-Based education. Topics include the history of education, educational reform, problems and solutions in contemporary education, scientific research on Maharishi Vedic Science and Technology as applied to education, Dr. Tony Nader’s discovery of Veda in human physiology, six pillars of Vedic technology for reform of education, and documentation of Consciousness-Based education. (2 units)

ED 513 Maharishi Vedic Science and Technology in Education
The primary focus of this course is the emergence of Maharishi’s Absolute Theory of Education from Maharishi Vedic Science and Technology. Topics include: the self-interacting dynamics of consciousness, Maharishi’s Apaurusheya Bhashya of Rik Veda, the disciplines of Vedic Literature and their application to effective K–12 education, and research on Consciousness-Based education programs. (4 units)

ED 515 Learning Strategies: Using One’s Total Brain in Learning
This course focuses on the process of learning. It presents a range of learning strategies that are useful across academic curricula as well as non-academic learning experiences. Strategies explored include mapping, creating a learning context, reviewing, and relating
all learning processes to oneself. Principles and practice of these strategies are related to other concepts in the teacher education program — schema, developmental psychology, etc. Students also practice teaching these strategies. (2 units)

**ED 520 Understanding Learning and Development in Children: Pure Intelligence Coming to Know Itself**
This course studies the implications of theories of human development and learning for education. The first part of the course looks at theories of both cognitive and affective development and deals with topics such as factors influencing development, endpoints of development, and the nature of intelligence. Students will study the work of Piaget, Vygotsky, Erikson, Kohlberg, Gardner, and Maharishi. The second part of the course focuses on both cognitive and behavioral views of learning. Topics include classical and operant conditioning, social learning, information processing, problem solving, creativity, and constructivism. (4 units)

**ED 522 Human Relations in Education: Effective Communication on the Ground of Infinite Correlation**
This course considers the relationship of the individual and society and of individual cultures within a pluralistic society. Topics include major theories from social psychology, multiethnic and multicultural education, and interpersonal communications skills. (variable units)

**ED 526 Teaching the Exceptional Child: Promoting Total Development of the Brain in Every Child**
This course investigates the various learning characteristics of gifted and handicapped students and the strategies and practices elementary and secondary school teachers can use to develop the full range of learning abilities of individuals and groups. Topics include identifying the exceptional student, assuring due process, creating least restrictive environments, preparing the individual education plan (IEP), and evaluating. (variable units) Prerequisite: ED 520

**ED 527 Literature for Children: Preparing Children for Heaven on Earth**
Students learn to evaluate children’s books and to develop a comprehensive reading program for the elementary school classroom. Topics include criteria of selection, storytelling, reading warm-up and follow-up, motivating children to read, and designing a reading program. (variable units)

**ED 548 Classroom Teaching Strategies: Gaining Skill in Action from the Platform of Total Knowledge**
This course introduces students to two essential areas of study in classroom teaching, K–12: general principles of teaching and classroom management. Students prepare and carry out lessons in mini-teaching and real classroom situations. Topics include: principles of teaching, teaching strategies, classroom management, communicating with parents, and professional ethics and responsibilities. (4 units)
ED 554 Teaching Elementary Mathematics: Exploring the Structure of Pure Knowledge
This course introduces teaching methods for arithmetic, computation, and basic mathematical concepts. Topics include strategies for teaching mathematics in accordance with the stages of children’s cognitive development and for teaching pre-number and number concepts, place value and numeration, whole numbers, addition, subtraction, multiplication, and division. (variable units) Prerequisites: ED 548, ED 526

ED 555 Advanced Study in Teaching Methods: Locating Total Knowledge in Everything One Teaches
This course is designed for experienced elementary or secondary school teachers who wish to deepen their knowledge of the teaching methods of their discipline, as well as interdisciplinary teaching methods. Topics of instruction vary according to the student’s subject-area expertise. (4 units — may be repeated) Prerequisite: a teaching certificate or two years’ teaching experience

ED 556 Methods of Teaching in Secondary School
This course builds on the general teaching methods course and requires that students investigate the theory behind teaching in their subject. They also study the planning, teaching, and assessment strategies that are appropriate to their intended teaching area. Students spend a good portion of their time observing and assisting in a secondary school classroom. They prepare and teach one or more lessons. Specific topics include national standards, scope and sequence in their subject, student knowledge of their subject, main concepts of the discipline, and design of main points and Unified Field Charts. (4 units) Prerequisite: consent of the Department

ED 560 Teaching Elementary Science: Discovering the Self as the Basis of All Natural Phenomena
This course provides the teacher with research-based strategies to develop a scientific approach and scientific problem-solving abilities in elementary school children. Topics include novice and expert science concepts, cognitive development, and science methods and materials in the elementary school. (variable units) Prerequisites: ED 548, ED 526

ED 567 Teaching with HyperStudio: Expressing the Unbounded in Print and Pictures
Hypermedia is becoming an increasingly common form of instruction. The Worldwide Web and many educational CD-ROMs are examples of Hypermedia. This course explores the theory and practice of creating materials in this multi-sensory, multiple pathway format. Students will produce an interactive Hypermedia project using multimedia authoring software. This project will integrate text, graphics, voice, music, and hyperlinks. (variable units)

ED 568 Student Teaching in the Elementary School: Action and Achievement Lead to Fulfillment
In this course, student teachers apply the knowledge they have gained during their course work to the elementary school classroom. Students observe, aid, tutor, and gradually
assume the responsibility of a professional teacher. (variable units — may be repeated) 
Prerequisite: consent of the department

ED 569 Student Teaching in the Secondary School: Action and Achievement Lead to Fulfillment
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. (variable units — may be repeated) Prerequisite: consent of the Department

ED 570 Advanced Seminar in Educational Issues: Through the Window of Science Is Seen the Dawn of the Age of Enlightenment
During this seminar students gather information and data in order to answer a research question on a basic educational issue. The research question is formulated earlier in their course work. The seminar culminates in the writing of a research paper and the oral presentation of the findings and recommendations to other students, faculty in the Department of Education, and other appropriate faculty. (8 units) Prerequisite: consent of the Department

ED 571 Teaching Reading and Language Arts: Developing Self-Referral in Teacher and Student
This course trains students to evaluate the theory and practice of reading and language arts education in the light of contemporary research. Course topics include all topics of ED 485 with an additional emphasis on the findings of CIERA, the National Research Council, and the National Reading Panel. (variable units) Prerequisites: ED 548, ED 526

ED 573 Methods of Teaching Elementary Social Studies
This course trains future teachers to use the most effective methods and materials to accelerate children’s understanding of their social environment. Topics include national goals of social studies.

ED 580 Foundations of Teacher and Student Success: Established in Being, Teach I
ED 581 Foundations of Teacher and Student Success: Established in Being, Teach II
The main purpose of this course is to establish in the weeks and months before school a strong foundation for beginning teachers’ success in their first year of teaching. Then continuing through the first year of teaching, the course is designed as a self-created and administered mentoring program, requiring the support of an administrator, an instructional guide, a curriculum guide, and a colleague in the school of similar training and background to the first-year teacher. Topics include: creating life-supporting work conditions, first day and first month planning, classroom management, communicating with students and parents, and developing a professional portfolio. (3 units each of two semesters)
ED 582 Action Research for the New Teacher: Understanding and Experience Yield Knowledge I
ED 583 Action Research for the New Teacher: Understanding and Experience Yield Knowledge II
The purpose of this course is to draw students into their professional communities and the literature on teaching in their subject field. Using readings in their teaching field and interaction with peers, students engage in repeated cycles of application and reflection to improve their teaching. Topics include: action research to improve teaching; professional associations in the teaching field; Natural Law-based teaching strategies; and curriculum development. (3 units each of two semesters)

ED 601 Teaching Elementary School Art — Specialist Training
This course presents an introduction to the elementary school teaching methods and materials for the subject matter specialist in art. It provides opportunities for designing and teaching elementary school units in this field. Topics include unit design, teaching strategies special to elementary art, and assessment in art. (4 units)
DEPARTMENT OF EXERCISE AND SPORT SCIENCE

FACULTY
• Ken Daley, M.Ed., Chair, Associate Professor of Exercise and Sport Science
• Dan Burks, M.A., Instructor of Exercise and Sport Science
• Juliette Daley, M.F.A., Adjunct Assistant Professor of 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 monthlong 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.

DEPARTMENTAL REQUIREMENTS

Recreation Requirement for All Undergraduate Degrees
To graduate with any bachelor’s or associate degree, students must complete the course, Health-Related Fitness, plus engage in daily dynamic physical activity of at least 30 minutes duration Monday to Friday and 45 minutes on the weekend. This daily physical activity requirement is called the “Mod Log” System, which stands for “modular logging.” A Mod is a 15-minute exercise block. Mods are then added up and reported over a monthlong period. A selection of courses is offered in each block to give students
instruction and structure to their physical activity. Please contact the Department for specific course offerings in each block.

**COURSES**

**ESS 103 Base Camp: Building Friendships**
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 unit)

**ESS 210 Physiology of Fitness**
This course presents the fundamentals of anatomy and physiology of exercise, such as how the body responds, adjusts, and adapts to exercise. Students are also introduced to laboratory fitness testing and assessment. (4 units)

**ESS 315 Coaching and Teaching of Skills**
In this course students learn the principles of skill acquisition and skill analysis. In addition, the course offers prospective coaches or instructors the teaching skills necessary to teach in a variety of sport settings. (4 units)

**ESS 320 Practicum**
Through daily observations and teaching or administering, students quickly assume the responsibilities of an exercise and sport science professional. Critiques by faculty and students, twice weekly meetings, and regular observations promote growth toward effective teaching and administration practices. (4 units) Prerequisite: ESS 315

**ESS 325 Leadership in Adventure Sports**
This course teaches the student leadership skills in a variety of adventure sports such as backpacking, canoeing, kayaking, and rock climbing. The course includes field trips to locations in the Midwest. (4 units)

**ESS 330 Ecology and Outdoor Adventure**
This course explores the diverse ecosystems of North America through firsthand field experiences. Students travel to outstanding wilderness ecosystems and study one or more of the following: mountains, forests, prairies, deserts, rain forests, freshwater lakes and streams, oceans, coastal regions. The unique plants, animals, weather, geology, and history of human occupation are studied in order to gain a holistic understanding of each ecosystem. Examples of study areas: Northern Arizona (Grand Canyon), Rocky Mountains (Colorado, Wyoming), Northwoods (Minnesota, Ontario), and Cape Cod (Massachusetts). (4 units — may be repeated) Prerequisite: permission of instructor
ESS 332 Movement and Improvisation I:  
Creating and Understanding Improvisational Movement as an Expression of Being  
By understanding the mechanics of their own creative impulses as they arise from pure consciousness, dancers or actors begin the most profound exploration of movement in the context of themselves, music, other students, and the environment of the theater. (4 units — may be repeated)

ESS 333 Movement and Improvisation II:  
Creating and Understanding Improvisational Movement as an Expression of Being  
As an extension of Movement and Improvisation I, this course extends the understanding of creative truthful movement as spontaneous, natural, arising from pure consciousness, and the source for a further exploration of the principles of space weight, time flow, and other fundamental principles of movement. (4 units) Prerequisites: ESS 332 and permission of the instructor

ESS 334 Performance Laboratory: Established in Being Perform Action  
The most truthful and most satisfying movement and performance come out of a deep connection to the Self, pure Being. Cycles of performance and critique develop the ability to discriminate between stronger and weaker performances, establish confidence in the many layers of the personality, and strengthen all performance skills. (4 units) Prerequisites: ESS 333, permission of the instructor

ESS 336 Introduction to Movement Science: Life Moves in Waves of Rest and Activity  
This overview course presents the fundamentals of anatomy and physiology of exercise, skill acquisition, skill analysis, and care and treatment of common athletic injuries in light of the intimate dialogue of body to mind. The goal of the course is to understand that as the physiology is nurtured, the mind is stimulated to greater possibilities. Through cycles of rest and activity students comprehend the possibility of perfection in the body-mind continuum. Open to all students. (4 units)

ESS 337 Introduction to Physical Theater — Breathing Life into the Lifeless: Using Masque and Movement to Create Fully Developed Character for Stage  
To understand the silent, unmoving source of movement leads to an understanding of not only the student’s deepest nature, but allows the student to apply that understanding to the creation of characters. In this course masque building, masque work, and movement exercises help to create fully developed stage personalities. Open to all students. (4 units)

ESS 398 Research  
In this course students enrich their knowledge with practical experience of laboratory research and field-testing techniques of exercise and sport science. (variable units) Prerequisite: consent of the Department of Exercise and Sport Science and the Academic Standards Committee
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 units) Prerequisite: consent of the department and the Academic Standards Committee.

ESS 499 Directed Study
(variable units) Prerequisite: consent of the department faculty
DEPARTMENT OF ENVIRONMENTAL SCIENCE

FACULTY
• David Fisher, Ph.D., Chair, Associate Professor of Botany
• Steven McLaskey, Ph.D., Assistant Professor of Biology and Agriculture
• Robert Keith Wallace, Ph.D., Professor of Physiology
• Brian Horsfield, Ph.D., Adjunct Professor of Geology
• Michael W. Lerom, M.S., Assistant Professor of Chemistry

INTRODUCTION

Scientific advancements depend upon the effective development of scientists of each age. Scientists working in the fields of environmental science, agriculture, and biology use a variety of techniques to explore nature and the responses of natural systems to natural and human influences. Each new angle of exploration uncovers some new understanding of the Laws of Nature governing living things. The new knowledge can then be applied to make improvements in agricultural practices or management of the environment. Through study of applied life sciences, students come to appreciate the practical value of this knowledge in enabling humans to be the best possible custodians of the earth.

The Department of Environmental Science offers programs at the leading edge of sustainable living. 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 nature 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 sustainable living and the quality of the environment.

The Environmental Science major builds an understanding of how to design and maintain communities that meet the needs of people and the environment so abundantly they function indefinitely. It involves knowledge of the ecology of living systems with implications for sustainability in the areas of technology, agriculture, architecture, and landscape design, as well as in personal growth and evolution and sustainable business practices. Students in this major must take at least 24 units in core courses and 24 units of eligible electives, including 12 units in a summative project.
Programs Offered
• B.S. in Environmental Science, which prepares students for careers in sustainable community development and environmental coordination, or further study and research
• Minor in Environmental Science, which provides students with a practical foundation for understanding the principles and practices of environmental design for communities

SPECIAL FEATURES
• The faculty place special emphasis on guiding students to gain the skills necessary to conduct original research in preparation for academic and research careers.
• In response to critical pressure on our planet’s natural resources, emphasis is on preparation in skills and knowledge that support the development of sustainable environmental practices.

DEPARTMENTAL REQUIREMENTS

Entrance Requirements for Environmental Science Majors

Before entering the Environmental Science major, students must successfully complete the following courses: College Composition II (WTG 152) and Functions and Graphs I (MATH 153).

Graduation Requirements for the Bachelor of Science Degree in Environmental Science

To graduate with a B.S. in Environmental 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 56 units of course work as follows:

24 units of core courses from the following:
• SL 200 Field Ecology
• SL 205 Physiology, Health, and the Environment
• SL 220 Leadership, Team-Building, and Creativity
• SL 346 Rebuilding the World in Accord with Natural Law
• SL 420 Solar Energy and Engineering
• BIO 338 Organic Agriculture
• BIO 341 Permaculture Design
• BIO 405 Sustainable Global Environment
• MGT 402 Management and the Environment

24 units of electives from the following:
• SL 210 Ideal Human Relationships
• SL 215 Effective Thinking
• SL 330 Hazards of Genetic Engineering
• SL 428 Sustainable Living Workshop
• SL 429 Sustainable Living Project Prep
• SL 445 Environmental Law
• SL 450 Environmental Planning and Landscaping
• BIO 250 Plant Science
• BIO 322 Plant Taxonomy
• BIO 328 Ethnobotany
• BIO 375 Earth Science
• BIO 498 Internship in Agriculture
• MGT 203 Personal Finance
• MGT 425 Marketing Management
• MGT 431 Entrepreneurship
• FA 201 Art and Nature

In addition, students are required to complete at least 8 units of SL 430, a summative project that will apply concepts and skills learned in other Sustainable Living courses.

Graduation Requirements for the Minor in Environmental Science

To graduate with a minor in Environmental Science, students would be required to complete 20 units in the Sustainable Living core courses from the following:
• SL 205 Physiology, Health, and the Environment
• SL 220 Leadership, Team-Building, and Creativity
• SL 346 *Maharishi Sthapatya Veda* Design and Green Architecture
• SL 420 Solar Energy and Engineering
• BIO 338 Maharishi Vedic Organic AgricultureSM
• BIO 341 Permaculture Design
• BIO 405 Sustainable Global Environment
• MGT 402 Management and the Environment

COURSES

Sustainable Living Courses

**SL 200 Field Ecology: Integrating Ecology into Personal Experience**
This is a special six-week course that integrates the core principles and practical applications of ecology from the perspective of human consciousness. Students will learn how the Laws of Nature evolved the biosphere to provide a support system for the miraculous complexity of life. They will use their deep experience of consciousness to appreciate the power and majesty of nature, the primal forces that manifest creativity and intelligence in the universe. The course will expose the processes that make life what it is: so much more than a series of intricate, dynamic structures interlinked through constant flux and transformation. The course is project based, so students will spend most of their time in the field or performing research aimed at adding value to real world
developments. The course covers speciation and interactivity, social interaction, natural selection, and adaptation in nature. Students will work in groups to develop the leadership and team-building skills needed for effective transformations to sustainability. (6 units)

SL 205 Physiology, Health, and the Environment: The Individual Is Cosmic
Individual health is a microcosm of the health of the planet. To prepare students for creating a non-toxic, disease-free society, they will learn self-care. This course provides understanding of the different elements of the body and how to keep them balanced and strong. Health-care experts will teach useful information about one’s own body as it relates to health, longevity, relationships, family, and career. Rather than an in-depth anatomical analysis of the body, the emphasis will be on practical information, including identification of environmental threats to human physiology, and how to protect against those threats. Maharishi Consciousness-Based Health Care℠, the world’s oldest system of natural health care, will be prominently featured in the course. (4 units)

SL 210 Ideal Human Relationships: Developing One’s Total Potential as the Basis for Ideal Relationships
From friendships to business partnerships, marriages to parent-child connections, society is a network of relationships. This class will explore the various categories of human relationships and how each can be mutually rewarding and sustainable. Students will learn how to draw on their own inner reservoir of energy, to give the maximum to others without getting drained or overshadowed by circumstances. We will also look at conflict resolution and how to turn perceived enemies into friends. (4 units)

SL 215 Effective Thinking: Efficient Thought Is the Basis of Effective Action
Critical thinking is the extreme opposite of jumping to conclusions. This course will teach students to analyze a situation and understand all its circumstances. They will learn to zero in on the most useful information and then use it in a fair and logical way. The class will also explore the difference between fundamental, primary, and secondary choices. Much of the class time will be devoted to exercises that center around important issues in one’s own life. (4 units)

SL 220 Leadership, Team-Building, and Creativity: Great Leaders Create Great Leaders
Living in a sustainable manner requires a special kind of creativity — the ability to solve long-standing problems and integrate diverse areas of life. This course will expand one’s capacity for seeing new angles and finding innovative solutions. Students learn how to act in harmony with Nature’s laws and thereby achieve maximal results with minimal effort. They will gain thorough understanding of the creative cycle of germination, assimilation, and completion, and at the same time, learn the gentle art of inspiring and mobilizing others, including tools for motivating and harmonizing different personality profiles. (4 units)
SL 330 Hazards of Genetic Engineering: Bio-Cultural Ethics and Life in Harmony with Natural Law
This course discusses the biological aspects of treating all people fairly regardless of economics, geography, or lifestyle. Is it ethical to genetically engineer a tomato and then sell it without informing the public? Is it appropriate to learn about medicinal herbs from native healers and then patent the active ingredients? Is it fair for the United States, with five percent of the world’s population, to use 25 percent of the world’s raw materials? Often questions of fairness extend to other life forms, and some issues are particularly difficult and nuanced: Damming waterways, for instance, generates clean, renewable energy, but it can also flood villages, upset ecosystems, and destroy fisheries. This class will teach students to think deeply and consider all sides of bio-cultural dilemmas, arriving at equitable, workable solutions. (4 units)

SL 346 Rebuilding the World in Accord with Natural Law: Maharishi’s Master Plan to Create Heaven on Earth
This course will examine the relationship of human beings to the buildings they create. We will look at the key principles of Maharishi Sthapatya Veda design, as revived by His Holiness Maharishi Mahesh Yogi, including orientation, proportion, and spatial arrangement. The goal of this ancient science, to bring human life into accord with Nature’s intelligence, will be the focus of this course. At the same time, we will look at green buildings whose design allows them to draw on flows of renewable energy in their immediate environment. We will consider their beauty, functionality, and affordability, examining the materials used to accomplish these goals. The physics of energy and light flow will be reviewed, along with state-of-the-art methods for designing energy-efficient buildings and “tunneling through the cost barrier.” Laboratory sessions will center on methods and software for modeling building performance. (4 units)

SL 420 Solar Energy and Engineering: Natural Power Without Limits
This course will redefine the understanding of energy, heat, and power by studying state-of-the-art technologies that can generate and use energy from sources that are both renewable and sustainable. The inefficiency of our modern industrial society will be closely examined, with students learning to identify entropy in a system and find huge opportunities for improvements. Classroom sessions will also include films, slide presentations, demonstrations, presentations by students, and outside guest speakers. Besides lectures, films and demonstrations, the course will include field trips, a lab, and a project that will give students a chance to apply these technologies. Many classes will take place in a building that is powered by renewable energy, with students monitoring and operating the building energy systems. Each day, the design principles of systems based on renewable energy will be related to the natural laws that structure our own awareness and govern the universe efficiently and automatically. (4 units)

SL 428 Sustainable Living Workshop: Transforming Natural Law into Useful Application
Manifestation of sustainable methodologies for immediate use is the purpose of this repeatable course. Students will work individually or in teams to build and implement
technologies such as biodiesel production, photovoltaic panels, hydrogen electrolyzers, biomass heating units, methane digesters, or fuel cells. Projects can also include assisting with sustainable building construction, or production of web sites or videos to display real-time building/performance indicators. (4 units, repeatable)

SL 429 Sustainable Living Project Prep: Planning Your Personal Contribution to Life in Accord with Natural Law
This course is devoted to preparing you for the Senior Sustainable Living Project (SL 430). You will meet with faculty to research, discuss, and plan the project to ensure that it will unfold as smoothly as possible.

SL 430 Senior Sustainable Living Project: Your Personal Contribution to Life in Accord with Natural Law
In this final course you will apply what you have learned in the previous three years to a special senior capstone project. Under the guidance of faculty, you 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 you may work together in small teams to produce a fitting tribute to the concept of Sustainable Living, one that will prepare you to take on real projects wherever you may choose to work. (4 units) (Can be repeated multiple blocks for credit)

SL 445 Environmental Law: Basing National Law on Natural Law
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 units)

SL 450 Environmental Planning and Landscaping: Building in Harmony with Natural Law
A built environment should have the stability, diversity, resilience, and beauty of a natural ecosystem. More than this, it should align our consciousness with all the Laws of Nature. This course will consider all the factors that go into a sustainable landscape, including consciousness, energy, economy, transportation, mass culture, and food production systems. The course will combine classroom and project-based learning to ensure integration of the core principles and practical skills with the Vedic perspective of life. Students will work in groups to design a fully sustainable eco-village for less than one thousand inhabitants. The course will combine the use of Vedic principles with “green” planning and development to provide the ideal environment for people to grow in consciousness and fulfillment. Students will learn how to combine the micro-environmental properties of a landscape with aesthetically pleasing structures that
incorporate useful plants for managing rainwater and delivering perennial food crops. (4 units)

**Biology Courses**

**BIO 250 Plant Science: Nourishing and Sustaining Life on Earth**
Plants, the source of fixed energy for virtually all life forms, are the principal topic of this introductory course. The photosynthetic groups covered range from cyanobacteria through phytoplankton and seaweeds, to bryophytes, lower vascular plants, gymnosperms, and the flowering plants. Non-photosynthetic bacteria, fungi and fungal-like protists are presented as the great integrators and recyclers of nutrients in the global biosphere. Some basic concepts in the physiology, genetics, anatomy, ecology, and evolution of plants are also included. (4 units)

**BIO 260 Living Systems: Creating Order That Re-Creates Itself from Within**
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. Emphasis is placed on the expressions of intelligence, order, and integration found at different levels of biological organization. (4 units)

**BIO 322 Plant Taxonomy: The Unity and Diversity of Plant Life**
The classification of plants ultimately makes use of all that is known about their structure, physiology, genetics, and ecology to arrange them into a logical system for identification and study. This course, which emphasizes the local flora, develops skills in observation and interpretation to name, identify, and classify vascular plants according to evolutionary relationships. (4 units) Prerequisite: BIO 250

**BIO 328 Ethnobotany: Utilizing Plants to Enhance Natural Law-based Cultural Integrity**
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. (4 units)

**BIO 338 Organic Agriculture: Agriculture in Accord with Total Natural Law to Remove Poverty and Create Perfect Health and Higher States of Consciousness**
Only by aligning agriculture with Natural Law will poverty be removed from the world. This course will explore how this can be accomplished using the basic principles of Maharishi Vedic Organic Agriculture such as recitation of Vedic sounds at all stages of food production and the use of Maharishi JyotishSM programs to determine the optimal times to plant, perform cultivation techniques, and harvest crops. It also includes general principles of organic agriculture production, such as transplanting, irrigation, fertility, pest management, harvest, storage, marketing, and environmental influences. Specific management requirements for important vegetable and field crops will also be discussed. Students spend approximately half of their time in class learning principles of vegetable
production and half of the time applying their knowledge and gaining practical experience in the University’s vegetable gardens and greenhouses or other area organic farms. (4 units)

**BIO 341 Permaculture Design: Utilizing Natural Law in Creating Abundant and Sustainable Systems**
Permaculture is the conscious design and maintenance of cultivated ecosystems. Permaculture promotes land use systems that work with nature’s rhythms and patterns to create a stable society by utilizing resources in a sustainable way. Through lecture, discussion, observation, field trips, hands-on learning, videos, slide shows, and handouts, the Permaculture Design course teaches 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. (4 units)

**BIO 375 Earth Science: The Physiology of the Bio-Geosphere**
The earth is a dynamic, living system, driven by its internal structures and processes, and interacting with life, the air, and water. This course emphasizes the geological and biological processes responsible for landforms and the chemical compositions of soils, the atmosphere, and bodies of water. (4 units)

**BIO 380 Biology Research: Discovery of the Self through Original Research**
In this course students enrich the knowledge they have gained with practical experience in the techniques of modern laboratory research. With prior approval of the laboratory supervisor, students work in one of the following laboratories: biochemistry, neurophysiology, immunology, or aging and immortality. (4 units, may be repeated) Prerequisite: consent of instructor

**BIO 405 The Sustainable Global Environment: Achieving Sustainability and Maharishi’s Program to Remove Global Poverty**
Structuring a living environment that can be maintained on a global scale for all future generations calls for substantial changes in our current way of life. This course provides a broad perspective for transforming the way we think about such issues as population growth, global ecology, land and wildlife resources, renewable energy sources, and sustainable agriculture. (4 units)

**BIO 497 Internship in Teaching Life Sciences: Teaching Is the Basis of Learning**
This course is designed to allow advanced undergraduate students of good academic standing the opportunity to assist an instructor in teaching a biology 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, small discussion groups, homework
and quiz grading, particularly in the first year biology course. Some lecture preparation and presentation may also be included as a teaching experience. (4 units)

**BIO 498 Internship in Agriculture: Practical Experience in Farming Systems Based on Natural Law**

This course offers practical experience through work in the University’s vegetable farm or at another farm or farm business. Students will keep a journal in which they record the activities they have performed, what they have learned, what they have contributed, and suggestions they have for improvements in the farm or business. (4 units, may be repeated) Prerequisite: consent of the department faculty and the Academic Standards Committee
DEPARTMENT OF LITERATURE AND WRITING

FACULTY

• Terry Fairchild, Ph.D., Chair, Associate Professor of Literature
• James Fairchild, Ph.D., Assistant Professor of Literature and Writing
• Nynke Doetjes, M.A., Adjunct Instructor of Literature and Writing
• Gerald Geer, A.B., Adjunct Instructor of Writing

INTRODUCTION: A Spiritual Approach

Literature, age after age, recounts the story of life in its innumerable variety. Unlike history or the sciences, literature transcends the formulas and the simple facts — the roughest traces of our common being. Literature is as much concerned with what is possible as what has been. In this sense, that literature that has resisted time, that we have come to cherish like scripture, has always been spiritual. The study of literature is spiritual because it concerns itself with the great questions of life, history’s most significant moments, and the unlimited potential of the human spirit to aspire and renew itself.

Literary study investigates the essence of what we are as a people through the incandescent lens of language. In form it is the poetic, the dramatic, the eternal tale of our common existence. To study literature is to expand the awareness, to experience imaginatively what life is and what human beings are capable of. Literature chronicles the history of human trials, and more importantly, human triumphs — those victories that transcend our physical, mental, and spiritual limitations. Literature is our window into life’s most compelling truths. It knits the world together into one inseparable family. It is “the news,” reports Ezra Pound, “that stays the news.”

The Literature and Writing course of study at Maharishi University of Management satisfies the general literary goals of any liberal arts program, but it also offers a vision and personal development unequaled in any other literature or writing program. It allows students to develop their own consciousness — “expand the container of knowledge” — as they acquire information, increase their perception, and polish their literary skills. Developing consciousness means experiencing and utilizing the very source of knowledge, of all existence, through the practice of the Maharishi Transcendental Meditation™ technique. In accessing this eternal and elemental source of life, the student’s awareness and academic competence effortlessly and spontaneously expand along with the overall health and general well-being. Moreover, the literature student at Maharishi University of Management, with no extra effort, begins to contribute to the long-cherished goal of world peace. As the individual’s own coherence increases, the local, national, and world communities also become more coherent because that person belongs to those larger groups. Hence, in reducing our own stress and increasing our own effectiveness we naturally contribute to world harmony. In the most practical way
imaginable, literature majors at Maharishi University of Management become creators and maintainers of a peaceful world by:

- Developing world peace through the collective practice of the Transcendental Meditation technique and the TM-Sidhi program
- Learning to value the environment by studying great nature writers
- Expanding our creative potential and increasing our individual awareness to discover new and powerful solutions to the world’s problems
- Gaining the support of Natural Law that allows one to fulfill personal and social goals
- Learning to operate from the basis of Natural Law so as not to make mistakes
- Reducing personal and communal stress — the source of war, suffering, and strife in the world
- Honoring each culture’s unique contributions to the world in a way that enhances global unity.

**SPECIAL FEATURES**

**The Literature Program**

- Our courses are taught one at a time to insure that students are free from the pressures of competing classes.
- Students develop their consciousness — the container of knowledge — while they study literature.
- We teach courses as historical surveys, genre surveys, or seminars in European literature, American literature, and the world’s classics in translation.
- Multicultural works and gender-balanced texts are integrated into the curriculum.
- We ground our literary studies in time and place to understand the historical forces that produce a literary text.
- Our genre courses give students an in-depth experience of poetry, fiction, drama, nonfiction, and film.
- Two introductory courses — The Elements of Fiction (LIT 205) and The Elements of Literature (LIT 206) — prepare students for literary studies by introducing them to literary terms and literary forms.
- Students develop writing skills by using a variety of literary forms — journals, essays, reports, reviews, etc.
- All literature majors augment their writing skills by taking at least two advanced writing courses (8 units).
- Students may also enhance their B.A. degree in Literature with a Minor in Writing by taking a minimum of five writing courses.
- Reading in this program is taught as a creative act, one that rivals that of the author’s in the creation of meaning.
- Oral presentations in every class ensure poise, flow, and coherence in speaking skills.
- Peace Studies: LIT 366 The Peace Film and LIT 370 Literature and the Environment are literary courses that are part of a peace program at this University.
- Students may earn literature or writing credit in our Rotating University program, which travels to such locales as Italy, Greece, France, India, Japan, and China.
• Qualified students may apply for an internship during their senior year.
• Consciousness-Based literature courses in the first and second year explore literature as an expression of Natural Law.

The Undergraduate Writing Program
• Today many professions not only appreciate but demand fluency in writing.
• Because writing is invaluable for all majors, any student who desires to communicate effectively, to inform, and to persuade readers through the written word is encouraged to take courses in our program.
• Students may gain a minor in writing by completing any five upper division writing courses (WTG 300 level). To develop more writing skills, students may continue to take a variety of writing courses throughout their enrollment here.
• Our five-block minor focuses on both fiction and nonfiction.
• In our writing program, students from the beginning develop both the art and craft of writing.
• Diagnostic assessments are given to evaluate students entering the University so that they will get the instruction they need.
• Based on assessment results, students enroll in the writing courses necessary to satisfy the University’s first-year writing requirement.
• In our writing courses, students analyze and respond to written texts as a means to writing clearly and gracefully.
• Once students complete the University’s first-year writing requirement, they can begin taking advanced writing courses as electives.

DEPARTMENTAL REQUIREMENTS

Bachelor of Arts Degree in Literature
To graduate with a B.A. in literature, students must successfully complete all general requirements for the bachelor’s degree. (Please refer to “Degree Requirements” under “Academic Policies.”) The requirements for graduating are 48 units of undergraduate courses in literature and writing according to the following distribution:

• 44 units of literature (LIT courses 200 or above)
• 4 units in writing (WTG courses 200 or above)

Students are required to take the following literature courses:
• LIT 350 American Literature I
• LIT 351 American Literature II
• LIT 335 Shakespeare
• The Bhagavad-Gita as Literature or The Epic (Ramayana)
• The Classics or Asian Literature
• Three Historical Surveys (Medieval, Renaissance, 18th Century, Romanticism, Victorian, Modern European Literature)
• One advanced writing course
  plus
• Other literature courses adding up to 48 units overall

• Rotating University courses may be substituted for one of the above if the subject matter includes literature, writing, or historical study of world culture. Departmental approval is required prior to the start of a Rotating University course.

• Internship (LIT 498) in an approved setting counts as one literature elective towards the major. It may be repeated for general graduation requirements but may not be repeated to fulfill the requirements of the literature major.

The Minor in Literature
To graduate with a minor in literature, students must successfully complete any five literature (LIT) courses 200 or above.

• Rotating University courses can be substituted for one of the above if the subject matter includes literature, writing, or historical study of world culture. Departmental approval is required prior to the start of a Rotating University course.

The Minor in Writing
To graduate with a minor in writing, students must successfully complete any five advanced writing (WTG) courses at the 200-level or higher. Writing courses (WTG) are listed under “Course Descriptions” at the end of this section.

• A Rotating University course may be substituted for one writing course, such as Travel Writing. Departmental approval is required prior to the start of a Rotating University course.

COURSES

Literature Courses

LIT 114 Self-Discovery in Literature: Atma-Based Literary Studies
The acts of reading and writing are both examples of Self-discovery. It is common to think of writing as an act of self-expression just as all art forms are self-expressive. But writers also express even more than they realize, and much of what is written consciously or unconsciously conveys something deeper, including the unmanifest, unbounded, unwritten, absolute Self. What is often overlooked, however, is that reading is also a creative act. When we read, we are absorbing much of the consciousness of the author, but we are also altering it in many ways as well. We cannot help but do so. Each reading is subjective. It conforms to our own individual ways of seeing the world. In this sense, the act of reading is the act of finding one’s self in everything we read. Therefore, this course also functions as Self Discovery because it is our design to locate the absolute, unchanging Self in the midst of the ever-changing diversity of the literary text. In this course we will sample all of the literary genres: the novel (excerpts), the short story, the
literary essay, the lyric poem, the film, and a Shakespearean play. We will learn some literary terms, do some creative writing, and discover some strategies for reading and writing. (2 units) (Distribution Area: Arts)

**LIT 205 Fiction: Silence and Dynamism**
In this course students study the structure of the narrative by examining a number of short stories and a novel. Students learn literary terminology, the fundamental elements of fiction, and the art of critical analysis. This course is essential for helping students develop the literary essay, the backbone of writing in the major. (4 units)

**LIT 206 The Elements of Literature: Unity and Diversity**
This course focuses on the various genres of literature and the role of consciousness in interpreting literature. Students build on their knowledge of literary analysis from LIT 205 and add explication to their writing skills. The Elements of Literature presents the department’s specialty: the unification of various literary approaches and trends. Students read about contemporary insights into the study of literature that support this direction. (4 units) Prerequisite: LIT 205

**LIT 207 Literary Topics: The Bhagavad-Gita**
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 units)

**LIT 302 The Literary Epic: Expanded Awareness**
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 units)

**LIT 325 Classics of Greece and Rome: Antiquity and Pure Knowledge**
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 *Iliad* and *Odyssey*, and Virgil’s *Aeneid*, Greek lyric poetry, plus selections from Socrates, Plato, Aristotle, Marcus Aurelius, Plotinus, and Heraclitus. (4 units)

**LIT 330 Medieval Literature: The Quest for Enlightenment**
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 Chaucer’s *Canterbury Tales*, the adventures of *Beowulf*, Sir Gawain, 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 units)

**LIT 335 Shakespeare’s Festival of Comedy: A Divine Order**
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 units)

**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 units)

**LIT 341 18th-Century Literature: The Age of Enlightenment**
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 units)

**LIT 342 The 18th-Century Novel: The Organizing Power of Natural Law**
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 units)

**LIT 344 Romantic Literature: A Spiritual Awakening**
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, a sympathy for social renewal, a distrust of industrialization and urbanization, and a rediscovery of the transcendent. Writers include Blake, Wordsworth, Coleridge, Keats, Percy and Mary Shelley, and Byron. (4 units)
LIT 347 Victorian Literature: Purifying Collective Consciousness
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. We will read works by Charlotte Bronte, Carlyle, Tennyson, Arnold, Dickens, George Eliot, the Brownings, Hopkins, and others. (4 units)

LIT 348 Modern European Literature: The Rise of Consciousness
Exploring the previously uncharted dimensions of inner life, 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 units)

LIT 350 American Transcendentalism: 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 units)

LIT 351 American Modernism: A Return to the Source
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 Units)

LIT 355 Asian Literature: The Spiritual Writings of the Far East
In this course, students widen their understanding of the streams of creative expression beyond what has been produced in Western cultures. Emphasis will be on those writers and those texts that possess a good understanding of the work of spirituality. Works to be explored may include Lao Tsu's *Tao de Ching*, the writings of Chuang Tze, the Confucian Odes, T'ang poetry, the poetry of Kabir and Tagore, Rumi, and Hafiz and the fiction of Mishima, Kawabata, and Narayan. (4 units)

LIT 360 Poetry: The Full Range of Consciousness
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 units)
LIT 361 The Novel: The Range of Consciousness
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 18th 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 18th century onward. (4 units)

LIT 363 The Art of Film: Full Creative Potential
This course emphasizes film technique, including the use of lighting, 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. Course requirements include the writing of film reviews and the analysis of a key scene from a film we will have viewed. ($15 lab fee) [Same as FA 226] (4 units)

LIT 365 (FA 227) History of Film: The Value of Tradition
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) [Same as FA 227] (4 units)

LIT 366 The Peace Film: Permanent World Peace
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 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 units)

LIT 367 Modern European Drama: In Pursuit of Pure Knowledge
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 units)
LIT 368 American Drama: From Point to Infinity
Beginning with the Provincetown Players and the Little Theater movement of the twenties, this course explores the drama from Eugene O’Neill — America’s foremost dramatist — through postmodernism and contemporary drama. Among the playwrights we will read are Tennessee Williams, Arthur Miller, Glaspell, Hellman, Henley, Kopit, Mamet, and Albee. (4 units)

LIT 369 Comparative Drama: Spanning the Boundaries of Time
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 units)

LIT 370 Literature and the Environment: Managing Natural Law
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 Thomashow calls our “ecological identity.” (4 units)

LIT 380 Seminar on Special Topics
Periodically, seminars on special topics are offered by visiting professors or by resident faculty. (2–4 units — may be repeated)

LIT 498 Internship in Literature
This course is designed for the practical application of the literary skills — writing, speaking, research, analysis, and synthesis — you 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 units) Prerequisite: consent of the department faculty

NOTE: The purpose of this course is as an addition to the requirements of the major; therefore, the units from this course cannot be included as part of the course work required for the major.

LIT 499 Directed Study
(variable units) Prerequisite: consent of department faculty
Writing Courses

WTG 191 College Composition I: Unifying Opposing Forces of Life
Students in Composition I begin to refine their thinking, writing, and grammatical 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 units)

WTG 192 College Composition II: Harnessing the Para Level of Language
Composition II 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 units) Prerequisite: WTG 191 or appropriate assessment

WTG 201 The Poetry of Transcendence: Beyond Boundaries
Poetry does the impossible. It allows us to say what cannot be said, to feel what cannot be felt. It can do this because its reach is beyond boundaries. All poetry is transcendental to one degree or another, but the best draws upon Transcendental Consciousness in both form and meaning. In this course we will sample some of the greatest spiritual poetry ever written to use as models in writing our own transcendent poetry. (4 units)

WTG 202 Fiction Writing I: The Divine at Every Point
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 units)

WTG 301 Nonfiction Workshop I: The Art of Thinking and Acting
WTG 302 Nonfiction Workshop II
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 units each) Prerequisite for each: WTG 192

WTG 310 Poetry Writing: The Flow of Consciousness
Students in this course read and study model poems to learn the technical building blocks of poetry: imagery, sound effects, rhyme, rhythm, and form. The class members then
write their own poems in either free verse or such traditional forms as the sonnet, blank verse, ballad, and villanelle. (4 units) Prerequisite: WTG 192

**WTG 312 Persuasive Essay: Effective Action**
Among the most useful forms of writing is the persuasive essay. To write so convincingly and with such authority that your reader can’t help but respond favorably to your viewpoint is eminently valuable and satisfying. The hallmark of the persuasive essay is impeccable logic and sound reasoning. In this course, students examine classical and contemporary arguments as models for their own persuasive essays. Topics include inductive and deductive logic, audience consideration, the evaluation of assumptions, counterarguments, fallacious reasoning, and the role of emotions in persuasion. (4 units) Prerequisite: WTG 192

**WTG 314 Fiction Writing II: The Divine at Every Point**
This course advances techniques learned in Fiction Writing I. See WTG 202 for details. (4 units) Prerequisite for each: WTG 192

**WTG 315 Creative Nonfiction: Truth Alone Triumphs**
During the second half of the twentieth century, creative nonfiction — called “the new literature” — has steadily grown in popularity. Reading such writers as Tom Wolfe, Peter Mathiessen, 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 units) Prerequisite: WTG 192

**WTG 320 The Personal Essay: Developing Self-Awareness**
Students read and discuss a range of essayists from earlier traditions to such contemporary essayists as David Sedaris or Vowell. Writing in this form, each student develops his or her personal voice. Students also discover the power of short prose to transform topics of individual concern into expanded visions of wholeness. (4 units) Prerequisite: WTG 192

**WTG 332 Prose Style: The Grace of Enlightenment**
Students acquaint themselves with a wide range of writing styles as they investigate their own style of writing. Examining the works of various authors, students fine-tune their understanding of the mechanics of English expression and develop their ability to use sentence structure, diction, and punctuation as the sophisticated tools they have the potential to be. (4 units) Prerequisite: WTG 192

**WTG 340 Writers on Writing: Self-Referral Consciousness**
The nonfiction writing projects in this course are designed to help students see themselves as legitimate writers. Students examine what celebrated writers, from journalists to novelists, from children’s authors to essayists, have said about their profession. Their insights into the writing craft provide both inspiration and direction. Their explanation of technical matters are then put into practice in students’ own work. (4 units) Prerequisite: WTG 192
**WTG 342 Writing for Young People: Through the Eyes of a Child**
Writing for the young can be as rewarding as writing for adults, and as challenging. Children are becoming more sophisticated at younger ages, and generally enjoy reading books at their intelligence level. Students in this class will learn to avoid stereotypes, moralistic tales, and stories with talking animals. In this course, we will sample some marvelous children’s literature, investigate some time-honored writing techniques, and find a venue for our own youthful imaginations. (4 units) Prerequisite: WTG 192

**WTG 350 Advanced Creative Writing: The Cosmic Artist**
Maharishi says, “writers start with what the eyes see, the ears hear and the hands feel, then travel into space and time to explore the beyond.” Following this prescription, this course offers advanced students the opportunity to deepen their knowledge and hone their writing skills by focusing on a body of their own work in poetry or fiction. Students will acquaint themselves with authors, write personal responses to books and articles, attend readings, and watch videotaped interviews of famous writers. Course participants will also workshop their manuscripts with their classmates and make an extensive presentation of their work. The final outcome will be a submission for publication. (4 units)

**WTG 355 Writing in the Professions: Living 200% of Life**
Each profession has its preferred way of communicating. Good writers often find their niche in adapting to the style and techniques of a specific profession. In this course, we will investigate a number of professional forms of communication. Writing projects are designed to develop the students’ abilities to communicate clearly and effectively in a student’s preferred area of interest. (4 units) Prerequisite: WTG 192

**WTG 364 (FA 287) Screenwriting: Unity Beyond the Senses**
In this course, students will create an actual screenplay. More than just learning the form of screenwriting, students will write with the full intention of producing a filmable script. We will study a number of models, including films, film clips, and a published screenplay. To help ensure success, before beginning to write the screenplay students will compose a premise, a structure-step, and a scene outline. [Same as FA 287] (4 units)

**WTG 399 Directed Study**
(variable units) Prerequisite: consent of the department faculty

**WTG 410 Travel Writing: Consciousness on the Move**
From Mark Twain to John Steinbeck, many of the world’s best writers have been drawn to travel writing. By analyzing the work of great travel writers and through in-class writing workshops, students become familiar with techniques of travel writing. Highlighting the course are three day-trips to nearby tourist destinations, during which students learn to research articles and record their personal observations in a travel journal. The course culminates in the writing of a personal travel essay for publication. How to write a query letter and the top online markets for travel articles will also be covered. (4 units)
DEPARTMENT OF PHYSIOLOGY AND HEALTH

FACULTY

• Robert Keith Wallace, Ph.D., Chairman, Professor of Physiology, Director of Research, Founding President of Maharishi University of Management
• Paul Morehead, M.S., M.A., Associate Chairman
• Robert Schneider, M.D., Professor of Physiology and Health, Director of the Institute for Natural Medicine and Prevention
• Sanford I. Nidich, Ed.D., Professor of Physiology and Health and Education, Associate Director of the Institute for Natural Medicine and Prevention
• Richard Averbach, M.D., Adjunct Professor of Physiology and Health
• Frederick Travis, Ph.D., Dean of the Graduate School, Chairman of the Department of Maharishi Vedic Science, Associate Professor of Maharishi Vedic Science
• Nancy Lonsdorf, M.D., Adjunct Professor of Research, Medical Director of The Raj Health Resort
• Mousumi Dey, M.B.B.S., D.P.H., M. Phil., Assistant Professor of Physiology and Health
• Maxwell Rainforth, Ph.D., Assistant Professor of Physiology and Health and Statistics
• John Salerno, Ph.D., Research Assistant Professor, Assistant Director of the Institute for Natural Medicine and Prevention
• Erika Crotta, N.D., Ph.D., Adjunct Assistant Professor of Physiology and Health
• Hari Sharma, M.D., Clinical Professor of Physiology and Health
• Stuart Rothenberg, M.D., Clinical Associate Professor of Physiology and Health
• Veronica Butler, M.D., Clinical Associate Professor of Physiology and Health
• Mark Toomey, M.S., Instructor of Physiology and Health

INTRODUCTION

Maharishi Consciousness-Based Health Care considers all the elements that constitute health. Its approach is natural and holistic, taking into account all the influences on health — ranging from the inner intelligence of the body, to the mind, physiology, behavior, environment, and the total managing intelligence of the universe.

Maharishi Consciousness-Based Health Care approaches the problems of prevention and cure from the source of health, the most fundamental field of intelligence in Nature — known in modern science as the Unified Field of Natural Law — which governs every level of existence, from subatomic particles, to the human body, to the galactic universe. When this inner intelligence is lively in the mind and body, then balance and health is maintained. It is the lack of integration between the individual’s physiology and this underlying field of intelligence that is the cause of disorder and disease.

All of the specific programs, procedures, and technologies used in Maharishi Consciousness-Based Health Care help restore this integration to create a balanced state
of health — perfect synchrony between the functioning of every individual cell and the holistic functioning of the whole body, and between the holistic intelligence of the body and cosmic intelligence, which is managing the orderly evolution of the universe without a problem.

The effectiveness of Maharishi Consciousness-Based Health Care lies in its ability to enliven the total intelligence of Natural Law within the physiology, and thereby integrate and balance the functioning of all aspects of mind and body. “Natural Law” refers to the integrated, balanced, and holistic functioning of all the Laws of Nature that are responsible for the whole manifest universe. As a result of enlivening Natural Law in the physiology, thought, behavior, and actions automatically become more integrated and balanced, and spontaneously move in accord with Natural Law — this is the basis of good health. Over 600 scientific research studies, conducted at 200 universities and research institutes in 30 countries, document the benefits of the programs of Maharishi Consciousness-Based Health Care for improved physiological, psychological, social, and environmental health.

Everywhere in the world today medical experts and the general public are recognizing the limitations and hazards of the prevailing system of health care. This means that the knowledge and approaches being taught in conventional medical education are incomplete and even dangerous. Clear evidence of this incomplete knowledge is in a report documenting that 100 million Americans, or nearly 40% of the population, suffer from chronic diseases.

From the perspective of Maharishi Consciousness-Based Health Care, any failures of modern medicine result from one fundamental weakness — an isolated approach to knowledge and practice that fails to attend to the balance and integration of the physiology as a whole. Knowledge of Maharishi Consciousness-Based Health Care’s holistic approach is urgently needed by every health professional in the world. The revival of this ancient knowledge of Maharishi Consciousness-Based Health Care opens the opportunity for a more advanced, complete, and authentic approach to medical education and health care. This advanced education in the Consciousness-Based health care system is now available at the university level for the first time at the Maharishi University of Management Department of Physiology and Health.

Students in Maharishi Consciousness-Based Health Care train to approach health concerns utilizing natural principles that support health. They learn preventive and therapeutic modalities to enliven the body’s inner intelligence and thereby enhance the body’s own immune and self-repair mechanisms. They gain competence in maintaining the perfect, integrated health of the individual and society as a whole.

**Programs Offered**

The Department of Physiology and Health offers an undergraduate program leading to the Bachelor of Arts degree in Physiology and Health. Graduates of the bachelor’s
program may qualify to serve as health educators. The Bachelor of Arts is the ideal preparation for graduate programs that are being planned.

The Department of Physiology and Health also offers a Technical Training Program leading to a certificate in the Maharishi Rejuvenation program. This program is for students who wish to work as Maharishi Rejuvenation Therapy technicians at Maharishi Medical Centers, Maharishi Peace Palaces, or Centers for Chronic Disorders around the world.

The Maharishi Transcendental Meditation program Teacher Training is also an option for our students. This program to train teachers of the Transcendental Meditation program may qualify students to become Founders of World Peace who can administer the new centers for all of Maharishi’s programs, called Peace Palaces, that are being built in major cities around the world.

**SPECIAL FEATURES**

The Department of Physiology and Health offers uniquely effective knowledge for prevention of disease. This comprehensive range of knowledge, not available in any other system of health education, includes:

- Study of the precise relationship between the structures and functions of human physiology, and the fundamental structures of Natural Law contained in Veda and the Vedic Literature — and the application of this knowledge to maintain health;
- Pulse diagnosis — to detect balance and imbalance in the body by feeling the pulse and restoring balance before disease arises, through diet, daily and seasonal routines, and herbal preparations;
- Medical benefits of using Vedic sounds (Maharishi Vedic Vibration Technology and Maharishi Gandharva Veda music), vibrations of the field of pure intelligence — to restore balance to the physiology;
- Vedic Architecture (Maharishi Sthapatya Veda design) principles for designing and constructing buildings according to Natural Law — for the health, happiness, and good fortune of the inhabitants;
- Vedic system of predicting the future of one’s health and other aspects of life (Maharishi Vedic Astrology program), understanding the relationship between human physiology and its cosmic counterparts (the far-distant environment) — to avert potential problems and promote good health;
- The Transcendental Meditation and TM-Sidhi programs, including Yogic Flying — to give direct experience of the total field of intelligence and to promote deep rest, release of stress, and integrated functioning of body and mind; and
- Practice of this technology in large groups to purify collective consciousness and to bring life into harmony with Natural Law, the basis of perfect health for society.
- All the courses in the Physiology and Health program include Sanskrit. Students are sequentially introduced to proper pronunciation and reading of classical Sanskrit, the language of the Vedic Literature. After mastering correct pronunciation and the ability to read Devanagari text, students conduct research in the Vedic Literature by reading texts.
Students study, in Maharishi Vedic Science, the explanation of the role of Sanskrit as the language of Nature. Reading the Vedic Literature enlivens Natural Law in the brain and whole physiology of the student, thereby enlivening the basis of health from within.

DEPARTMENTAL REQUIREMENTS

Entrance Requirements for the Bachelor of Arts Degree in Physiology and Health
Applicants should demonstrate preparation for college-level study as evidenced by previous academic performance, the SAT or ACT exam, letters of recommendation, and an interview with a representative of the department. Other factors considered in the application process include the applicant’s degree of commitment to the educational goals of the Maharishi University of Management Department of Physiology and Health, enthusiasm for learning, and dedication to developing perfect health and creating a disease-free society.

Prerequisite Courses for the Bachelor of Arts or the Minor in Physiology and Health
- PH 221 Fundamentals of Maharishi Consciousness-Based Health Care
- CC 100 Science of Creative Intelligence
- PH 101 Physiology Is Consciousness

Graduation Requirements for the Bachelor of Arts Degree in Physiology and Health
To graduate with a B.A. in Physiology and Health, students must successfully complete all general requirements for the bachelor’s degree. (Please refer to “Degree Requirements” in “Academic Policies.”) Students are evaluated at the end of each semester of the PH Core Curriculum for mastery of the material. Program requirements are as follows:

56 units of required PH core curriculum including the following required courses
- PH 241 Vedic Anatomy and Vedic Physiology I — Discovery of Veda in Human Physiology (Veda and Vedanga)
- PH 242 Vedic Anatomy and Vedic Physiology II — Discovery of Veda in Human Physiology (Upanga, Upaveda)
- PH 243 Vedic Anatomy and Vedic Physiology III — Discovery of Veda in Human Physiology (Cell, Embryology, Brahmana, Pratishakhya)
- PH 244 Vedic Anatomy and Vedic Physiology IV — Discovery of Veda in Human Physiology (Vedic Devata)
- PH 260 Physiology and Health I — Self-Pulse Diagnosis
- PH 340 Physiology and Health II — Prevention
- PH 341 Physiology and Health III — Diet, Digestion, and Nutrition
- PH 342 Physiology and Health IV — Maharishi Yoga™ Asanas
- PH 343 Anatomy and Physiology II — Dravya Guna Karma: Effects of Herbs, Spices, and Foods
- PH 344 Fundamentals of Creating Health I — Natural Means to Restore Balance
- PH 345 Fundamentals of Creating Health II — Natural Means to Restore Balance
• PH 346 Fundamentals of Creating Health III — Natural Means to Restore Balance

In addition, 8 units of electives in Maharishi Vedic Science or Sustainable Living are required to complete the major. Course offerings may vary each year.

NOTE: By the end of each semester in the program, a student’s suitability for continuation in the program is evaluated by the department faculty.

Requirements for the Minor in Physiology and Health
The minor in Physiology and Health consists of any 5 PH courses.

In addition, the three prerequisite courses for entering the Major are also required for taking the minor. They are as follows:
• PH 221 Fundamentals of Maharishi Consciousness-Based Health Care
• CC 100 Science of Creative Intelligence
• PH 101 Physiology Is Consciousness

Special Option: Maharishi Transcendental Meditation program Teacher Training
Students may apply to become a Teacher of the Transcendental Meditation program. Teacher Training is a professional training program for which students apply to our International Course Office. Acceptance to this special course is given by the International Course Office, not Maharishi University of Management. This course carries 20 units of distribution credits. It does not replace any of the three semesters of core curriculum in the major.

Entrance Requirements for the Technical Training Certificate in the Maharishi Rejuvenation Program
Before entering the Technical Training Certificate in the Maharishi Rejuvenation program, students must complete all application procedures. (Please refer to “Technical Training Admissions” in “Admissions.”) In addition to these procedures, students must also complete the Maharishi Rejuvenation program technician questionnaire and interview with both a faculty member and a technician trainer.

Graduation Requirements for the Technical Training Certificate in the Maharishi Rejuvenation Program
To graduate with the Technical Training Certificate in the Maharishi Rejuvenation program, students must successfully complete the general requirements for a certificate. (Please refer to “Degree Requirements” in “Academic Policies.”) In addition, students must complete the following courses by gaining mastery of the required skills and by displaying to the trainers and program directors behavior commensurate with the professional status of a Maharishi Rejuvenation program technician.

Required courses:
• PH 001 Fundamental Skills I
• PH 002 Fundamental Skills II
• PH 003 Fundamental Skills III
• PH 004 Fundamental Skills IV

NOTE: Graduates of this program may receive 8 units (2 units per course) of academic credit toward a bachelor’s degree.

COURSES

Undergraduate Courses

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. The human brain is unique in the universe. The unfathomably complex fabric of the brain neuropil rivals the billions of shining galaxies. This course examines the contribution of the Vedic Tradition of knowledge to our understanding of brain structure and function, and hence, the potential that lies within every individual. The exponential growth of modern scientific understanding, primarily during the last 50 years, has created a situation in which we have an urgent need to understand the relationship between consciousness and our physiology. This course will present our facts of brain structure and function in light of Maharishi Vedic Science and Raja Raam’s discovery of Veda and Vedic Literature in human physiology. We will examine how our brain constructs reality at every moment and how, from Vedic Science, the transcendental field of life, the home of all the Laws of Nature is the source of these myriad physiological impulses seamlessly orchestrated to produce what we call human experience. We will study 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, the birthright of every human being. (4 units)

PH 130 Introduction to Physiology and Health: Enlivening Consciousness, the Perfectly Balanced Basis of Life
Maharishi Consciousness-Based Health Care is the aspect of the ancient Vedic Tradition that provides the knowledge of perfect balance and harmonious functioning in human physiology. This knowledge is validated by a growing body of scientific research and is essential for relieving mankind of the burden of disease.

This course teaches students to promote their own health, happiness, balance, and longevity by enlivening the body’s homeostatic, self-repair, and defense mechanisms. Students explore profound and practical knowledge on the role of diet, daily and seasonal routines, exercise, and behavior in creating balance, optimizing health and accelerating personal development. (2 units)
PH 221 Fundamentals of Maharishi Consciousness-Based Health Care: Averting the Danger before it Arises (Heyam Duhkhham Anagatam)
This course offers a holistic, prevention-oriented approach to good health that integrates principles from the 40 areas of Veda and the Vedic Literature to restore and maintain balanced health in mind, body, behavior, and environment. This course includes specific knowledge of daily and seasonal routines, diet, other health-promoting behavior, and the development of higher states of consciousness — all of which bring life into harmony with Natural Law. Other topics of this course include self-referral consciousness as the basis for prevention of disease, maintaining balance in the physiology for prevention, importance of good digestion and metabolism, strengthening the immune system, reversing the aging process, and preventing collective health problems of society. (4 units)

PH 232 Total Knowledge Course: Enlivening the Infinite Organizing Power of Natural Law for Total Achievement
Students will understand “Total Knowledge,” its structure, range, and the consequences of gaining Total Knowledge in their lives. They will learn that Total Knowledge means all knowledge; knowledge of silence and knowledge of all dynamism of life. Total Knowledge is a collection of all possible diversified values of life in one unified state. The students will learn that knowledge has organizing power and that Total Knowledge has infinite organizing power; they will discover that Total Knowledge is the total ability to achieve anything in space and time. (4 units)

PH 233 Perfect Man IA: Enlivening Our Cosmic Status for Perfection in All Areas of Life
PH 234 Perfect Man IB: Enlivening Our Cosmic Status for Perfection in All Areas of Life
This course will show that perfection is practical and possible in a simple way, that achieving the goal of evolution, optimum life in perfection, and living bliss consciousness in accordance with all the Laws of Nature, is available to everyone. Tony Nader, M.D., Ph.D., reveals his discovery that there is a precise correspondence in structure and function between human physiology and the Veda and Vedic Literature. In this way he demonstrates that each of us is cosmic. (4 units each)

PH 241 Vedic Anatomy and Vedic Physiology I: Discovery of Veda in Human Physiology
PH 242 Vedic Anatomy and Vedic Physiology II: Discovery of Veda in Human Physiology
PH 243 Vedic Anatomy and Vedic Physiology III: Discovery of Veda in Human Physiology
PH 244 Vedic Anatomy and Vedic Physiology IV: Discovery of Veda in Human Physiology
PH 245 Vedic Anatomy and Vedic Physiology V: Discovery of Veda in Human Physiology (Vedic Devata)
PH 246 Vedic Anatomy and Vedic Physiology VI: Discovery of Veda in Human Physiology (Vedic Sound)
PH 247 Vedic Anatomy and Vedic Physiology VII: Discovery of Veda in Human Physiology
These courses use the following textbook: Human Physiology: Expression of Veda and the Vedic Literature — Discovery under Maharishi’s Guidance by Tony Nader, M.D., Ph.D. These courses present the essence of the entire field of modern objective science and ancient subjective science. They bring to light the major discovery of the physiology in terms of its inner intelligence, whose impulses are available in the form of Veda and Vedic Literature. All the specialized components and organs of the human physiology are found to match the 40 branches of the Vedic Literature, one-to-one, both in structure and in function. (variable units)

PH 260 Physiology and Health I: Self-Pulse Diagnosis
PH 261 Physiology and Health II: Prevention
PH 262 Physiology and Health III: Diet, Digestion, and Nutrition
PH 263 Physiology and Health IV: Maharishi Yoga Asanas

This series of courses introduces the student to the basic concepts and fundamental principles of Maharishi Consciousness-Based Health Care. These include understanding the physiology in terms of its own inner intelligence; Vedic principles of anatomy and physiology and their practical application; Self-pulse diagnosis; prevention of disease; fundamentals of Maharishi Consciousness-Based Health Care approach to diet, digestion and nutrition; and Maharishi Yoga Asanas. (variable units)

PH 300 Vedic Prevention I: Developing the state of Jyotish Mati Pragya, all-knowing awareness
PH 301 Vedic Prevention II: Developing the state of Jyotish Mati Pragya, all-knowing awareness

In these courses, students begin study of Maharishi Jyotish, the Vedic Science of transformation and prediction. Maharishi Jyotish reveals the relationship of individual life with cosmic life, and provides means for predicting trends and preventing unfavorable circumstances. Students learn to assess an individual’s type and time for potential illnesses and thus know how to prevent diseases before they arise. (4 units each)

PH 309 Preparation for Fieldwork: Perfecting Client Education for Complete Enlightenment
Students prepare for fieldwork through training in 1) client education, 2) introductory lectures, and 3) clinic administration. Students practice explaining the recommendations given to a client by a consultant in Maharishi Consciousness-Based Health Care in client education sessions. Students also prepare introductory lectures on Maharishi Consciousness-Based Health Care and learn the fundamentals of clinic operations, particularly how to satisfy the needs and questions of clinic clients. (variable units — may be repeated)
PH 310 Maharishi Sthapatya Veda: Designing Structures in Complete Accordance with Natural Law
Students study Maharishi Sthapatya Veda design, which is the most ancient system of country, town, village, and home planning, in accord with Natural Law — connecting individual life with cosmic life, individual intelligence with cosmic intelligence — to create ideal living conditions and better health. The course explains the three principles of Maharishi Sthapatya Veda design: right direction, right placement of rooms and right proportion and other principles of Vastu-Vidya — knowledge of the site. (4 units)

PH 311 Fieldwork — Applying the Knowledge of Physiology and Health
Students work in Maharishi Medical Centers or Centers for Chronic Disorders in various aspects of clinic operations including such areas as guest education, guest services, and clinic marketing. (4 units — may be repeated) Prerequisites: PH 309 and consent of the Department faculty and the Academic Standards Committee

PH 312 Clinical Fieldwork: Advanced Application of the Knowledge of Physiology and Health
Students refine their patient education skills under the direct supervision of the Department faculty. They operate a students’ clinic and gain experience with all aspects of clinic operations: administration, patient education, and publicity. (Course has variable units.)

PH 340 Anatomy and Physiology I: Balanced Functioning of Different Systems in the Human Body
PH 341 Anatomy and Physiology II: Balanced Functioning of Different Systems in the Human Body
PH 342 Anatomy and Physiology III: Balanced Functioning of Different Systems in the Human Body
PH 343 Anatomy and Physiology IV: Balanced Functioning of Different Systems in the Human Body
The knowledge of physiology follows the expression of the body’s inner intelligence (Atma, the Self) sequentially from the subtlest levels (mind, senses), to the tissues, organs, and systems of the body. These courses explore how these concepts from Maharishi Consciousness-Based Health Care are related to modern knowledge of anatomy and physiology and the discovery of Veda in human physiology. (4 units each)

PH 344 Fundamentals of Creating Health I: Natural Means to Restore Balance
PH 345 Fundamentals of Creating Health II: Natural Means to Restore Balance
PH 346 Fundamentals of Creating Health III: Natural Means to Restore Balance
These courses unfold the understanding of how imbalance arises and manifests as signs and symptoms of disease. The sequence begins with the five traditional means of understanding imbalance (pancha nidan), then considers how the balance of doshas is disturbed (dosha vaishamya), and then how the tissues are affected (dhatu vaishamya). Topics include causative factors, pathophysiology, and signs and symptoms of basic disorders.
Students learn to access the pulse of others for signs of balance and imbalance. They learn to connect the causes of imbalance with their manifestations and the means of restoring balance.

Students learn the use of Maharishi Ayur-Veda™ herbal food supplements, diet, and behavior to restore balance for their own health. They explore the means of determining the proper course for restoring balance in these different conditions on a system-by-system basis, in order to answer clients’ questions as an effective Health Educator. (4 units each)

**PH 360 Preparation and Procedures to Promote Perfect Health: Learning to Utilize the Technologies of Physiology and Health for Perfection in Life**
Students study the practical application of Maharishi Consciousness-Based Health Care, including the use of herbal food supplements in order to be a more effective patient educator. (4 units)

**PH 370 Training as a Health Educator: Practice in Restoring Wholeness**
Students receive further training in lecturing and patient education. (4 units)

**PH 380 Research Methods: Understanding and Quantifying Natural Law**
This course introduces the knowledge and objective skills indispensable to scientific research. Topics include the scientific method, logical and practical considerations in experimental design and data acquisition, procedures for conducting literature reviews, selection of research topics, research ethics, and practical research aids such as computer-assisted data analysis. Particular emphasis is placed on clinical research design, including proper choice of control subjects and the prevention of bias in subject selection. (variable units)

**PH 410 Fundamental Business Principles for Physiology and Health Educators: Developing Perfection in Physiology and Health Administration**
In this course students learn the fundamental business principles and techniques necessary for managing the health wing of a Peace Palace. Topics in this course include entrepreneurship, marketing, law, financial management, and accounting as they apply to the field of alternative medicine. (4 units)

**PH 499 Directed Study: Gaining Total Knowledge through Self-Referral Education**
(variable units) Prerequisite: consent of the department faculty.

**Certificate Courses**

**PH 001 Fundamental Skills I: Learning the Technologies for Complete Purification and Maximum Growth towards Enlightenment**
**PH 002 Fundamental Skills II: Learning the Technologies for Complete Purification and Maximum Growth toward Enlightenment. Prerequisite: PH 001**
PH 003 Fundamental Skills III: Learning the Technologies for Complete Purification and Maximum Growth toward Enlightenment. Prerequisite: PH 002
PH 004 Fundamental Skills IV: Learning the Technologies for Complete Purification and Maximum Growth toward Enlightenment. Prerequisite: PH 003

This series of courses trains students in the technical knowledge of the Maharishi Rejuvenation program. The Maharishi Rejuvenation program technician administers the Maharishi Rejuvenation program — the procedures that have been shown to raise a person’s level of health and vitality. Students receive detailed instruction in the performance of specific massages, heat therapies, and elimination procedures, and then practice in the laboratory (clinic) under the supervision of master technicians to perfect these skills, to develop the highest standards of professional behavior, and to supervise other technicians. Students also learn how to prepare the materials used in treatments, and how to maintain the cleanliness and safe operation of a Maharishi Rejuvenation program clinic. (4 units each)

PH 005 Advanced Skills: Learning the Technologies for Complete Purification and Maximum Growth toward Enlightenment
Extended instruction and practice within the clinic provide the student with the opportunity to perfect additional skills in the Maharishi Rejuvenation program and to master additional procedures beyond those included in the Fundamental Skills courses. (variable units) Prerequisite: consent of the department faculty

PH 098 Laboratory: Learning the Technologies for Complete Purification and Maximum Growth toward Enlightenment
This course is for students who desire or require additional experience under the supervision of faculty to meet the graduation requirements for the Maharishi Rejuvenation program technician certification. (4 units — may be repeated) Prerequisite: consent of the department faculty

PH 099 Directed Study: Gaining Total Knowledge through Self-Referral Education (variable units) Prerequisite: consent of the department faculty
DEPARTMENT OF MAHARISHI VEDIC SCIENCE

FACULTY

• Fred Travis, Ph.D., Chair, Maharishi Vedic Science, Dean of the Graduate School, Associate Professor of Maharishi Vedic Science
• Denise Denniston Gerace, Ph.D., Assistant Professor of Maharishi Vedic Science and Education, Co-Director of the Doctoral Program in Maharishi Vedic Science
• Samuel Boothby, Ed.D., Associate Professor of Maharishi Vedic Science and Education, Dean of the College of Arts and Sciences
• Thomas Egenes, Ph.D., Associate Professor of Maharishi Vedic Science and Sanskrit
• Graham de Freitas, Ph.D., Assistant Professor of Maharishi Vedic Science
• Guy Hatchard, Ph.D., Assistant Professor of Maharishi Vedic Science, and Management
• David Pohlman, Ph.D., Assistant Professor of Maharishi Vedic Science
• Keith Wegman, Ph.D., Assistant Professor of Maharishi Vedic Science
• Evan Finkelstein, M.A., Instructor of Maharishi Vedic Science
• Jean-Marie Karst, M.S., Instructor of Maharishi Vedic Science
• Isabelle Matzkin, M.A., Adjunct Instructor of Music, and Maharishi Vedic Science
• Vernon Katz, Ph.D., Adjunct Professor of Maharishi Vedic Science, and Philosophy
• Tina McQuiston, Ph.D., Adjunct Assistant Professor of Maharishi Vedic Science
• Binay Krishna Baral, M.A., Artist-in-Residence, Instructor of Flute

INTRODUCTION

The Department of Maharishi Vedic Science provides the systematic knowledge and experience of pure consciousness, Atma, the Self of every individual. 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 in life. The Department 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 certificates in the Maharishi Vedic Science program and an undergraduate minor in Maharishi Vedic Science.
2) Through the Department for the Development of Consciousness, it offers instruction in the Transcendental Meditation and TM-Sidhi programs, and special Maharishi Vedic Science studies program.

3) The College also directly oversees the following courses and programs:
- The First Year program taken by most bachelor’s degree students.
- The Forest Academy program courses taken by all students each semester, focusing deeply on Maharishi Vedic Science.
- The Research in Consciousness courses or group practice of the Transcendental Meditation and TM-Sidhi programs which all students take.

**Department of 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, being the core of one’s own Self changes one’s life positively and dramatically.

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.

Raja Raam, Professor Tony Nader, M.D., Ph.D., under Maharishi’s guidance, has discovered that human physiology and cosmic physiology are the exact replica of the structures and functions 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 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, literally 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:

• B.A. in Maharishi Vedic Science
• B.A. in Maharishi Vedic Science for students who are already teachers of the Transcendental Meditation program
• Minor in Maharishi Vedic Science
• Minor in Development of Consciousness
• Specialization in Consciousness for both undergraduate and graduate students
• M.A. in Maharishi Vedic Science — A 13-month program when taken in the standard class schedule (meeting six days per week, 4 weeks per 4-unit course) or a 3-year program when taken on the nonstandard schedule — meeting several times a week, 12 weeks per 3- or 4-unit course. Both programs require a minimum of ten 4-unit courses. Not all courses are offered in every schedule. With additional course work students can add a concentration to the above master’s degrees in one of the following areas:
  1) Concentration in Maharishi Vedic Technologies
  2) Concentration in Educational Applications of Maharishi Vedic Science
  3) Concentration in Advanced Maharishi Vedic Science
  4) Concentration in Maharishi Consciousness-Based Health Care
  5) Concentration in Reading the Vedic Literature
  6) Concentration in Research in Consciousness
  7) Concentration in Maharishi Gandharva Veda Music
• M.A. in Maharishi Vedic Science with an Emphasis in Research in Consciousness — A three-year degree program that includes nine 3-unit courses taken along with three years of the Creating Coherence Program. Each class is 12 weeks long, meeting two afternoons per week. This is a terminal degree and does not prepare students for the doctoral program.
• Ph.D. in Maharishi Vedic Science — A four-to-six year program if the core curriculum is taken in the standard class schedule (meeting 6 days per week). This is a seven-plus year program if the core curriculum is taken in a nonstandard format.
• Certificate in Research in Consciousness — a 24-month program for practitioners of the Maharishi Transcendental Meditation and TM-Sidhi programs.
• Certificate Programs in Maharishi Gandharva Veda Music (one-or-two year program, morning classes only).
SPECIAL FEATURES

• Focus on an ideal daily routine with emphasis on experiencing the Unified Field of Natural Law in daily research in consciousness.
• Extensive exposure to and work with over 30 years of taped lectures by Maharishi on his Science of Creative Intelligence and Vedic Science.
• Study of the full range of all aspects of the Vedic Literature in light of descriptions by Maharishi and Raja Raam, including Veda, Vedanga, Upanga, Upaveda, Itihasa, Purana, Smriti, Brahmana, and Pratishakhya.
• Experience with pronunciation of and the ability to read the Sanskrit language, 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.
• Knowledge recently brought to light by Maharishi, including the Maharishi Master Management program and the discovery of Veda and Vedic Literature in human physiology.
• Development of communication skills in Maharishi Science of Creative Intelligence SM and Maharishi Vedic Science with emphasis on writing and speaking skills.

Music: Maharishi Gandharva Veda Music
• Maharishi Gandharva Veda music is one of the technologies of Maharishi Vedic Science for bringing total brain functioning, health, and harmony to the individual; and creating coherence, progress and peace in society. This classical music of the ancient Vedic civilization has been revived in its purity and reconnected to its roots in the Veda and Vedic Literature.
• Playing and listening to Maharishi Gandharva Veda Music harmonizes the cycles and rhythms of the physiology. In conjunction with the Transcendental Meditation and TM-Sidhi programs, Maharishi Gandharva Veda Music cultivates wholeness, happiness, and bliss in the awareness.
• Maharishi Gandharva Veda Music instruction by some of India’s finest musicians is offered in at least one of the following: sitar, bamboo flute, tabla or voice. These visiting artists-in-residence come to the University regularly to teach and perform.
• This system trains musicians and composers to create enjoyable music whose goal is to elevate the performer, the audience, and the environment, and bring them into harmony.
• The subtle frequencies and ornamentations that characterize this music significantly sharpen ear-training perception and enhance creative expression.
• Students appreciate the closest tolerances for pitch and rhythmic accuracy of any musical tradition.
• Students learn simple procedures from a prevention-oriented system of natural health care that enhance mind-body coordination and reduce nervousness in musical performance.
The Bachelor of Arts Degree
- Coverage of all the major themes of the Maharishi Vedic Science program including higher states of consciousness, collective consciousness, and Sanskrit and reading the Vedic Literature.
- Study of source documents in Maharishi Vedic Science with emphasis on the *Science of Being and Art of Living*.
- 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 two formats: a 13-month 6-day-a-week format and a 3-year evening and weekend format. The themes of knowledge include self-referral, the mechanics of creation, Maharishi’s *Apaurusheya Bhashya* of Rik Veda, the Veda and Vedic Literature, and Veda in human physiology.

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 13-month program includes:
- Systematic study of Maharishi’s books and tapes;
- Periods of extended TM and TM-Sidhi practice in each course;
- Reading Vedic Literature in the original Devanagari script for two hours/day;
- Listening to Vedic recitation each day;
- Having a daily routine to promote deep experiences during the Transcendental Meditation and TM-Sidhi programs.

The Ph.D. Degree
This program is for those individuals who wish to become professional exponents of Maharishi Vedic Science. You will develop your writing and speaking skills, gain a fuller grasp of principles of Maharishi Vedic Science, and develop a specialization in Maharishi Vedic Science, either (1) Vedic Literature, (2) Applications of Maharishi Vedic Science, (3) Modern Science and Maharishi Vedic Science, or (4) Higher States of Consciousness.

Department for the Development of Consciousness
Research in Consciousness (RC) Courses: Regular practice of the Maharishi Transcendental Meditation and TM-Sidhi programs represents ongoing laboratory work in Maharishi Vedic Science and fulfills a primary goal of the University — development of consciousness, on both individual and collective levels. All students take part in these courses twice daily. Specific grading policies for these courses are provided by the Registrar. (These courses are described more fully at the end of this section.)

Special Maharishi Vedic Science Studies Program: This program allows students to earn credit through course work 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 M.V.S. 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 Department offers instruction in the practice of the Transcendental Meditation technique (offered separately or as part of the Science of Creative Intelligence courses CC 100, FOR 100, and FOR 500) and the TM-Sidhi program (MVS 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 MVS 102 or MVS 192, PH 101, PH 130, WTG 192.

**Graduation Requirements for the Bachelor of Arts Degree in Maharishi Vedic Science**
To graduate with a B.A. 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 48 units of course work as listed below.

36–40 units of required courses:
- MVS 202 Higher States of Consciousness (4 units)
- MVS 208 Maharishi Vedic Science I (4 units)
- MVS 210 Maharishi Vedic Science II (4 units)
- MVS 222 Sanskrit II (or equivalent)
- MVS 300 Science of Being (4 units) or MVS 302 & MVS 303 Bhagavad-Gita I & II (8 units)
- MVS 308 Individual Benefits from the TM® Program (4 units)
- MVS 309 Fundamentals of Peace (4 units)
- MVS 390 Senior Project I: Seminar and Comprehensive Exam (4 units)
- MVS 391 Senior Project II: Research (4 units)

*plus at least 8–12 units from one of the following options*

**Option 1**
- MVS 310 TM Program Lecture and Checker Training (8–12 units)
- MVS 312 Fieldwork I
• MVS 313 Fieldwork II

Option 2 — Reading Vedic Literature
• MVS 223 Sanskrit III
• MVS 321 Readings in Vedic Literature I
• MVS 322 Readings in Vedic Literature II
• MVS 323 Readings in Vedic Literature III

Option 3 — TM Program Teacher Training*
• MVS 490 TM Program Teacher Training — Part I
• MVS 491 TM Program Teacher Training — Part II
• MVS 492 TM Program Fieldwork Internship

Option 4 — TM Program Research Internship*
• MVS 497 TM Program Research Internship (24 units)

Option 5 — Maharishi Gandharva Veda Music
At least 12 units of required Maharishi Gandharva Veda courses taken within one year, selected from

• MVS 340 Maharishi Gandharva Veda Musicianship
• MVS 342 Health Benefits of Maharishi Gandharva Veda Music
• MVS 343 Maharishi Vedic Science, Sound, and Gandharva Music
• MVS 344 Maharishi Gandharva Veda Ear Training
• MVS 345 Melody in Maharishi Gandharva Veda Music
• MVS 346 Rhythm in Maharishi Gandharva Veda Music
• MVS 347 Time Theory in Maharishi Gandharva Veda Music
• MVS 452 Maharishi Gandharva Veda Recital Preparation

*Choosing Option 3 or 4 does not guarantee that students will be admitted into MVS 490, MVS 491, MVS 492, or MVS 497. Students who are not accepted into these courses are encouraged to take one of the other options, especially Option 2 — Reading Vedic Literature. The units awarded for MVS 490 and MVS 491 are variable.

NOTE: MVS 490, MVS 491, and MVS 492 are generally taken after all other course work for the bachelor’s degree has been completed.

Entrance Requirements for the Bachelor of Arts Degree in Maharishi Vedic Science for Teachers of the Transcendental Meditation Technique
The B.A. 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 B.A. in Maharishi Vedic Science major. To enter this program students must be eligible for 24 units of credit for either Teaching Internship (MVS 493) 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 B.A. 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 72 units of course work as follows:

24 units from the following:
- MVS 493 TM Program Teaching Internship
- MVS 497 TM Program Research Internship

plus up to 48 units from the following:
- MVS 490 TM Program Teacher Training — Part I
- MVS 491 TM Program Teacher Training — Part II
- MVS 495 TM Program Governor Training
- MVS 498 TM Program Minister Training

plus
- MVS 308 Individual Benefits from the TM Program
- MVS 309 Fundamentals of Peace
- MVS 390 Senior Project I: Seminar and Comprehensive Exam
- MVS 391 Senior Project II: Research

The remaining units to be chosen from the following:
- MVS 202 Higher States of Consciousness
- MVS 208 Maharishi Vedic Science I
- MVS 210 Maharishi Vedic Science II
- MVS 221 Sanskrit I
- MVS 222 Sanskrit II
- MVS 300 Science of Being
- MVS 304 Applications of Vedic Science
- MVS 307 Practicum in Vedic Science

Requirements for the Minor in Maharishi Vedic Science

To graduate with a minor in Maharishi Vedic Science, students must successfully complete one semester-long module (20 units) of course work in one of the following options:

Option 1
- MVS 202 Higher States of Consciousness
- MVS 208 Maharishi Vedic Science I
- MVS 210 Maharishi Vedic Science II
- MVS 300 Science of Being (4 units) or MVS 302 & MVS 303 Bhagavad-Gita I & II (8 units)
- MVS 309 Fundamentals of Peace
Option 2
• MVS 308 Individual Benefits from the TM Program
• MVS 309 Fundamentals of Peace
• MVS 310 TM Program Lecture and Checker Training (8–12 units)

plus
• MVS 321 Readings in Vedic Literature I
or
• MVS 312 Fieldwork (4–8 units)

Option 3
12 units from
• MVS 222 Sanskrit II • MVS 223 Sanskrit III
• MVS 321 Readings in Vedic Literature I
• MVS 322 Readings in Vedic Literature II
• MVS 323 Readings in Vedic Literature III
plus
• MVS 302 Bhagavad-Gita I
• MVS 303 Bhagavad-Gita II

Option 4
At least 20 units selected from the following Maharishi Gandharva Veda courses, taken within one year:
• MVS 340 Maharishi Gandharva Veda Musicianship
• MVS 342 Health Benefits of Maharishi Gandharva Veda Music
• MVS 343 Maharishi Vedic Science, Sound, and Gandharva Music
• MVS 344 Maharishi Gandharva Veda Ear Training
• MVS 345 Melody in Maharishi Gandharva Veda Music
• MVS 346 Rhythm in Maharishi Gandharva Veda Music
• MVS 347 Time Theory in Maharishi Gandharva Veda Music
• MVS 452 Maharishi Gandharva Veda Recital Preparation
plus a recital or final thesis

Option 5
20 units from
• MVS 490 TM Program Teacher Training — Part I
• MVS 491 TM Program Teacher Training — Part II
• MVS 493 TM Program Teaching Internship

Requirements for the Minor in the Development of Consciousness
To graduate with a minor in the Development of Consciousness, students must complete the following course work in Forest Academies and Research in Consciousness:

Required courses:
• FOR 100 Maharishi Science of Creative Intelligence
and one Forest Academy for each semester enrolled, to be taken during that semester.

Research in Consciousness
2 units with a grade of A per semester of:
• RC 320 Collective Practice of the TM Program

or 4 units with a grade of A per semester of:
• RC 332 Collective Research in Consciousness

Requirements for the Specialization in Research in Consciousness
The specialization in Research in Consciousness can be added to an undergraduate or graduate student’s degree. Undergraduates need to complete 24 units, graduate students 8 units, from the following courses:

• MVS 490 TM Program Teacher Training — Part I
• MVS 491 TM Program Teacher Training — Part II
• MVS 492 TM Program Fieldwork Internship

Master of Arts Degree in Maharishi Vedic Science

Entrance Requirements
For entrance into the M.A. in Maharishi Vedic Science program, students must hold a bachelor’s degree or a B.A. equivalency, including significant professional standing in Maharishi Vedic Science substantiated by an entrance exam. Students entering the standard 13-month 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 M.A. 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 in the nonstandard 3-year program must be practicing both the Transcendental Meditation and TM-Sidhi programs.

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
In order to qualify for the degree of M.A. in Maharishi Vedic Science, students must successfully complete all requirements for the master’s degree, including FOR 500, the Science of Creative Intelligence, and four more units of Forest Academies. (Please refer to “Degree Requirements” in “Academic Policies.”) In addition, students must complete 38 units of course work as follows:
• MVS 402: Maharishi Vedic Science and Technologies: Discovering your Cosmic Reality (4 units)
• MVS 403: Awakening Your Total Brain — Physiology is Consciousness (4 units)
• MVS 455: 50 Years around the World Giving Rise to the Global Country of World Peace (4 units)
• MVS 461: Maharishi Self-Pulse Reading (2 units)
• MVS 462: Yoga Asanas (1 unit)
• MVS 464: Maintaining Optimal Health: Diet, Digestion, Nutrition, and Behavior (1 unit)
• MVS 518: Capstone: *Celebrating Perfection in Education* (4 units)
• MVS 525 and 526: Learning the Language of Nature (4 units)
• MVS 540: *Wholeness on the Move* (4 units)
• MVS 544: Ram Raj — Nature’s Government (2 units)
• MVS 552: Higher States of Consciousness (4 units)
• MVS 553: *Discovery of Veda and Vedic Literature in Human Physiology: How Consciousness Creates Your World* (4 units)
• MVS 555: Invincible Defense and World Peace: Maharishi’s Absolute Theory of Defense (4 units)

NOTE: In the event that a student has completed some of these courses as part of the M.A. in M.V.S. with an Emphasis in Research in Consciousness, the student may petition the Department to be allowed to complete this degree by waiving those courses that overlap.

Extended Professional Schedule (Nonstandard) of M.A. in Maharishi Vedic Science
Students whose extended plan of study allows them to complete at least 30 units of RC 535 may elect to earn a terminal version of the M.A. in MVS by completing the 3-unit versions of the required and elective courses listed above, plus MVS 517 Research Paper (4 units) or MVS 518 Capstone (4 units) and by demonstrating the ability to read Sanskrit in Devanagari script. Students who wish to be eligible for application for admission to the Ph.D. in Maharishi Vedic Science must also take MVS 548 Academic Writing (1 unit) to accompany each of the 3-unit courses of their degree.

In this case, Graduation Requirements for the nonstandard M.A. degree are:
31 units as follows:

• MVS 402: Maharishi Vedic Science and Technologies: Discovering your Cosmic Reality (3 units)
• MVS 525 and 526: Learning the Language of Nature (3 units or more as necessary to read Devanagari script)
• MVS 403: Awakening Your Total Brain — Physiology is Consciousness (3 units)
• MVS 455: 50 Years around the World Giving Rise to the Global Country of World Peace (3 units)
• MVS 544: Ram Raj — Nature’s Government (3 units)
• MVS 552: Higher States of Consciousness (3 units)
• MVS 540: *Wholeness on the Move* (3 units)
• MVS 553: *Discovery of Veda and Vedic Literature in Human Physiology: How Consciousness Creates Your World* (3 units)
• MVS 555: *Invincible Defense and World Peace: Maharishi’s Absolute Theory of Defense* (3 units)
• MVS 518: Capstone: *Celebrating Perfection in Education* (4 units) or MVS 517 Research Paper (4 units)

**Master’s Degree Concentrations**
Students in the M.A. in Maharishi Vedic Science listed above may add a concentration to their degree by completing additional course work in one of the following areas:

**Academic Concentrations** — Students complete 20–30 units of additional course work.

The four Academic Concentrations are:

• **Concentration in Advanced Maharishi Vedic Science**
  20–30 units of course work in classes that were not taken for the M.A. in SCI, or have been significantly reformulated with new books and materials since they were taken, or MVS 520 Advanced Studies in Maharishi Vedic Science

• **Concentration in Maharishi Consciousness-Based Health Care**
  20 units of course work in the core curriculum of the Department of Physiology and Health

• **Concentration in Reading the Vedic Literature**
  20–30 units of course work selected from the following:
  - MVS 525 Sanskrit I
  - MVS 526 Sanskrit II
  - MVS 527 Sanskrit III
  - MVS 534 Readings in Vedic Literature

• **Concentration in Maharishi Gandharva Veda Music**
  Students complete one or two semesters of theory and instruction in Maharishi Gandharva Veda music, taken within one year.
  20–40 units of *Maharishi Gandharva Veda* Music courses including:
  at least 8 units selected from:
  - MVS 340 *Maharishi Gandharva Veda* Musicianship
  - MVS 342 Health Benefits of *Maharishi Gandharva Veda* Music
  - MVS 343 Maharishi Vedic Science, Sound, and Gandharva Music
  - MVS 344 *Maharishi Gandharva Veda* Ear Training
  plus, at least 8 units selected from:
  - MVS 345 Melody in *Maharishi Gandharva Veda* Music
  - MVS 346 Rhythm in *Maharishi Gandharva Veda* Music
  - MVS 347 Time Theory in *Maharishi Gandharva Veda* Music
  - MVS 572 *Maharishi Gandharva Veda* Recital Preparation
  plus a recital

**Practicum Concentrations** Students expand, apply, and express their growing knowledge of the Science of Creative Intelligence and Maharishi Vedic Science in
professional settings. The Practicum Concentrations may be taken concurrently with the nonstandard schedule of study, or they may be taken after some or all of the M.A. course work in the standard schedule has been completed.

The two Practicum Concentrations are:

• **Concentration in Maharishi Vedic Technologies**
  20–30 units of:
  • MVS 580 Professional Development in Maharishi Vedic Technologies

• **Concentration in Educational Applications of Maharishi Vedic Science**
  20–30 units of:
  • MVS 581 Educational Applications of Maharishi Vedic Science

**Research in Consciousness Concentration**
Students complete 3 years of extended practice of the Maharishi Transcendental Meditation and TM-Sidhi programs.

27 units of:
• RC 545 Advanced Collective Research in Consciousness

**Graduation Requirements for the Master of Arts Degree in Maharishi Vedic Science with an Emphasis in Research in Consciousness**
This three-year program combines extended research in consciousness through the Creating Coherence Program with classes meeting on a nonstandard schedule (12 weeks per 3-unit course). This is a terminal degree. It does not fulfill the prerequisites for entering the doctoral program in Maharishi Vedic Science.

In order to qualify for the degree of M.A. in Maharishi Vedic Science with an emphasis in Research in Consciousness, students must successfully complete all general requirements for the master’s degree, including FOR 500, the Science of Creative Intelligence. (Please refer to “Degree Requirements” in “Academic Policies.”) In addition, students must complete 54 units of course work as follows:

27 units of the following required courses:
• MVS 402: Maharishi Vedic Science and Technologies: Discovering your Cosmic Reality (3 units)
• MVS 403: Awakening Your Total Brain — Physiology is Consciousness (3 units)
• MVS 455: 50 Years around the World Giving Rise to the Global Country of World Peace (3 units)
• MVS 518: Capstone: *Celebrating Perfection in Education* (3 units)

9 units of:
• MVS 525 and 526: Learning the Language of Nature (3 units)
• MVS 534: Readings in Vedic Literature (3–4 units)
• MVS 540: *Wholeness on the Move* (3 units)
• MVS 544: Ram Raj — Nature’s Government (3 units)
• MVS 552: Higher States of Consciousness (3 units)
• MVS 553: *Discovery of Veda and Vedic Literature in Human Physiology*: How Consciousness Creates Your World (3 units)
• MVS 555: Invincible Defense and World Peace: Maharishi’s Absolute Theory of Defense (3 units)

*plus* 27 units of
• RC 545 Advanced Collective Research in Consciousness

Note: The general degree requirement of RC 535 is satisfied by RC 545 for students in this program. The only Forest Academies required in this program are FOR 500 or FOR 501 in the first semester.

**Entrance Requirements for the Ph.D. Degree in Maharishi Vedic Science**
The Ph.D. 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 students 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), have at least one additional year of formal study of Maharishi Vedic Science, or experience in professions involving implementation of Maharishi Vedic Science, 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.

The Department of Maharishi Vedic Science offers the Ph.D. in Maharishi Vedic Science degree as follows:
• The three-semester core curriculum portion of the program meets mornings and afternoons and some evenings Monday through Friday, and on Saturday mornings and afternoons. (4 weeks for each 4-unit course)
• The remaining portion of the doctoral program — dissertation proposal preparation, research, and writing and presenting the dissertation — is conducted over a two- to four-year period.

**Graduation Requirements for the Ph.D. Degree in Maharishi Vedic Science**
To graduate with a Ph.D. in Maharishi Vedic Science, students must successfully complete all general requirements for the Ph.D. degree, including FOR 500, the Science of Creative Intelligence. (Please refer to “Degree Requirements” in “Academic Policies.”) Program requirements are to complete the core curriculum and then complete the program with a dissertation in one of the following four areas of emphasis: (1) Vedic Literature, (2) Applications of Maharishi Vedic Science, (3) Modern Science and Maharishi Vedic Science, or (4) Higher States of Consciousness.
At each stage in the Ph.D. degree program, the student will be assessed on standards of holistic development as well as academic development.

The Core Curriculum consists of 58 units selected by the faculty from the following courses:

- MVS 601 Special Topics I
- MVS 602 Special Topics II
- MVS 603 Special Topics III

(Note: The contents of these courses 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 courses will feature in-depth study of books by Maharishi.)
- MVS 607 Sanskrit II
- MVS 608 Sanskrit III
- MVS 611 Research Methods
- MVS 612 Research Principles, Logic, and Methods I
- MVS 613 Research Principles, Logic, and Methods II
- MVS 618 Scientific Research
- MVS 680 MVS Seminar (1 unit per semester)
- MVS 691 Preparation for Qualifying Examination

Oral and written qualifying examinations are taken at the completion of the core curriculum. When successfully completed, the student is advanced to Ph.D. candidate status. Dissertation proposal (MVS 700) is prepared and submitted for approval. When accepted, the student is advanced to the Ph.D. researcher status and would then take (MVS 701) Original research and dissertation preparation.

The Ph.D. degree will be awarded to a Ph.D. 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.

Certificate in Research in Consciousness
To graduate with a Certificate in Research in Consciousness, a student must successfully complete 24 months (12 units) of Research in Consciousness: The Source of Management (RC 350).

Graduation Requirements for the Maharishi Gandharva Veda Music One-Year Certificate Program
To graduate with a Maharishi Gandharva Veda Music One-Year Certificate, students must successfully complete all general requirements for certificate programs. (Please
As part of these requirements, students take 20 units of course work selected among the following:

- MVS 340 Maharishi Gandharva Veda Musicianship
- MVS 342 Health Benefits of Maharishi Gandharva Veda Music
- MVS 343 Maharishi Vedic Science, Sound, and Gandharva Music
- MVS 344 Maharishi Gandharva Veda Ear Training
- MVS 345 Melody in Maharishi Gandharva Veda Music
- MVS 346 Rhythm in Maharishi Gandharva Veda Music
- MVS 347 Time Theory in Maharishi Gandharva Veda Music
- MVS 452 Maharishi Gandharva Veda Recital Preparation

plus a final thesis and recital

NOTE: Certificate requirements must be completed within one year.

**Graduation Requirements for the Maharishi Gandharva Veda Music Two-Year Certificate Program**

To graduate with a Maharishi Gandharva Veda Music Two-Year Certificate, students must successfully complete all general requirements for certificate programs. (Please refer to “Degree Requirements” in “Academic Policies.”) As part of these requirements, students take 40 units of course work including all of the following:

- MVS 340 Maharishi Gandharva Veda Musicianship
- MVS 342 Health Benefits of Maharishi Gandharva Veda Music
- MVS 343 Maharishi Vedic Science, Sound, and Gandharva Music
- MVS 344 Maharishi Gandharva Veda Ear Training
- MVS 345 Melody in Maharishi Gandharva Veda Music
- MVS 346 Rhythm in Maharishi Gandharva Veda Music
- MVS 347 Time Theory in Maharishi Gandharva Veda Music
- MVS 451 Maharishi Gandharva Veda Music Studio
- MVS 452 Maharishi Gandharva Veda Recital Preparation

plus journal, final thesis, and recital

NOTE: Certificate requirements must be completed within two years.

**COURSES**

**Undergraduate Maharishi Vedic Science Courses**

**MVS 100 Developing Full Human Potential: Instruction in the Transcendental Meditation Technique**

Research indicates that individual practice of the Transcendental Meditation program provides a unique state of deep physiological rest that dissolves accumulated stress and
tension while simultaneously increasing intelligence, creativity, happiness, and self-
actualization. Practice of the Transcendental Meditation technique has been found to
significantly improve physical health, academic performance, social behavior, work-
place productivity, and peace in society.
Transcendental Meditation is a simple, effortless technique that involves no belief system
or lifestyle changes. Course includes personal instruction, additional sessions discussing
the short and long-term results of the Transcendental Meditation program, and ongoing
guidance to foster correct practice. (1–2 units)

**MVS 102 Maharishi Vedic Science and Sanskrit:**
*Accelerating Growth to Enlightenment*
“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 units) (Note: Students with a
background in Maharishi Vedic Science and reading Sanskrit in Devanagari take MVS
192.)

**MVS 122 Music: Life Is Music**
This course consists of four main components: (1) basic history of Western music and
study of masterpieces from the main stylistic periods; (2) basic music theory, notation,
practice and performance skills; (3) daily piano lessons (including an improvisation
workshop); (4) daily lessons in Maharishi Gandharva Veda music, the music of the
ancient Vedic civilization, taught by in-residence experts from India.
The goal of this course is to nourish the innate musical creativity of every student through
the fundamental elements of music vibration, rhythm, melody, and harmony that lie at
the heart of life itself. Students explore the power and responsibility of musicians to
create harmony within themselves, their audience, and their environment. (2 units)

**MVS 192 Maharishi Vedic Science and Sanskrit:**
*Accelerating Growth to Enlightenment — Advanced Section*
“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 Devanagari and deepen their understanding of the role of reading the Vedic Literature in developing enlightenment.

Students also deepen their understanding of the fundamental themes of Maharishi Vedic Science and cultivate their ability to express these themes in speaking and writing. Also included is 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 units) (Note: This course is for those who comfortably read Sanskrit in Devanagari and have considerable background in Maharishi Vedic Science.)

**MVS 202 Higher States of Consciousness: Rising to Perfection in Life**
This course covers the description of higher states of consciousness that arise naturally and spontaneously through the Transcendental Meditation and TM-Sidhi programs. The course explores each of the higher states of consciousness through subjective descriptions of direct experience and objective scientific research. (4 units)

**MVS 206 The Maharishi Effect: Creating Coherence in Collective Consciousness**
Students explore the principles and dynamics of collective consciousness and its expression in collective life. They also examine the evidence verifying beneficial changes in society that group practice of the Transcendental Meditation and TM-Sidhi programs produces. (variable units)

**MVS 208 Maharishi Vedic Science I: The Self-Referral Dynamics of Consciousness**

**MVS 210 Maharishi Vedic Science II: Vedic Literature — 40 Qualities of Cosmic Intelligence**

**MVS 212 Maharishi Vedic Science III**
These courses investigate Maharishi’s explanation of the self-referral structure of pure knowledge as the source of all the Laws of Nature, the Veda. Topics include the structure of pure knowledge, including its correlation to the principles of modern science, and the mechanics by which pure knowledge unfolds from the three-in-one structure of self-referral consciousness and is reflected in the structure of the Vedic Literature. (4 units)

**MVS 221 Sanskrit I: Learning the Language of Nature**
**MVS 222 Sanskrit II, Prerequisite: MVS 221**
**MVS 223 Sanskrit III, Prerequisite: MVS 222**
These courses offer a sequential introduction to the proper pronunciation and reading of classical Sanskrit — the language of the Vedic Literature. In addition, students study Maharishi’s explanation of the role of Sanskrit, as the language of Nature, in his Vedic Science. After gaining experience in the correct pronunciation and the ability to read
Devanagari text, students conduct research in the Vedic Literature by reading entire texts. (4 units)

MVS 300 Science of Being and Art of Living
Science of Being and Art of Living was His Holiness Maharishi Mahesh Yogi’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 live one’s full potential, in thought, speech, action, and relationships, and God realization. (4 units)

MVS 301 Source Documents in Maharishi Vedic Science II
Students examine selected source documents by His Holiness Maharishi Mahesh Yogi, including Creating an Ideal Society, and Thirty Years Around the World: Dawn of the Age of Enlightenment. Course topics include the structure and dynamics of the human mind, the self-referral mechanics of creation and the process of evolution, collective consciousness, and the historical foundations of the applied value of Maharishi Vedic Science. (variable units)

MVS 302 Source Documents: The Bhagavad-Gita I
MVS 303 Source Documents: The Bhagavad-Gita II
These courses study 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. Course 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 units)

MVS 304 Applications of Maharishi Vedic Science: Creating an Ideal 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 units)

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 units) Prerequisite: MVS 304

MVS 308 Individual Benefits from the TM Program
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 and provides a thorough survey of this research in the areas of Mental Potential, Perfect Health, Social Behavior, and World Peace. (4 units)
MVS 309 Fundamentals of Peace — Knowledge and Technologies
In this course students explore various methods of creating peace, with special emphasis on examining the documented effectiveness of these methods, and understanding the underlying scientific explanations accounting for this effectiveness. The special emphasis of this course is an in-depth examination of the Maharishi Vedic Technologies for creating peace, particularly on creating coherence in collective consciousness. Students will also discuss themes of philosophy of science related to the validity of research in this field. (4 units)

MVS 310 TM Program Lecture Training and Checker Training
During the lecture portion of this course, students learn the four parts of the standard lecture for introducing prospective students to the scientifically validated benefits of regular practice of the Transcendental Meditation technique. During the checker training portion of this course, students are trained in the procedure of how to check the correct practice of the Transcendental Meditation technique. (4 units) Prerequisite: consent of instructor

MVS 312 Fieldwork I
During this course students are placed in nonprofit educational institutions authorized to hold courses in the Transcendental Meditation technique. Students help organize such courses, apply their lecture and/or checking skills, and help with expansion projects for these institutions. (variable units) Prerequisites: MVS 310 and the consent of the instructor

MVS 313 Fieldwork II
In this course students will learn principles of presenting Maharishi Vedic Science. First, the students will practice making presentations on campus under the direction of the faculty. Then, they will make presentations in the field and receive further guidance. Both content and delivery will be emphasized. (variable units — may be repeated)

MVS 314 Fieldwork: Academic Projects
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 units)

MVS 315 TM Program Lecture Training
During this course, students learn the four parts of the standard lecture for introducing prospective students to the scientifically validated benefits of regular practice of the Transcendental Meditation technique. (4 units) Prerequisite: consent of instructor

MVS 316 TM Program Checker Training
During this course, students are trained in the procedure of how to check the correct practice of the Transcendental Meditation technique. (4 units) Prerequisite: consent of instructor
MVS 321 Readings in Vedic Literature I
MVS 322 Readings in Vedic Literature II
MVS 323 Readings in Vedic Literature III
MVS 324 Readings in Vedic Literature IV

These courses focus on reading classical texts of Vedic Literature for the sound value, enjoying benefits in consciousness and in physiology. Texts include: the Bhagavad-Gita, the Upanga, Ramayana, and selected Upanishads. (4 units — may be repeated for credit)

Prerequisites: MVS 222 or the ability to read Devanagari script; permission of the instructor.

MVS 330 Transcendental Meditation-Sidhi® Course
Course description in “Special MVS Studies” at end of this section.

MVS 340 Maharishi Gandharva Veda Musicianship
What is beauty? Can musical talent be developed? Can we learn to perform without stage fright? These are some of the fundamental questions explored in this course — both theoretically and through practical experience. Students hear a colorful palette of Maharishi Gandharva Veda ragas as well as music from other cultures and time periods, to gain appreciation of the subtle, underlying principles of perception and aesthetics that govern ragas — and all music. Included is instruction in at least one of the following: bamboo flute, tabla, sitar, or voice. (4 units, may be repeated)

MVS 342 Health Benefits of Maharishi Gandharva Veda Music
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. (4 units, may be repeated)

MVS 343 Maharishi Vedic Science, Sound, and Gandharva Music
Music has a powerful impact on human awareness. This course presents the profound correlation between sound, music, and consciousness. Special emphasis is given to the Shruti aspect of the Veda as the most coherent and primordial sound value in creation, and the mechanics of consciousness manifesting as sound and transforming into matter. Students also read for sound value the Sanskrit texts on music from the classical Vedic Literature. Included is instruction in at least one of the following: bamboo flute, tabla, sitar, or voice. (4 units, may be repeated)

MVS 344 Maharishi Gandharva Veda Ear Training
Awareness of pitch and tuning, vocal training, and studying the ten basic scales in Maharishi Gandharva Veda music are the main aspects of this course. Students are introduced to the concepts of relative pitch versus perfect pitch, and learn to develop both skills through techniques of “horizontal” and “vertical” listening. Elementary keyboard skills are taught to help support pitch identification. Included is instruction in at least one of the following: bamboo flute, tabla, sitar, or voice. (4 units, may be repeated)
MVS 345 Melody in Maharishi Gandharva Veda Music
The goal of this course is to study the uniquely sequential unfoldment of tones in a raga, and how these tones give rise to melody. Topics include musical form, composition, interpretation, improvisation, embellishment, and cognition. Raga melodies are compared to melodic development in other musical styles, while students enhance their sense of musical direction and balance. Included is instruction in at least one of the following: bamboo flute, tabla, sitar, or voice. (4 units — may be repeated)

MVS 346 Rhythm in Maharishi Gandharva Veda Music
Students become fluent in the five major Gandharva rhythmic cycles and their variations and study basic principles of rhythmic improvisation in Maharishi Gandharva Veda music. Rhythm is explored in light of its fascinating correlation with the verses of the Veda and with rhythmic cycles in nature and in life. Included is instruction in at least one of the following: bamboo flute, tabla, sitar, or voice. (4 units — may be repeated)

MVS 347 Time Theory in Maharishi Gandharva Veda Music
Time Theory prescribes specific ragas to be performed at corresponding times of day or seasons. Several ragas for various times will be studied in detail to learn to differentiate the melodic patterns and subtle musical characteristics of each one. Included is instruction in at least one of the following: bamboo flute, tabla, sitar, or voice. (4 units — may be repeated)

MVS 390 Senior Project I: Seminar and Comprehensive Exam
In this course, students complete a comprehensive exam on the core content of the Maharishi Vedic Science major. Following completion of the exam, students learn how to write a substantial theoretical paper in Maharishi Vedic Science. The seminar includes instruction and practice in writing theoretical and research reviews, proper documentation, and writing an abstract. (4 units — may be repeated) Prerequisite: completion of required major course work

MVS 391 Senior Project II: Research
During this course students complete the research paper started in MVS 390. This paper represents the final integration of their knowledge of Maharishi Vedic Science. (4 units — may be repeated) Prerequisite: MVS 390

MVS 397 Topics in MVS
Students explore advanced topics in Maharishi Vedic Science under the guidance of 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. (4 units — may be repeated)

MVS 403 Physiology, Consciousness and the Veda
Learn how your brain is designed to be a perfect reflector of total Natural Law. See how consciousness structures the physiology and how the innumerable connections among our
ten billion brain cells enable us to live higher states of consciousness. Measure your own growth of consciousness. (4 units)

**MVS 408 Professional Development in Maharishi Vedic Technologies**
This course is designed for students who are taking part in professional training programs in Maharishi Vedic Technologies, such as *Maharishi Vedic Approach to Health* Technician Training and *Maharishi Jyotish* Teacher Training Course. (Variable units based on one unit of credit for each week of full-time instruction.) Prerequisite: consent of the Department

**MVS 451 Maharishi Gandharva Veda Music Studio**
This course is for students who are well on their way to completing the major in Maharishi Vedic Science with emphasis in Maharishi Gandharva Veda music. It is designed to help students focus on specific aspects of musical development under the guidance of the faculty. Included is instruction in at least one of the following: bamboo flute, tabla, sitar, or voice. (4 units — may be repeated) Prerequisites: at least six Maharishi Gandharva Veda music courses and consent of instructor

**MVS 452 Maharishi Gandharva Veda Recital Preparation**
This course gives students the opportunity to polish their performance skills in preparation for a student recital. Practical considerations are covered such as advertising, stage preparation, sound checks, etc., as well as oral presentations and written assignments related to the performance. Included is instruction in at least one of the following: bamboo flute, tabla, sitar, or voice. (4 units — may be repeated) Prerequisites: at least four Maharishi Gandharva Veda courses and consent of instructor

**MVS 455 50 Years around the World Giving Rise to the Global Country of World Peace**
(this can be taken on-campus or as part of the tour of India)
This history of the Movement is the innocent functioning of Nature working through Maharishi that has been responsible for the transformation of time from the age of ignorance to the Age of Enlightenment. You will enjoy Maharishi’s progressive and effortless unfoldment of knowledge over 50 years, which is now blossoming into a Global Country of World Peace. This course begins with *Thirty Years Around the World: Dawn of the Age of Enlightenment*, and ends with *Celebrating Perfection in Education*. This course celebrates each wave of knowledge from 1955 to the present. (4–6 units)

**MVS 461 Maharishi Self-Pulse Reading**
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 units)
MVS 462 Maharishi Yoga Asanas
The goal of this course is to enhance physiological balance and mind-body coordination through simple Maharishi Yoga Asanas 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. (variable units)

MVS 463 Prevention
This course offers a holistic, prevention-oriented approach to good health that integrates principles from the 40 areas of Veda and the Vedic Literature to restore and maintain balanced health in mind, body, behavior, and environment. This course includes specific knowledge of daily and seasonal routines, diet, other health-promoting behavior, and the development of higher states of consciousness, all of which bring life into harmony with Natural Law. (variable units)

MVS 464 Diet and Digestion
This course provides profound principles and practical knowledge of how to promote good health through proper diet, digestion, and nutrition. Topics of this course include factors to consider in dietetics; the physiology of digestion and metabolism; balance and imbalance of digestion and metabolism, and their correction; the influence of mind, senses, emotions, and behavior on digestion; and the relationship of diet and digestion to the development of higher states of consciousness. (variable units)

MVS 465 Maharishi Sthapatya Veda (MOU)
Maharishi Sthapatya Veda 16-hour Maharishi Open University course. This course explores the principles of building and urban planning design in harmony with Natural Law, so that inhabitants enjoy improved health, happiness and good fortune. Additional charge, arranged through the MOU website. (variable units)

MVS 480 Topics in Maharishi Vedic Science
Course description in “Special Maharishi Vedic Science Studies” at end of this section.

MVS 490 TM Program Teacher Training — Part I
Course description in “Special Maharishi Vedic Science Studies” at end of this section.

MVS 491 TM Program Teacher Training — Part II
Course description in “Special Maharishi Vedic Science Studies” at end of this section.

MVS 492 TM Program Fieldwork Internship
Course description in “Special Maharishi Vedic Science Studies” at end of this section.

MVS 493 TM Program Teaching Internship
Course description in “Special Maharishi Vedic Science Studies” at end of this section.

MVS 495 TM Program Governor Training
Course description in “Special Maharishi Vedic Science Studies” at end of this section.
MVS 497 TM Program Research Internship
Course description in “Special Maharishi Vedic Science Studies” at end of this section.

MVS 498 TM Program Minister Training
Course description in “Special Maharishi Vedic Science Studies” at end of this section.

MVS 499 Directed Study
(variable units) Prerequisite: consent of the Department faculty

Graduate Maharishi Vedic Science Courses

Note: All 3–4 unit graduate courses can be taken in 1.5–2 unit sections, sections A and B. However, both sections A and B must be taken in order for the course to be considered completed.

MVS 509 Bhagavad-Gita I
MVS 511 Bhagavad-Gita II
These courses 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. (variable units)

MVS 517 Research Paper
In this course students discuss in depth a particular issue of interest in the light of Maharishi Vedic Science. (3–4 units)

MVS 518 Capstone: Celebrating Perfection in Education
In this course your growth to higher states of consciousness is celebrated in waves upon waves of fulfilling knowledge and blissful experience. This course presents Maharishi’s synthesis of all aspects of Vedic knowledge in Unity Consciousness, Vedanta.

MVS 519 Teaching Fieldwork
This course gives the student the opportunity to integrate knowledge gained in the program by assisting to teach Maharishi Vedic Science in undergraduate courses. (variable units)

MVS 520 Advanced Study in Maharishi Vedic Science
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 included: 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 units — may be repeated) NOTE: This course is for students enrolled in the Advanced Concentration in Maharishi Vedic Science. Prerequisite: consent of instructor
MVS 525 Sanskrit I
MVS 526 Sanskrit II, Prerequisite: MVS 525
MVS 527 Sanskrit III, Prerequisite: MVS 526
These courses introduce the proper pronunciation and reading of classical Sanskrit — the language of the Vedic Literature. Students study Maharishi’s explanation of the role of Sanskrit as the language of Nature in his Vedic Science. (variable units — repeatable)

MVS 539 Maharishi Gandharva Veda Musicianship
What is beauty? Can musical talent be developed? Can we learn to perform without stage fright? These are some of the fundamental questions explored in this course — both theoretically and through practical experience. Students hear a colorful palette of Maharishi Gandharva Veda ragas as well as music from other cultures and time periods, to gain appreciation of the subtle, underlying principles of perception and aesthetics that govern ragas — and all music. An in-depth academic project is included, and instruction in at least one of the following: bamboo flute, tabla, sitar, or voice. (variable units, may be repeated)

MVS 540 Wholeness on the Move
Discover the fabrics of immortality in your 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*, Rk Veda — the Constitution of the Universe, and Vedic Devata in the human physiology. (4 units)

MVS 544 Raam Raj — Nature’s Government
This course presents the supreme blossoming of total intelligence, wholeness on the move — the story of the Cosmic Administrator, Raam Raj, as embodied in the timeless Ramayana and presented in the modern context by Maharishi as the Global Country of World Peace. This course will teach you how to gain the fruit of all knowledge and thereby manage all possible activities successfully. (2 units)

MVS 548 Academic Writing
This course is structured to develop and refine students’ writing abilities through repeated rewriting of extended versions of their class papers. (variable units — may be repeated)

MVS 550 Total Knowledge I
MVS 551 Total Knowledge II
These courses explore the nature and application of total knowledge, the unified basis of knowledge that underlies all disciplines. Topics include: the discovery of Veda in the human physiology, Consciousness-Based education, total utilization of the brain, and the fruit of all knowledge. (variable units)

MVS 552 Higher States of Consciousness
This course covers Maharishi’s precise description of higher states of consciousness that arise naturally and spontaneously through practice of the TM and TM-Sidhi programs. Personal experience, scientific research, and the record of ancient Vedic texts are used to understand higher states of consciousness.
MVS 553 Discovery of Veda and Vedic Literature in Human Physiology: How Consciousness Creates Your World
Enjoy 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 accurate, complete and 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.

MVS 555 Invincible Defense and World Peace — Maharishi’s Absolute Theory of Defense
In this course you will learn how to apply Maharishi Vedic Science to create Heaven on Earth. You will study the harmonizing quality of Maharishi Gandharva Veda music, which enlivens peace for the world; invincible defense through the Maharishi Effect; and Vedic architecture, Maharishi Sthapatya Veda design, which aligns individual life with cosmic life.

MVS 562 Health Benefits of Maharishi Gandharva Veda Music
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. An in-depth academic project is included, and instruction in at least one of the following: bamboo flute, tabla, sitar, or voice. (variable units — may be repeated)

MVS 563 Maharishi Vedic Science, Sound, and Gandharva Music
Music has a powerful impact on human awareness. This course presents the profound correlation between sound, music, and consciousness. Special emphasis is given to the Shruti aspect of the Veda as the most coherent and primordial sound value in creation, and the mechanics of consciousness manifesting as sound and transforming into matter. An in-depth academic project is included, and instruction in at least one of the following: bamboo flute, tabla, sitar, or voice. (variable units — may be repeated)

MVS 564 Maharishi Gandharva Veda Ear Training
Awareness of pitch and tuning, vocal training, and studying the ten basic scales in Maharishi Gandharva Veda music — these are the main aspects of this course. Students are introduced to the concepts of relative pitch versus perfect pitch, and learn to develop both skills through techniques of “horizontal” and “vertical” listening. Elementary keyboard skills are taught to help support pitch identification. An in-depth academic project is included and instruction in at least one of the following: bamboo flute, tabla, sitar, or voice. (variable units — may be repeated)

MVS 565 Melody in Maharishi Gandharva Veda Music
The goal of this course is to study the uniquely sequential unfoldment of tones in a raga, and how these tones give rise to melody. Topics include musical form, composition,
interpretation, improvisation, embellishment, and cognition. Raga melodies are compared to melodic development in other musical styles, while students enhance their sense of musical direction and balance. An in-depth academic project is included, and instruction in at least one of the following: bamboo flute, tabla, sitar, or voice. (variable units — may be repeated)

MVS 566 Rhythm in Maharishi Gandharva Veda Music
Students become fluent in the five major Gandharva rhythmic cycles and their variations and study basic principles of rhythmic improvisation in Maharishi Gandharva Veda music. Rhythm is explored in light of its fascinating correlation with the verses of the Veda and with rhythmic cycles in nature and in life. An in-depth academic project is included, and instruction in at least one of the following: bamboo flute, tabla, sitar, or voice. (variable units — may be repeated) Prerequisite: at least one of the following — MVS 340, MVS 342, MVS 343, or MVS 344; or consent of the instructor

MVS 567 Time Theory in Maharishi Gandharva Veda Music
Time Theory prescribes specific ragas to be performed at corresponding times of day or seasons. Several ragas for various times will be studied in detail, to learn to differentiate the melodic patterns and subtle musical characteristics of each one. An in-depth academic project is included, and instruction in at least one of the following: bamboo flute, tabla, sitar, or voice. (variable units, may be repeated) Prerequisite: at least one of the following — MVS 340, MVS 342, MVS 343, or MVS 344; or consent of the instructor

MVS 571 Maharishi Gandharva Veda Music Studio
This course is for students who are well on their way to completing the master’s degree in Maharishi Vedic Science with concentration in Maharishi Gandharva Veda music. It is designed to help students focus on specific aspects of musical development under the guidance of the faculty. An in-depth academic project is included, and instruction in at least one of the following: bamboo flute, tabla, sitar, or voice. (variable units — may be repeated) Prerequisites: at least six Maharishi Gandharva Veda courses and consent of instructor

MVS 572 Maharishi Gandharva Veda Recital Preparation
This course gives students the opportunity to polish their performance skills in preparation for a student recital. Included are practical considerations such as advertising, stage preparation, sound checks, etc., as well as oral presentations, written assignments related to the performance, an in-depth academic project, and instruction in at least one of the following: bamboo flute, tabla, sitar, or voice. (variable units — may be repeated) Prerequisites: at least four Maharishi Gandharva Veda courses and consent of instructor

MVS 580 Practicum in Maharishi Vedic Technologies
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 units — may be repeated)
MVS 581 Practicum in Educational Applications of 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 units — may be repeated)

MVS 588 Fieldwork
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 units)
Prerequisite: consent of the Department faculty and the Academic Standards Committee

MVS 591 Writing Skills
Students enhance the skills needed to write about the Science of Creative Intelligence and Maharishi Vedic Science on a graduate level. This course is especially helpful for non-native speakers of English. (variable units — may be repeated)

MVS 597 Topics in Maharishi Vedic Science
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 units — may be repeated)

MVS 599 Directed Study
(variable units) Prerequisite: consent of the Department faculty

MVS 601 Special Topics I
MVS 602 Special Topics II
MVS 603 Special Topics III
MVS 604 Special Topics IV
These courses allow 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 these courses 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 courses will feature in-depth study of books by Maharishi.) (variable units)

MVS 606 Sanskrit I
MVS 607 Sanskrit II, Prerequisite: MVS 606
MVS 608 Sanskrit III, Prerequisite: MVS 607
These courses offer a sequential introduction to the pronunciation and reading of classical Sanskrit, the language of Veda and the Vedic Literature. After gaining experience of proper pronunciation and ability in reading Sanskrit, students read classical texts of Vedic Literature for the sound value, enjoying the benefits in consciousness and in physiology. (variable units)
MVS 611 Research Methods
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 units)

MVS 612 Research Principles, Logic, and Methods I
MVS 613 Research Principles, Logic, and Methods II
These courses introduce the principles and logic of scientific investigation and review 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 units)

MVS 616 Statistics
This course focuses on the use of statistics in the social sciences, especially as they relate to the growth of consciousness on individual and collective levels. Topics include: descriptive statistics, hypothesis testing and inference, regression techniques, analysis of variance, and non-parametric statistics. (variable units)

MVS 618 Scientific Research on the Technologies of Maharishi Vedic Science
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 units)

MVS 621 Specialized Research Paper
In this course students gain experience in research methods of Maharishi Vedic Science which are applied to a specific topic. The goal of the course is to prepare a short research paper suitable to submit for publication. (variable units)

MVS 630 Readings in Vedic Literature
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 units — may be repeated)

MVS 635 The Discovery of Veda and Vedic Literature in Human Physiology
This course studies the historic discovery of Veda and the Vedic Literature in human physiology, brought to light by Dr. Tony Nader 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 units)

MVS 680 Maharishi Vedic Science Seminar
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. (Track I students take 1 unit per semester, Track II students take 0.5 units per semester.) (0.5–1 unit — repeated each semester)

MVS 682 Advanced Fieldwork
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 MVS and 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 units — may be repeated)

MVS 691 Preparation for Qualifying Examination
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 units — may be repeated) Prerequisite: successful completion of the core curriculum

MVS 698 Directed Research
(variable units) Prerequisite: consent of the Department faculty and the Academic Standards Committee

MVS 699 Directed Study
(variable units) Prerequisite: consent of the Department faculty

MVS 700 Preparation of Dissertation Proposal
Having passed to doctoral candidacy, students prepare a proposal for a doctoral dissertation for acceptance by their major professor and dissertation guidance committee. (variable units — may be repeated for credit) Prerequisites: Ph.D. candidate status and consent of the dissertation advisor

MVS 701 Dissertation Research
Students conduct original research and prepare their dissertations during their third and fourth years in the program. (0.5–2.5 units — may be repeated each semester)
Prerequisites: approval of the dissertation proposal and consent of the dissertation committee

FOREST ACADEMIES

General University Requirement
All students are required to take a Forest Academy in each semester they are enrolled in at least four blocks of classes.

Undergraduate Requirement
In the first semester, most students take the Science of Creative Intelligence (FOR 100) as an introduction to all subsequent course work at the University. This course takes the place of a Forest Academy in that semester. In all other semesters, students take the 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, including FOR 100 and FOR 431. 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 Requirement
In the first semester, most students take the Science of Creative Intelligence (FOR 500). This course is an introduction 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 in some nonstandard graduate programs may have different Forest Academy requirements. Any deviation from the general requirement is listed with the individual program’s degree requirements.

COURSE DESCRIPTIONS

FOR 100 Science of Creative Intelligence
In recent years there has been a cry for a unified framework for human knowledge. The Science of Creative Intelligence (MVS) is a new science, founded by Maharishi in 1970 to meet this need.

In other sciences, you study the physical, chemical, or biological fields of Nature’s intelligence. 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 life 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).

Like all sciences, the Science of Creative Intelligence has an applied and a theoretical aspect. The applied aspect is the Transcendental Meditation program, which provides all human beings with the ability to directly access the field of pure intelligence in the simplest state of their own awareness. Students not yet instructed in the Transcendental Meditation program learn this simple, effortless technique as part of the MVS course.

Through regular practice of the Transcendental Meditation technique, students begin to utilize the unlimited potential of their own creative intelligence. MVS has profound practical applications — in education, health, government, economics, and rehabilitation. Scientific research has demonstrated its ability to solve problems in all areas of individual and collective life — opening the door to an ideal life for humanity. (4–6 units)

**FOR 410 Discovery of Veda and the Vedic Literature in Human Physiology**
This course introduces the Maharishi Vedic Science understanding of the Veda and Vedic Literature as the underlying intelligence that structures the universe, including our mind and body. Based on this understanding, students explore the historic discovery of Veda and Vedic Literature in the human physiology, brought to light by Dr. Tony Nader under the guidance of Maharishi. (2 units)

**FOR 411 Self-Referral Consciousness and the Vedic Literature in Maharishi Vedic Science**
This course introduces, through Maharishi’s videotaped lectures and writings, the understanding of how the self-interacting dynamics of consciousness is Veda and the Vedic Literature, the total potential of Natural Law that gives rise to the universe. (2 units)

**FOR 428 Creating Peace**
Through tapes, guest lectures, readings, and discussions, the class will explore the deepest questions about creating sustainable world peace. The course reflects on how Maharishi’s Vedic knowledge and technologies for developing individual and societal coherence and harmony support and accelerate our own evolution and the initiatives of others desiring to create peace in the world today. (2 units)

**FOR 429 Maharishi’s Principles of Success**
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 Technologies to individual and professional success and fulfillment in life. (2 units)

**FOR 430 Topics in Maharishi Vedic Science**
This course presents the knowledge in Maharishi Vedic Science, as formulated by its Founder, His Holiness Maharishi Mahesh Yogi, and as applied to all streams of knowledge by the University faculty. (2 units — may be repeated) Prerequisite: consent of the Department faculty

**FOR 432 The Philosophy of Action**
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 units)

**FOR 433 Consciousness and Physiology**
This course reviews how consciousness gives rise to different constituents of the physiology, and examines the foundational principles of Maharishi Vedic Science that give rise to the Maharishi Vedic Approach to Health and the discovery of Veda and the Vedic Literature in human physiology. (2 units)

**FOR 434 The Creative Process: Tracing Human Creativity to the Infinite Creativity of Natural Law**
From the standpoint of the Maharishi Science of Creative Intelligence program, 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 beautiful tapes of Maharishi speaking on the creative process and a wide range of other creative activities. (2 units)

**FOR 435 The Vedic Literature**
This course reviews the mechanics, detailed in Maharishi Vedic Science, by which pure knowledge unfolds from the self-interacting dynamics of consciousness in the impulses of Natural Law reflected in the structure of the Vedic Literature: the Samhita, Brahmana, Vedanga, Upanga, Itihasa, Purana, Smriti, and Upaveda. (2 units)

**FOR 436 Collective Consciousness**
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 units)
FOR 437 Becoming a Leader: Achieving Greater Synergy through Wholeness on the Move
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 units)

FOR 438 Ideal Relationships: Enjoying the Play of Wholeness on the Move
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 units)

FOR 439 The Bhagavad-Gita: Appreciating the Textbook of the Age of Enlightenment
In this course students experience the practical and universal nature of knowledge expressed in the Bhagavad-Gita, the central work of the Vedic Literature. During the course students:
• read all 18 chapters aloud,
• hear Vedic Pandits recite the Bhagavad-Gita in Sanskrit,
• begin learning the Bhagavad-Gita in Sanskrit, and
• read all the verses of the first six chapters and highlights from Maharishi’s commentary. Students choose a special theme and trace it through the text, and express understanding of the Bhagavad-Gita through art, music, literature, drama, and games. (2 units)

FOR 440 Introduction to Sanskrit: Learning the Language of Nature
Maharishi has said that learning Sanskrit is absolutely essential for our evolution. Reading the Vedic Literature in Sanskrit, he explains, produces a distinct physiological effect, making brain functioning more orderly. Besides watching and discussing tapes of Maharishi on Sanskrit, students learn to pronounce the Sanskrit alphabet, learn to write and recognize letters in the Devanagari script, recite from the Bhagavad-Gita in Sanskrit, and learn Sanskrit quotations that Maharishi has emphasized over the years. (2 units)

FOR 441 Yogic Flying: Creating Happiness, Health, Enlightenment, and Heaven on Earth
Maharishi has brought to light powerful technologies for developing the unbounded potential of human consciousness and creating an ideal society. By far the most powerful of these is Yogic Flying, which induces maximum coherence in brain functioning, creates an upsurge in coherence throughout the collective consciousness of society, and brings life into harmony with Natural Law. In this course, students focus on the mechanics of
Yogic Flying — how it works and how it produces such remarkable effects. In particular, students prepare to give Yogic Flying demonstrations. They prepare short presentations as a group, and in the second week of the course go to another school, college, or university and give a Yogic Flying demonstration. (2 units — may be repeated)

FOR 442 Maharishi Self-Pulse Program
Maharishi has encouraged every individual to learn the Maharishi Self-Pulse 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 units)

NOTE: Because this is a Maharishi Vedic University course, there is an additional charge. Some U.S. students may be eligible for additional financial aid to cover the cost. Please see the Financial Aid office for information.

FOR 445 Introduction to Maharishi Consciousness-Based Health Care: Human Physiology — Expression of Veda and Vedic Literature
This course presents the wholeness of the Maharishi Vedic Approach to Health, which is rooted in the historic discovery of Veda and the Vedic Literature in human physiology, brought to light by Dr. Tony Nader 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 units)

NOTE: Because this is a Maharishi Vedic University course, there is an additional charge. Some U.S. students may be eligible for additional financial aid to cover the cost. Please see the Financial Aid office for information.

FOR 446 Nobel Laureates
In this course, students hear presentations from a range of faculty on the latest and most exciting discoveries in each of their fields — discoveries that either have won a Nobel Prize or are worthy of one. Students learn more about the discovery process by exploring, with leading University faculty, the cutting edge of knowledge and the people behind it in a variety of disciplines ranging from physics to the visual arts. Students’ own self-referral
creative process will be enlivened through multimedia presentations, lively discussions, readings, and creative exercises. (2 units)

**FOR 447 Raja Raam Award: Preparatory Course**
The University faculty have established a special award, the Raja Raam Award, which will go to the graduating senior who: 1) has most profoundly integrated the 40 qualities of the Veda and Vedic Literature with his or her discipline, and 2) submits an undergraduate portfolio of the highest quality. During this course, seniors prepare their portfolios to be submitted for this award. They begin this process with a review of Dr. Nader’s work on the 40 aspects of the Vedic Literature and their correspondence in the human physiology. Based on this review, students write a summary of how these aspects can be connected to their academic discipline. (2 units) Prerequisite: consent of instructor

**FOR 448 Enlightened Entertainment**
In this course students explore the nature and purpose of entertainment and its relationship to Maharishi Vedic Science. Students take lessons in Maharishi Gandharva Veda music and study Maharishi’s principles of ideal entertainment. As part of the course, workshops are presented by guest entertainers during which students create their own enlightened entertainment. (2 units)

**FOR 450 Maharishi’s Recent Writings**
This course gives students the opportunity to deeply study recent writings from Maharishi under the guidance of University faculty, and to research key themes from these writings in related videotapes and lectures. Possible texts include: *Celebrating Perfection in Education, Maharishi’s Absolute Theory of Defense*, or *Maharishi Vedic University: Introduction*. (2 units — may be repeated)

**FOR 451 Maharishi Sthapatya Veda (MOU)**
Maharishi Sthapatya Veda 16-hour Maharishi Open University course. This course explores the principles of building and urban planning design in harmony with Natural Law, so that inhabitants enjoy improved health, happiness and good fortune. Additional charge, arranged through the MOU website.

**FOR 452 Maharishi Gandharva Veda Music: Expressing the Eternal Harmonies of Nature**
Maharishi Gandharva Veda music is the ancient knowledge of the music of Nature that creates balance and harmony in the musician, the audience, and the whole environment. This introductory course enlightens students in the theory of this knowledge, and includes instruction in sitar, tabla, bamboo flute, or voice. (2 units)

**FOR 454 Yoga Sutra**
In this forest academy, students will read the Yoga Sutra in Sanskrit and in English, and will learn Vedic expressions from the Yoga Sutra emphasized by Maharishi. Students will view tapes by Maharishi on Yoga and the Yoga Sutra. Students will have the opportunity to round for the entire two weeks. (2 units)
FOR 456 Prevention
This course offers a holistic, prevention-oriented approach to good health that integrates principles from the 40 areas of Veda and the Vedic Literature to restore and maintain balanced health in mind, body, behavior, and environment. This course includes specific knowledge of daily and seasonal routines, diet, other health-promoting behavior, and the development of higher states of consciousness, all of which bring life into harmony with Natural Law. (variable units)

NOTE: Because this is a Maharishi Vedic University course, there is an additional charge. Some U.S. students may be eligible for additional financial aid to cover the cost. Please see the Financial Aid office for information.

FOR 457 Diet and Digestion
This course provides profound principles and practical knowledge of how to promote good health through proper diet, digestion, and nutrition. Topics of this course include factors to consider in dietetics; the physiology of digestion and metabolism; balance and imbalance of digestion and metabolism, and their correction; the influence of mind, senses, emotions, and behavior on digestion; and the relationship of diet and digestion to the development of higher states of consciousness. (variable units)

NOTE: Because this is a Maharishi Vedic University course, there is an additional charge. Some U.S. students may be eligible for additional financial aid to cover the cost. Please see the Financial Aid office for information.

FOR 460 Ideal Daily Routine: Aligning Our Actions with the Cycles of Nature’s Intelligence
This course presents the knowledge from the Maharishi Vedic Approach to Health concerning the optimum daily routine for establishing the foundation for lifelong excellent health and growing enlightenment. Topics include the effects of sleep and the results of sleep deficit, details of the ideal routine of diet and exercise, and the importance of the regular experience of pure consciousness for optimum health and evolution.

FOR 462 Maharishi Yoga Asanas
The goal of this course is to enhance physiological balance and mind-body coordination through simple Maharishi Yoga Asanas 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. (variable units)

NOTE: Because this is a Maharishi Vedic University course, there is an additional charge. Some U.S. students may be eligible for additional financial aid to cover the cost. Please see the Financial Aid office for information.

FOR 464 The Upanga and the Development of Consciousness
This course explores the Upanga, the six branches of the Vedic Literature that give the vision of enlightenment and the technologies for the full development of consciousness. In this course the students will read selections from the Upanga in Sanskrit and English;
memorize Vedic expressions emphasized by Maharishi from two of the six branches of Upanga, Yoga Sutra and Brahma Sutra; study lectures by Maharishi on the Upanga; and explore the correlations between the Upanga and human physiology discovered by Professor Tony Nader, M.D., Ph.D. (2 units)

FOR 465 Maharishi’s Absolute Theory of Government
This course reviews the fundamental principles of government brought to light in Maharishi’s videotaped lectures and writings. A principal focus of the course will be a close reading of Maharishi’s book, Maharishi’s Absolute Theory of Government: Automation in Administration. A major theme is that every government worthy of the name must have the ability to prevent problems; it emphasizes that this goal is achievable for any government by aligning the constitution of the nation with the Constitution of the Universe, Cosmic Intelligence. Cosmic Intelligence, Maharishi explains, is that absolute intelligence of Natural Law at the source of all the Laws of Nature that governs the entire universe with absolute order and precision. Students also examine Maharishi’s analysis of how the nature and functioning of government reflect the quality of the collective consciousness of the nation, and how governmental performance can be improved by creating coherence in national consciousness through Maharishi’s Technologies of Consciousness. (2 units)

FOR 466 Presenting Consciousness-Based Education
Students are given the opportunity to discuss, write, and speak publicly about the system of education in which they are learning — Consciousness-Based education. Topics include: historical precursors in the writings of great educators, scientific research, issues of educational reform, and approaches that Maharishi has used to describe it. At the conclusion of the course, students apply their public speaking skills in planning and giving a public lecture on Consciousness-Based education at a local college or high school. (2 units)

FOR 490 World Peace Assembly
In this Forest, students participate in a World Peace Assembly that allows the students to refine their own consciousness while creating coherence in national consciousness through Maharishi’s Technologies of Consciousness. (0.5 units — may be repeated)

FOR 500 The Science of Creative Intelligence
This is the foundation of our Consciousness-Based education program. The Science of Creative Intelligence (MVS) has two aspects: (1) the systematic study of the field of pure intelligence, the Unified Field of Natural Law, and the principles by which it governs the coexistence and evolution of all systems in Nature, and (2) the direct experience of this field through the Transcendental Meditation and TM-Sidhi programs. The Science of Creative Intelligence links the deepest understanding about nature found in modern science with the understanding expressed in Maharishi Vedic Science. The Science of Creative Intelligence, founded by Maharishi, is a new discipline that provides systematic knowledge and experience of pure creative intelligence. The Science of Creative Intelligence not only validates the truth of knowledge on the basis of personal experience, but also finds validation in modern empirical research. With their daily enlivenment of
consciousness through group practice of the technologies of Maharishi Vedic Science, students grow in the fruit of all knowledge: the ability to know anything, do everything right, and thereby accomplish anything. Therefore, Maharishi Science of Creative Intelligence is the foundation for a universal and complete understanding of the full range of human potential.

Maharishi summarizes the vision opened by his Science of Creative Intelligence as follows: “The Science of Creative Intelligence opens human awareness to the Unified Field of Natural Law. The Unified Field is the common basis of all activity in the universe. The application of this knowledge is in all fields of life, and research properly guided in the field of the Science of Creative Intelligence will revolutionize all fields of life and living in the world. It will bring life in accordance with Natural Law. That means life spontaneously in the evolutionary direction that is the basis of all success and progress in any country. The Science of Creative Intelligence introduced in education has a future for creating Heaven on Earth — life in the fullness of bliss and daily living without stress and suffering.”

This videotaped 33-lesson course includes discussion of the nature and range of creative intelligence, the qualities it displays, its principles, its expression in the life of the individual, and its application in the life of society to uplift human civilization to its highest level. (4 units)

**FOR 598 Faculty Development Seminar for Graduate Students**

This course is to prepare doctoral candidates to be competent college teachers and writers in their professions. Topics include lecturing skills, making instructional charts, designing learning activities, writing for general and professional readers, and evaluating one’s own and others’ teaching and writing. During the course students design and teach lessons, analyze examples of writing, write a short research paper or article, and understand their field of study in the context of interdisciplinary studies through their teaching and writing. (2 units) 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 Ph.D. 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 Richo Akshare line for their dissertation, refine their ability to write about Maharishi Vedic Science, and enjoy a lively interchange with fellow Ph.D. students from all departments in the University. (2 units — may be repeated) Prerequisite: Students must be in a doctoral program and have completed their Qualifying Exam.
RESEARCH IN CONSCIOUSNESS

Introduction
At Maharishi University of Management, we specialize in academic excellence, consciousness, creativity, high quality of life, and world peace. We cultivate all these values simultaneously through our group practice of the Transcendental Meditation and TM-Sidhi programs, including Yogic Flying.

These programs are a regular part of the academic schedule for all students. Students receive academic credit for their twice-daily group practice of these programs in the Research in Consciousness (RC) courses listed below. All students are automatically registered for their RC course when they register for each instructional course.

To participate in these courses, students follow the instructions they have received from their Transcendental Meditation instructor and the TM-Sidhi program administrators, who have been trained by Maharishi. In addition to these instructions, the University faculty have organized a structure for grading these courses. Grading for RC courses is based on two criteria:
1) attendance at group program, and
2) participation in a tutorial class each block.

A special Research in Consciousness grade point average (RC GPA) is listed on the transcript which includes just these courses.

General University Requirement
For graduation with a degree or a certificate from Maharishi University of Management, for students practicing the Transcendental Meditation technique 2 units of RC courses are required for each semester; for students practicing the TM and TM-Sidhi programs 4 units of RC courses are required for each semester.

Also, a cumulative RC GPA of 2.0 (“C”) or higher is required for graduation. Undergraduate students are automatically enrolled in RC 320 or RC 332 for each block they are enrolled at the University. Graduate students are automatically enrolled in RC 520 or RC 535 for each block they are enrolled at the University.
All RC classes meet twice a day, morning and afternoon, for the group practice of the Transcendental Meditation and TM-Sidhi programs.

NOTE: Students in the M.A. in Maharishi Vedic Science with an Emphasis in Research in Consciousness program are enrolled in RC 545 rather than RC 535.

NOTE: Students in the Certificate in Research in Consciousness program are enrolled in RC 350 rather than the courses noted above. The certificate is granted after 12 units of RC 350 have been successfully completed (one month equals 0.5 units).
UNDERGRADUATE COURSE DESCRIPTIONS

RC 320 Collective Practice of the Transcendental Meditation Program
All undergraduate students who practice the Transcendental Meditation technique but have not completed the TM-Sidhi course are automatically enrolled in this course every block they are enrolled at the University. Attendance is required for the group practice component of this course and for a tutorial meeting each block. (0.5 units per block — up to 2.5 units per semester)

RC 332 Collective Research in Consciousness
All undergraduate students who have completed the Transcendental Meditation-Sidhi course are automatically enrolled in this course every block they are enrolled at the University. Attendance is required for the group practice component of this course and for a tutorial meeting each block (1 unit per block — up to 5 units per semester)

RC 350 Research in Consciousness: The Source of Management
All students taking the Certificate in Research in Consciousness program enroll in this course for each month they participate in the program. (0.5 units per month)

GRADUATE COURSE DESCRIPTIONS

RC 520 Collective Practice of the Transcendental Meditation Program
All graduate students who practice the Transcendental Meditation technique but have not completed the TM-Sidhi course are automatically enrolled in this course every block they are enrolled at the University. Attendance is required for the group practice component of this course and for a tutorial meeting each block. (0.5 units per block — up to 2.5 units per semester)

RC 535 Collective Research in Consciousness
All graduate students who have completed the Transcendental Meditation-Sidhi course are automatically enrolled in this course every block they are enrolled at the University. Attendance is required for the group practice component of this course and for a tutorial meeting each block. (1 unit per block — up to 5 units per semester)

RC 545 Advanced Collective Research in Consciousness
Graduate students who are participating in the “Creating Coherence Program” are enrolled in this course rather than RC 535. This course has the same basic structure as RC 535 but more time is spent on this research each day. No tutorial meeting is required. Grading is based on attendance. (1 unit per block — up to 5 units per semester)
SPECIAL MAHARISHI VEDIC SCIENCE STUDIES COURSES

NOTE: Some of the following courses are taught under the auspices of the Maharishi Vedic Education Development Corporation (MVED).

**MVS 330 Transcendental Meditation-Sidhi Course**
Full-time students are eligible to apply for the TM-Sidhi course as an elective. (There is an additional fee for this course. Consult the Student Accounts Office for current fee schedules.) (2 units) Prerequisites: satisfactory academic and personal performance while at the University, a record of good mental and physical health, completion of the TM-Sidhi course application, and acceptance by the TM-Sidhi program directors.

**MVS 480 Topics in Maharishi Vedic Science**
This course presents knowledge of Maharishi Vedic Science, formulated by its founder, His Holiness Maharishi Mahesh Yogi, 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 units — may be repeated)

**MVS 490 TM Program Teacher Training — Part I**
This first part of the Transcendental Meditation Program Teacher Training Course provides the knowledge and experience of consciousness as the basis of life and prepares one to present this knowledge to others. (variable units) Prerequisites: FOR 100 or FOR 500, and other prerequisites as established by MVED

**MVS 491 TM Program Teacher Training — Part II**
This course completes the Transcendental Meditation Program Teacher Training Course. It also provides 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. (variable units) Prerequisites: MVS 490 and other prerequisites as established by MVED

**MVS 492 TM 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 units) Prerequisites: MVS 490, prior consent of the Department faculty, approved study plan, and consent of the Academic Standards Committee

**MVS 493 TM 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 one year teaching these programs. During this time students must teach the technique to a
minimum of 100 people to receive credit. Two units of credit are given for each month students are engaged in this internship. (24 units) Prerequisite: MVS 491

**MVS 495 TM Program Governor Training**
This course is a rigorous and systematic investigation into the nature of human consciousness, both in its pure form, as the Unified Field of Natural Law, and in its expressed values as the specific Laws of Nature structuring the activity of the mind, body, and environment. This investigation makes use of (1) a laboratory component of direct personal experience of the Unified Field of Natural Law, (2) a theoretical analysis of laboratory experience, and (3) a historical analysis of that experience by comparing the nature and development of consciousness with ancient records. (up to 24 units — may be repeated) Prerequisites: MVS 491 and other prerequisites as established by MVED

**MVS 497 TM Program Research Internship**
This course provides the opportunity for extended research in consciousness as a field of all possibilities as well as practical application of Maharishi Vedic Science. Four units of credit are given for each month students are engaged in this internship. (4–24 units) Prerequisite: acceptance by MVED

**MVS 498 TM Program Minister Training**
This course offers an advanced level of experience and understanding of the science and technology of consciousness. It emphasizes the study and experience of the group dynamics of consciousness. Students are trained in how to fulfill their own desires in a natural way while at the same time spontaneously fulfilling the interests of the whole society. (up to 24 units) Prerequisites: MVS 495 and other prerequisites established by MVED
DEPARTMENT OF MATHEMATICS

FACULTY

• Catherine Gorini, Ph.D., Chair, Dean of Faculty, Professor of Mathematics
• Anne Dow, Ph.D., Associate Professor of Mathematics
• David Streid, Ph.D., Associate Chair, Associate Professor of Mathematics
• Eric Hart, Ph.D., Adjunct Associate Professor of Mathematics and Mathematics Education
• John Price, Ph.D., Visiting Professor of Mathematics

INTRODUCTION

Mathematics is the exact study of abstract patterns and relationships. The objects — numbers, operations, shapes, and relationships — that mathematicians study are abstract and have no physical reality, 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 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 mathematical sciences are prepared to enter a wide range of careers or continue their education with graduate or professional studies.

Programs Offered

• B.S. in Mathematical Sciences
  This program provides students with a foundation in mathematics and computer science and an opportunity to take further courses in mathematics, computer science, or applied areas of interest to the student. This course prepares students for a career in a technical area, graduate study in mathematics, computer science, business, and other professional or scientific areas. By also majoring in education, students can graduate prepared to teach mathematics at the secondary level.

• Minor in Mathematical Sciences
  This minor gives an introduction to mathematics and computer science with an applied orientation.
• **Minor in Mathematics**
This minor is for students who wish to have knowledge of mathematics to support their study in computer science or any other 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, business, and art.

• Students regularly use a computer laboratory to clarify principles and develop applications in many of their classes, including geometry, calculus, linear algebra, probability, and statistics.

• Senior faculty teach every course. The mathematics department offers a friendly and nurturing environment for all students.

• All faculty have doctorates and are outstanding teachers. One has received an award for outstanding teaching from the Mathematical Association of America and another has attracted numerous National Science Foundation grants, including one to develop a model high school mathematics curriculum. The faculty organize annual mathematics festivals at the University that have attracted hundreds of high school students.

• Students regularly 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. Two teams have received Honorable Mentions for their creativity and teamwork in the national Competition in Mathematical Modeling.

• The Math Club meets regularly to help students sharpen their problem-solving abilities and to encourage 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.

• Any computer science courses that are completed but not counted in the 166 units required for graduation may be applied to the master’s degree in computer science.
DEPARTMENTAL REQUIREMENTS

Entrance Requirements for the Bachelor of Science Degree in Mathematical Sciences or the Minors in Mathematical Sciences and Mathematics
Before entering the mathematics major, students must successfully complete Functions and Graphs II (MATH 162).

Graduation Requirements for the Bachelor of Science Degree in Mathematical Sciences
To graduate with a B.S. in Mathematical Sciences, 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 48 units of required course work.

20 units of required courses:
• MATH 281 Differential Calculus
• MATH 282 Integral Calculus
• CS 201 Computer Programming I

plus
at least 8 units of mathematics courses numbered 267 or higher

plus
at least 8 units of computer science courses numbered 203 or higher

plus electives chosen from the following courses:
any physics course numbered 210 or higher
any chemistry course numbered 201 or higher
any biology course numbered 260 or higher
MGT 427 Operations Management

Students who plan to obtain teacher certification in mathematics must complete the following courses as part of their 48 units of course work:
• MATH 267 Geometry
• MATH 272 Discrete Mathematics
• MATH 286 Linear Algebra I
• MATH 353 Probability and Statistics I

Graduation Requirements for the Minor in Mathematical Sciences
To graduate with a minor in mathematical sciences, students must successfully complete 20 units of course work as follows:

20 units of required courses:
• MATH 281 Differential Calculus
Graduation Requirements for the Minor in Mathematics
To graduate with a minor in mathematics, students must successfully complete 20 units of mathematics courses numbered 250 or higher.

COURSES

MATH 148 Infinity: The Structuring Dynamics of Mathematics
Mathematics takes place in the imagination, in consciousness, unlimited either 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. (2 units)

MATH 151 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. Students study the arithmetic of integers, fractions, decimal fractions, ratios, and percents, with an emphasis on applications. (4 units)

MATH 152 Elementary Algebra: Locating the Field of All Possibilities within Mathematics
The infinitely flexible language of algebra is used to quantify and model mathematical patterns and relationships. Topics include operations on algebraic expressions, linear equations, the coordinate plane, inequalities, factoring, and simple quadratic equations. (4 units)

MATH 153 Intermediate Algebra: Learning to Function from the Field of All Possibilities within Mathematics
This course extends Elementary Algebra to develop further algebraic models. Students study polynomials, rational expressions, quadratic equations, complex numbers, and graphing in the coordinate plane. (4 units) Prerequisite: MATH 152
MATH 161 Functions and Graphs I: Harmony between Name and Form in Mathematics
MATH 162 Functions and Graphs II: Using Properties of the Name to Handle the Form
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. (4 units each)
Topics I: domain and range, average rate of change, graphs, functions (linear, exponential, logarithmic, and quadratic), and applications. (Prerequisite: MATH 153)
Topics II: trigonometry, algebra of functions, compositions and inverses of functions, functions (trigonometric, power, polynomial, and rational), and applications. (Prerequisite: MATH 161)

MATH 205 Maharishi Vedic Mathematics: Structuring Dynamics of Natural Law
This course studies the mathematics of Veda, as explained by Maharishi. Topics include mathematical models of the self-referral structure of the Veda, mathematics as the intellectual expression of the structure of pure knowledge, mathematics in the Vedic Literature, and examination of the principles of modern mathematics in the light of Maharishi Vedic Science. (2–4 units)

MATH 266 Geometry for the Artist: Locating Infinity in Every Point in Creation
Geometry, the study of shape and form, is an essential tool for the visual artist. Topics in this course include symmetry, Euclidean and non-Euclidean geometry, perspective and projective geometry, and fractals. Materials fee: $10 (4 units) No prerequisite

MATH 267 Geometry: Relationship between Point and Infinity
Geometry gives an understanding of shape, form, and structure that has many applications in mathematics, science, and technology. This course will study Euclidean and non-Euclidean geometries and their applications. (4 units) Prerequisite: Math 162

MATH 272 Discrete Mathematics: Locating Unity within Diversity
Discrete mathematics, the 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. (4 units) Prerequisite: MATH 162

MATH 281 Calculus I: The Mathematics of Transcending
MATH 282 Calculus II: The Mathematics of Unification
MATH 283 Calculus III: Creation through the Process of Self-Referral
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. (4 units each)
Topics Calculus I: limits, continuity, derivatives, applications of derivatives, integrals, and the fundamental theorem of calculus. (Prerequisite: MATH 162)
Topics Calculus II: techniques of integration, further applications of derivatives, and applications of integration. (Prerequisite: MATH 281)
Topics Calculus III: infinite series, vector-valued functions and their derivatives, the Jacobian matrix, directional derivatives, gradient, and chain rule. (Prerequisite: MATH 286)

MATH 286 Linear Algebra I: The Intellectual Expression of the Structure of Pure Knowledge
Linear algebra studies 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, vectors, vector equations, matrices, determinants, vector spaces, bases, and linear transformations. (4 units) Prerequisite: MATH 282

MATH 304 Calculus IV: Locating Silence within Dynamism
This course extends the calculus of a function of a single real variable to functions of several real variables. Topics include maxima and minima, curvilinear coordinates, line integrals, multiple integrals, change of variables, gradient fields, surface integrals, and the theorems of Green, Stokes, and Gauss. (4 units) Prerequisite: MATH 283

MATH 307 Linear Algebra II: The Intellectual Expression of the Study of Pure Knowledge
This course deepens and extends many of the topics covered in Linear Algebra I; additional topics include the Cayley-Hamilton theorem, Jordan canonical form, inner-product spaces, orthogonality, and spectral theory. (4 units) Prerequisite: MATH 286

MATH 308 Ordinary Differential Equations: Mathematical Expressions of Natural Law
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, Laplace transforms, numerical methods of solution, and systems of differential equations. (4 units) Prerequisite: MATH 283

MATH 310 Mathematical Problem Solving: Problem-Free Living
Problem solving is a fundamental — and exciting — part of mathematics. In this course, students develop and practice many methods and techniques of mathematical problem solving. (4 units) Prerequisite: MATH 282

MATH 315 Special Topics in Mathematics
In this course students investigate a specialized area of mathematics in depth. Topics will vary. (4 units — may be repeated) Prerequisite: consent of the instructor
MATH 318 Complex Analysis: Locating the State of Least Excitation
Complex analysis is one of the great achievements of modern mathematics, providing an extension of the real number line to a two-dimensional plane of numbers with surprising applications throughout most areas of mathematics. Topics include analytic functions, Cauchy-Riemann equations, contour integration, Cauchy’s Theorem and integral formulas, power series, residue theorem, and conformal mappings. (4 units) Prerequisite: MATH 304

MATH 351 Probability: Locating Order within Disorder
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, conditional probability, random variables, discrete and continuous distributions, expectation, and the central limit theorem. (4 units) Prerequisite: MATH 282

MATH 353 Probability and Statistics I
Probability provides precise mathematical descriptions of the laws underlying random events, and statistics uses this mathematical theory to make inferences from empirical data and assess their reliability. Topics include probability, random variables, probability distributions, mean and standard deviation, central limit theorem, tests of hypotheses, linear regression, and correlation. (4 units) Prerequisite: MATH 161

MATH 354 Probability and Statistics II
In this course, the topics of Probability and Statistics are studied more deeply, with emphasis on their mathematical foundations. (4 units) Prerequisites: MATH 353 and MATH 283

MATH 370 Mathematical Logic: Developing Criteria for Right 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 units) Prerequisite: consent of the instructor

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 units) 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 unit) Prerequisite: consent of the instructor
MATH 410 Seminar in Applied Mathematics I: Knowledge Is for Action
MATH 411 Seminar in Applied Mathematics II: Knowledge Is for Action
In these courses, students apply the theoretical knowledge they have gained in previous mathematics courses to an applied problem taken from a real-life situation in business or industry. Problems differ from year to year. (4 units each — may be repeated) Prequisite: consent of the instructor

MATH 420 Numerical Analysis: Principle of Least Action
Scientific and engineering applications of computers require advanced numerical techniques of manipulating and solving complex systems of equations with great efficiency and minimum error. Topics include numerical solutions of systems of linear equations, curve fitting, interpolation, numerical integration, solution of algebraic equations, and error analysis. (4 units) Prerequisite: MATH 282

MATH 423 Real Analysis I: The Continuum of Real Numbers as a Mathematical Model for the Continuum of Consciousness
MATH 424 Real Analysis II: Locating the Finest Impulses of Dynamism in the Continuum
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 then shows how the basic principles of calculus can be logically unfolded from a set-theoretic understanding of the continuum. (4 units each)
Topics I: infinite sets, completeness, open sets, closed sets, compact sets, connected sets, and continuous functions. Prerequisite: MATH 283
Topics II: properties of continuous functions, differentiation, mean value theorem, Riemann integral, numerical sequences and series. Prerequisite: MATH 423

MATH 431 Algebra I: The Self-Interacting Dynamics of Numbers
MATH 432 Algebra II: Layers of Self-Interacting Dynamics
Algebra is the study of sets of elements together with operations or relations as well as the structure-preserving transformations between these sets. (4 units each)
Topics Algebra I: groups and subgroups, quotient groups, group homomorphisms, direct sum, kernel, image, Noether isomorphism theorems, and the structure of finitely generated abelian groups. Prerequisite: MATH 286
Topics Algebra II: rings, integral domains, fields, principal ideal domains, unique factorization domains, modules and submodules, tensor products, and exact sequences. Prerequisite: MATH 431

MATH 434 Set Theory: Locating the Unified Field of Mathematics
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 units) Prerequisite: MATH 370
MATH 436 Foundations of Mathematics: Exploring the Unified Field of Mathematics
This course introduces recent developments in foundational areas that have provided important new insights into the structure of the foundations of mathematics. Topics covered in the course vary from year to year. (4 units) Prerequisite: MATH 370

MATH 460 Topics in Set Theory
Topics vary from year to year and may include large cardinals and elementary embeddings; applications of set theory in topology and analysis; applications of set theory in algebra; introduction to the theory of forcing; Gödel’s constructible universe; descriptive set theory. (4 units) Prerequisite: consent of 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 units) Prerequisites: MATH 423 and 431

MATH 485 Theory of Computation: Skill in Action
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 units) Prerequisite: MATH 272

MATH 499 Directed Study
(variable units) Prerequisite: consent of the Department faculty
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 as well. In every course students learn to manage their daily study and travel within the laws and customs of a foreign country.

Past courses have ranged from biking and hiking through New Zealand; to visiting famous art museums and historic places of Italy; to exploring India, the Land of the Veda, to cruising the Greek islands, and touring the Greek mainland.

COURSES

HUM 230 Rotating University in Greece: Conceptions of the Good Life in Greek Thought
This course takes place on the Greek mainland, the Greek islands, and a cruise ship on the Aegean Sea. It combines an introduction to Greek culture and history with a specific focus on virtue and the good life in Greek thought. Students tour some of the most famous historical sites in Greece — the Parthenon in Athens, the Oracle at Delphi, the palaces of the Minoan civilization on Crete — and take the opportunity to experience the charm of contemporary Greek towns and the beauty of Greek beaches. For four days, the course is on a cruise ship that visits a number of famous Greek sites from antiquity. The intellectual thought of ancient Greece is very rich, serving as the source of much of the Western intellectual tradition. We read original works of some of the greatest Greek writers and thinkers, from the perspective of understanding the nature of the good life. We will also discover the profound parallels between ancient Greek thought and the insights of Maharishi Vedic Science. Both intellectually and experientially, this course provides an exploration of the good life. (4 unit course, including 2 units of General Education credit) Note: The content of this course is different from “The Good Life in Western Philosophy.” (4 units)

FA 229 Rotating University in Italy: Italian Art and Culture
In this course, students visit the cultural centers of Italy, viewing Italian painting, sculpture and architecture. In addition, students learn beginning Italian, which they can use while experiencing the rich culture of Italy. We may visit several of the following historical locations: Lake Como, with trips to Bellagio, the Villa Balbianello, and the Villa Carlotta; Milan, home of the Last Supper by Leonardo da Vinci, the Gothic Duomo, La Scala opera house, and the Galleria Vittorio Emmanuele II; Venice, where students take gondola rides down the grand canal and visit the Basilica di San Marco, the
Accademia, and the Peggy Guggenheim Museum of Modern Art; Florence, the cradle of the Renaissance, where students see the Duomo, the David by Michelangelo, the Convento di San Marco, and the Uffizi Gallery; Rome, where the group visits the Sistine Chapel, St. Peter’s Basilica, and the Piazza Navona. Students also visit smaller Tuscan villages, such as San Gimignano, Siena, and the Cinque Terre, overlooking the Mediterranean Sea.

The focus of the course is on the Renaissance, the cultural and artistic awakening of the fifteenth and early sixteenth centuries, which is often thought to form the foundation for modern Western culture. We study the art of the great masters of the Renaissance, including Michelangelo Buonarroti, Leonardo da Vinci, Raphael, Botticelli, Filippo Lippi, Brunelleschi, Fra Angelico, Giberti, Giotto, and Donatello. (4 units)

ESS 325: Rotating University in Australia: Leadership in Adventure Sport
This is a leadership training course in Australia and all students will take an active part in the leadership of the course. We actively interact with local cultures and ecosystems. We will travel by a combination of transportation ranging from bicycle, car, train, and bus, to boat. Every 2–3 days we will stop for another adventure, such as surfing, snorkel diving, hiking, mountain biking, sea kayaking, and white-water kayaking/rafting. This will be a self-sufficient trip where we will tent and prepare our own food as we travel. Australia is a large country so we will travel by motorized transportation on many occasions as we move between ecosystems. (4 units)

ESS 325: Rotating University in New Zealand: Leadership in Adventure Sport
New Zealand is the setting of this leadership training course, and follows the same format and activities as the Australian excursion (see above), except that New Zealand’s size makes this trip a compact adventure lover’s paradise, so we will travel by bicycle as much as possible. (4 units)

LIT 410 Rotating University in Italy: Travel Writing
From Mark Twain to John Steinbeck, some of the world’s most admired writers have found inspiration in the topic of travel. In this course students learn the conventions of travel writing as they visit the following locations in Italy: Lake Como, with trips to Bellagio, the Villa Balbianello, and the Villa Carlotta; Milan, home of the Last Supper by Leonardo da Vinci, the Gothic Duomo, La Scala opera house, and the Galleria Vittorio Emmanuele II; Venice, where students take gondola rides down the grand canal and visit the Basilica di San Marco, the Accademia, and the Peggy Guggenheim Museum of Modern Art; Florence, the cradle of the Renaissance, where students see the Duomo, the David by Michelangelo, the Convento di San Marco, and the Uffizi Gallery; Rome, where students visit the Sistine Chapel, St. Peter’s Basilica, and the Piazza Navona. Students also visit smaller Tuscan villages, such as San Gimignano, Siena, and the Cinque Terre, overlooking the Mediterranean Sea.

Course work includes reading examples of popular travel writing on Italy. By analyzing the work of top travel writers and through in-class writing workshops, students become familiar with techniques of travel writing and learn to apply them in their own writing. As
students visit cultural centers in Lake Como, Venice, Florence, Rome, Tuscany, and the Cinque Terra on the Mediterranean Sea, they record their personal observations of Italian people, places and daily life in a travel journal. The course culminates in the writing of a personal travel essay. (4 units)

MVS 485 Rotating University in India — Land of the Veda: The Blossoming of Total Knowledge for Permanent World Peace
This course explores the nature of Total Knowledge and the sequential unfoldment of Maharishi’s teaching, from his original inspiration to spiritually regenerate the whole world to current global programs to create prevention-oriented, problem-free administration and permanent world peace. Students visit places in India where Maharishi himself taught or established important centers of learning. They also enjoy Maharishi’s taped lectures, Sanskrit recitation, and presentations by leaders of the Indian Transcendental Meditation program Movement. Sites visited in recent courses include Mumbai, Thiruvananthapuram, Kanyakumari, Chennai, Varanasi, Allahabad, Jabalpur, Bhopal, Haridwar, Rishikesh, Maharishi Nagar, and Delhi. (4 units)

MVS 485 Rotating University in Switzerland: Reading the Vedic Literature
In this course, students read the Vedic Literature in Sanskrit and view videotapes by Maharishi on the Vedic Literature from the unique videotape collection available only in Seelisberg. Students live in Maharishi European Research University, located in the Swiss Alps high above Lake Luzern. Formal class is held in the morning, and in the afternoon students take group excursions to experience the beauty of Switzerland. Boat rides on Lake Luzern include visits to Weggis, Vitznau, Brunnen, Luzern, Herchenstein, Stans, Buochs, and Engelberg. Students also climb alpine paths around the lake and take lifts to famous peaks, such as Rigi, Pilatus, Mount Titlis, and Stanserhorn. (4 units)
CONTINUING EDUCATION COURSES

On-Campus Credit Courses
Those who wish to take credit courses as non-degree-seeking students may do so by applying to and registering through Admissions. In this way, one may take a regular undergraduate or graduate course without enrolling for an entire semester. Two policies guide credit courses taken through the Department of Continuing Education.

1) The Science of Creative Intelligence (SCI) course (CC 100 or FOR 500) is the first course our degree-seeking students take when they enter the University. When taking credit-bearing courses through Continuing Education, it is recommended that students take this course first. However, students may take a maximum of eight units of course work before they are required to enroll in the SCI course.
2) A maximum of 20 units taken through Continuing Education may later be applied to a degree program.

Students are automatically enrolled in the group practice of the Transcendental Meditation program (RC 320) or the TM-Sidhi program (RC 332) for each academic block they are enrolled in class. For details of these courses, please refer to the “College of the Science of Creative Intelligence” section of this Catalog.

Tuition, Withdrawals, and Refunds for Credit Courses
The tuition for both undergraduate and graduate courses is $350 per unit.

Withdrawal Policy for On-Campus Credit-Bearing Courses
1) To withdraw from the course before it has started, come to the Enrollment Center.
2) To withdraw after a course has started, fill out a withdrawal form together with the course instructor within three days of the last day of class attended. Please give complete information: the reason for withdrawal. After completing the form, the original goes to the Registrar’s Office for filing in your permanent record; one copy goes to you; and one copy to your course instructor. Your instructor will record a grade of W on the grade sheet for the course.
3) It is your responsibility to inform your instructor of your intention to withdraw within three days of the last day of class attendance. If you are absent longer than three days, the instructor may assign a grade of NC.

Refund Policy for On-Campus Credit-Bearing Courses
If it becomes necessary to withdraw from a course, follow these procedures to apply for a refund:
1) Be sure to complete a course withdrawal form with your instructor within three days of the last day of attendance. Refunds are based on the date that the withdrawal form is completed with your course instructor.
2) File a request for refund at the time of withdrawal from a course. These forms are available from the Enrollment Center. Refunds are given only to those who officially withdraw from a course.
Refunds are calculated according to the following policies:

1) If students cancel registration on or before the first day of class, a full refund is given, minus a fee of $35. Students need to file a request for refund with the Enrollment Center on or before the first day of class.
2) If students officially withdraw from a course before 25% of the class is completed, they are eligible for a 50% refund. They need to file a request for refund with the Enrollment Center at the time of withdrawal.
3) If students withdraw from a course after 25% of the class is completed, there is no refund of tuition.

On-Campus Noncredit Courses
Maharishi University of Management also offers a wide variety of educational programs that do not carry academic credit although in some cases these courses can be used to fulfill the requirements for in-service and professional credit. These programs are designed to meet educational demands as they arise. Examples of courses offered include:

• Maharishi Vedic Science and Technology — Consciousness-Based education program, Sanskrit, and Vedic Management
• Maharishi Gandharva Veda Music
• Exercise and sports
• Art — watercolor, sculpture, and ceramics
• Desktop publishing and computer use — Introduction to Quark XPress, Adobe Photoshop, and the Internet
• Digital Media — Softimage and Topaz

Maharishi Vedic University in Iowa
Maharishi Vedic University and Maharishi Ayur-Veda University courses are offered in Iowa through the Department of Continuing Education. These noncredit courses include:

• Maharishi Vedic Approach to Health: Self-Pulse Reading Course
• Maharishi Vedic Approach to Health: A Course on Diet, Digestion, and Nutrition
• Maharishi Vedic Approach to Health: A Course on Prevention
• Maharishi Vedic Approach to Health: A First Course on Yoga Exercises
• Successful Management — Gaining Support of Natural Law
• Higher States of Consciousness
• Philosophy of Action — Success without Stress
• Discovery of Veda and the Vedic Literature in Human Physiology
• Crime Prevention and Rehabilitation
OTHER PROGRAMS

Researcher-in-Residence
Students who are working on an M.F.A. portfolio or who are in the research or writing stage of a doctoral dissertation at another university and wish to do research under the guidance of a member of the faculty may apply to the Researcher-in-Residence program. Applicants should submit an application along with a written research proposal and a letter from a faculty member who has agreed to supervise the research. The research proposal should provide the details of the proposed activity for the full period of enrollment. Final acceptance to this program is based upon approval of the application by the Dean of Faculty. Students may participate in this program for up to one year.

Graduate Fellowship Program
The graduate fellowship program is a non-degree program available to individuals who already hold a baccalaureate degree and who wish to pursue full-time study for a period of at least six months in a field for which they are qualified and have shown a strong interest. The applicant must be approved by a sponsoring academic department and by the graduate school prior to acceptance. The program of study must have clearly delineated objectives, and the methods for accomplishing the objectives and for evaluating the performance of the student must be well defined. The study may take place either on or off the campus, but should encompass at least 35 hours of study per week. The graduate fellowship program is generally offered in conjunction with an institution or agency sponsoring the study.

Super Radiance in Residence Program
This program is designed to allow individuals the opportunity to take part in both the University’s Super Radiance program and a special evening series entitled “Knowledge for Enlightenment.” Participants in the Super Radiance in Residence (SRR) program live in University housing, either in the dormitories or in Utopia Park, a mobile home park at the north end of campus. They are required to participate in the Super Radiance program sessions and are entitled to attend the “Knowledge for Enlightenment” program series given each evening.

Room and board costs vary with the type of housing chosen. Please contact the Office of Admissions for further details.

Research in Consciousness Program
This credit program is available to everyone in the community who participates daily in the Transcendental Meditation and TM-Sidhi programs. Students in this program participate in the Super Radiance program sessions and are entitled to attend the “Knowledge for Enlightenment” program series given each evening.

First Year Only Program
Prospective students who want to take advantage of the University’s unique approach to interdisciplinary study can do so through the “First Year Only Program.” This
individualized program offers the advantages of a Maharishi University of Management education to all those who do not wish to enroll as degree-seeking students. Credit is generally transferable to other universities.

Students in this special program generally begin their studies with the Science of Creative Intelligence course (FOR 100), which introduces the true interdisciplinary basis for studying all the fields of knowledge — located in the inner intelligence of the knower. As they study a wide range of fields — from business to art to computer science — students feel at home with every subject as an expression of their own intelligence.

Junior Year Program
Students enrolled in degree programs at other universities are invited to attend Maharishi University of Management for their junior year and add the holistic benefits of the University’s program to their educational experience. Individually tailored, the Junior Year program generally includes some first-year courses, course work in any of the upper-division major programs, the Science of Creative Intelligence course (FOR 100), and one Forest Academy. A half-year program is available for those who cannot stay for a full academic year.
POLICIES AND PROCEDURES

ACADEMIC POLICIES

GRADUATION POLICIES

The faculty of Maharishi University of Management determine whether students are qualified to graduate. Qualifications are based on the following factors: satisfactory completion of all academic requirements as described in the certificate or degree requirements listed below, the specific requirements for the student’s major or program (listed under “Academic Programs”), and success in meeting the University’s standards of holistic student development.

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, all fees and charges incurred have been paid, and an “Application for Graduation” has been submitted at least 90 days prior to graduation. In addition, undergraduate students must participate in the assessment program by the Office of Evaluation.

Students whose academic records are not complete by three days before the graduation ceremony are ineligible to participate in the ceremony or receive their degrees. 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.

General and core curriculum graduation requirements for each student are determined by the Catalog in effect when they begin studying at the University. Major and minor requirements are determined from the Catalog in effect when the student begins their major or minor. Please see the Graduation Director in the Enrollment Center if you have any questions about graduation requirements.

DEGREE REQUIREMENTS

Requirements for a Bachelor’s Degree

A minimum of 166 semester units of course work, including Research in Consciousness (RC) and transfer credit, is required for students to graduate with a bachelor’s degree. Within these units students must fulfill the following requirements:

General Education Requirements

First-Year Courses

MVS 101 The Science of Creative Intelligence
MVS 102 or MVS 192 Maharishi Vedic Science and Sanskrit
PH 130 Physiology and Health
PHYS 110 Foundations of Physics and Cosmology
PH 101 Physiology Is Consciousness
WTG 191 College Composition I (may be waived based on the
results of a diagnostic assessment)
WTG 192 College Composition II (*Students may petition to waive based on
transfer credits.*)
*Plus 16 units of 100-level courses that may include WTG 191, WTG 192,
MATH 152, MATH 153, MATH 161, and MATH 162*

**Distribution Courses: Second Year**
- 4 units from Fine Arts
- 4 units from Humanities
- 4 units from Applied Social Sciences
- 4 units from Natural and Applied Sciences
- 4 units from Mathematics (*courses numbered 153 or higher or MGT 314*)

**Specific Courses That May Be Used to Satisfy Distribution Requirements**

**Fine Arts (4 units)**
- Any writing course numbered higher than 192
- Any music course numbered higher than 199
- FA 201 Art and Nature
- FA 301 Drawing Studio
- FA 311 Painting I
- FA 341 Ceramics I
- FA 351 Sculpture I
- THE 332 Movement and Improvisation I

**Humanities (4 units)**
- Any literature course
- FA 203 Understanding Art
- FA 229 Art and Culture (Rotating University)
- FA 381, 382, 383, 384 Art History I, II, III, IV
- HUM 231 Great Civilizations
- Some Rotating University courses (verify with the Registrar)

**Applied Social Sciences (4 units)**
- Any education, business, or government course
- SL 210 Functional Human Relationships
- SL 215 Critical Thinking
- SL 220 Leadership, Team-Building, and Creativity
- SL 346 Rebuilding the World in Accord with Natural Law
- SL 445 Environmental Law
- SL 450 Environmental Planning
MVS 555: Invincible Defense and World Peace
Any ESS Leadership course

**Natural and Applied Sciences (4 units)**
Any computer science, biology, chemistry, or physics course
SL 200 Field Ecology
SL 205 Physiology, Health and the Environment
SL 420 Solar Energy and Engineering

**Mathematics (4 units)**
Any mathematics course numbered 153 or higher
MGT 314 Introduction to Statistics

**Maharishi Vedic Science (8 units)**
MVS 202 Higher States of Consciousness (4 units)
MVS 220 Constitution of the Universe (4 units)

**MGT 346 Career Strategies (2 units) (taken in the third year)**

**Forest Academies**
One Forest Academy each semester enrolled for at least 4 blocks of classes
(Students enrolled one year or less may not miss any Forest Academies.
Students enrolled 1½ years or longer may miss one Forest Academy.)

**Research in Consciousness (RC) Courses**
Completion of each semester’s RC course with a grade of C or higher (Students
are automatically enrolled in RC 320 or RC 332 for each block they are enrolled
in an instructional course.)

**Cumulative RC GPA of 2.00**

**Major**
Completion of requirements for a major field of study, listed under “Academic
Programs.” (A maximum of 50% of the units in a major may be transferred.)

**Senior Capstone Course (This may be included in the major.)**

**Cumulative instructional GPA of 2.0 or higher**

**Recreation**
Completion of course entitled “Health Related Fitness”
Daily participation in dynamic physical activity for at least 30 min., Monday–
Friday, and 45 min., Saturday and Sunday

**Assessment Tests**
Requirements for a Certificate

**Forest Academies**
Required course:
FOR 100 Science of Creative Intelligence
plus an additional Forest Academy for each semester in which the student is enrolled for at least 4 blocks

Students at the University 1 1/2 years or longer are allowed to miss one Forest Academy during their certificate program.

**Research in Consciousness (RC) Courses and GPA**
Completion of each semester’s RC course with a grade of C or higher (Students are automatically enrolled in RC 320 or RC 332 for each block they are enrolled in an instructional course.)

Cumulative RC GPA of 2.0 or higher

**Instructional Grade Point Average (GPA)**
Cumulative instructional GPA of 2.0 or higher

**Program Requirements**
Completion of requirements for a specific certificate, listed in “Academic Programs”

Requirements for a Master’s Degree

**Forest Academies**
Completion of one of the following:
FOR 500 Science of Creative Intelligence: 33-Lesson
FOR 501 Science of Creative Intelligence: Review

plus an additional Forest Academy for each semester in which the student is enrolled for at least 4 blocks

- Students in one-year programs may not miss any Forest Academies.
- Students in 1 1/2 -year or longer programs are allowed to miss one Forest Academy during their master’s degree program.
- Students in nonstandard programs may have different Forest Academy requirements.)

**Research in Consciousness (RC) Courses and GPA**
Complete each semester’s RC course with a grade of C or higher (Students are automatically enrolled in RC 520 or RC 535 for each block they are enrolled in an instructional course.)
Cumulative RC GPA of 2.0 or higher

Instructional Grade Point Average (GPA)
Cumulative instructional GPA of 3.0 or higher

Program Requirements
Requirements for a program of study, listed in “Academic Programs,” which may include completion of one of the following:

1) Thesis with an oral examination
When a thesis is part of the planned program, students consult with the department in the selection of a faculty member who is willing and able to direct the research and the writing of the thesis. The director may or may not be the original departmental academic advisor. • A minimum of eight units in master’s thesis research is required; these units count toward the minimum number of units for the degree. • Some departments may require more than eight units of master’s thesis research. The maximum number of units that may be earned in master’s thesis research is determined by each department. • The thesis must be acceptable to the student’s thesis director. • The thesis must be organized, typed, duplicated, and bound according to regulations prescribed by the Graduate School. An abstract of the thesis not exceeding 150 words must also be prepared. • Students in a thesis program are required to pass an oral examination on the thesis.

2) Comprehensive examination
The comprehensive examination for the master’s degree may be in the form of a written or oral examination. The date for the examination is scheduled by the department. The student must be registered during the term in which the examination is taken.

3) Integrative final project with an oral presentation

Requirements for a Doctoral Degree

Forest Academies
Complete one of the following:
FOR 500 Science of Creative Intelligence: 33-Lesson
FOR 501 Science of Creative Intelligence: Review

plus an additional Forest Academy for each semester, regardless of the number of units taken in the semester
(Students are allowed to withdraw from one Forest Academy during their doctoral program.)
Research in Consciousness (RC) Courses and GPA
Completion of each semester’s RC course with a grade of C or higher (Students are automatically enrolled in RC 320 or RC 332 for each block they are enrolled in an instructional course.)

Cumulative RC GPA of 2.0 or higher

A grade of “B” or higher in all instructional courses

Core Curriculum
Completion of 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, two other faculty members, 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 Experience
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 Ph.D. graduates. The time for these activities is part of the Ph.D. assistantships given to students who have reached the candidate stage.
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
The dissertation must be organized, typed, duplicated, and bound according to regulations prescribed by the Graduate School. An abstract of the dissertation, not exceeding 350 words, must also be prepared. • The student must submit to the major professor copies of the dissertation and abstract for committee review before the final oral examination. • The dissertation must be in completed form, typed with finished diagrams, etc., and acceptable to the major professor. It must not, however, be bound at this time. • When the dissertation committee has reviewed and approved the dissertation and the student has passed an oral examination in its defense, the student shall incorporate in the dissertation any recommended changes and corrections before submitting it to the Graduate School. • The student must submit to the Graduate School a final unbound copy of the dissertation and abstract, and an additional copy of the abstract, the microfilming and binding contract, the microfilming and binding payment receipt, and the required forms by the date established by the Graduate School.

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 Students
• Undergraduate degree students can apply to transfer units to cover general education requirements and electives as well as up to half the course work in the major, for a maximum of 100 total semester units. Transfer credits are accepted for courses completed with a grade of “C” or higher on a course-by-course basis from accredited colleges and universities, and from other institutions with the approval of the Registrar. Students must apply for evaluation of transfer credit through the Enrollment Center.
• Transfer credit may be applied to the distribution requirement.
• Transfer credit may be applied to fulfill the requirement for 100-level course electives.
• Transfer students must apply for a transfer credit evaluation before the end of their first semester.
• For undergraduate students awarded at least 76 units of transfer credit, general education and distribution requirements are reduced. The reduced requirements are as follows:
  General Education Courses:
  MVS 102 or MVS 192 Sanskrit and Maharishi Vedic Science
  PH 101 Physiology is Consciousness
  PHYS 110 Foundations of Physics and Cosmology
  Distribution Courses
  4 units from the Fine Arts or Humanities
  4 units from Applied Social Sciences
  4 units from Natural and Applied Sciences or Mathematics
  4 units from Maharishi Vedic Science

Residency Requirements — Undergraduate students must take at least 60 semester units of instructional course work (1 1/2 years) in residence for a bachelor’s degree. For a master’s degree, at least 40 semester units of instructional course work (one year) must be taken in residence. For doctoral programs, at least 80 semester units of instructional
course work (two years) must be taken in residence. Exceptions to the residency requirements may be made for undergraduate programs with the approval of the Registrar and for graduate programs with the approval of the Registrar and the Graduate Committee.

**Time Limits on Degrees**

Undergraduate degrees: There is no time limit. However, students leaving school for more than one year will be under the new graduation requirements listed in the current Catalog when they return to school.

Master’s degrees: All requirements must be completed within five years from the time of first enrollment in the program.

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 to continue with their dissertation stating (1) reasons for the delay in their progress, and (2) a target date for finishing.

**Credit by Examination**

Undergraduate students who have earned credit by examination through approved programs such as College-Level Examination Program (CLEP), American College Testing (ACT), or College Board Advanced Placement (AP) and whose scores are in the 60th percentile or above may use this credit to pass/waive a maximum of 12 units of upper-division course work.

**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, but the unit requirement for the major remains the same.

Students with a prior degree from Maharishi University of Management need only complete the major and any graduation requirements that have been added since they were last in school.

Students who do not have a previous degree from Maharishi University of Management must complete the following:

a. The requirements of their new major (up to one-half of the units may be transferred)

b. A minimum of one-and-one-half years on campus.

c. 33-lesson SCI course

d. MVS 102 or 192 Maharishi Vedic Science and Sanskrit

e. One Forest Academy for each semester enrolled at least four blocks

f. Senior assessment testing is not required
Second Ph.D.
Students with a prior Ph.D. or professional degree who wish to pursue a Ph.D. 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 from the student’s department, and the academic program is developed in consultation with the student.
- The academic program is submitted for review to 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.

Examinations
Students are not permitted to take examinations early. All students are required to complete each course fully, including taking the final examination on the date scheduled. Exceptions may be made for compelling reasons only. Students must have the prior approval of both the course instructor and the Academic Standards Committee before finalizing travel plans. 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. The same policy applies to taking examinations after the last class session — prior approval must be secured from the course instructor. The instructor will then give you a grade of “I” (Incomplete) until the exam is completed. Then, the instructor will officially change the grade with the Registrar.

Late Work
Students may not hand in work after the last class session of a course unless they have made prior arrangements for a grade of “Incomplete” (see “Incompletes” below) with the course instructor. Depending on the amount of work a student has yet to do, the faculty may elect to reduce the grade proportionally or give the student an “NC” instead of an “I.”

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.

Students may request copies of their records at 10¢ per page. Academic transcripts from the University are available at $10 for the first copy. Transcripts from other U.S. schools cannot be copied; the student must order them directly from the other schools. Original copies of transcripts from schools outside of the U.S. can be returned to the student and copied for our records for $1 per page.
**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. Students may request their academic transcript at any time from the Enrollment Center by using an “Academic Transcript Request” form, or other written request. Your signature is required on your written or faxed request before the Enrollment Center is able to release a transcript. Please include the following information in your request: name, former names, Student ID number, dates of attendance, address where you would like to have the transcript sent, and your signature. A $10 processing fee for the first transcript and $3 for each additional copy must accompany the request. If express shipping is requested, it must be paid for in advance. The e-mail address is transcripts@mum.edu.

Transcripts may be withheld by the University if:
- A student has an outstanding balance due with the Student Accounts Office;
- 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.

**REGISTRATION POLICIES**

All students, including new and readmitted students, are required to complete their registration at an assigned time several days 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 Thursday or 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.

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.

Changing Classes (Add/Drop) — The block system requires that even on the first day of the course much material must be covered. For this reason, students should plan ahead: if you are unsure about which course to take, you should meet with your advisor to make any changes to your schedule before the block starts.
To change from one course to another, visit or call the Enrollment Center. If the block has already started, bring a signed note from your advisor authorizing the change. You will then be given an “Admit to Class” slip that is required for entry into the new class. No changes are allowed after the first day of the block.

**Course Withdrawals** — Students may withdraw from a course for any reason before a course starts or during the first half of a course. After the midpoint, students may only withdraw for reasons of illness or family emergency. If a student stops attending during the second half of the course for any other reason, they will receive a grade of NC. Students withdrawing from a course who live on campus may recover from illness in their room, and then must either return to class, move off campus for the remainder of the block, or engage in other activity as approved by the Dean of Students. Students must withdraw within three days of their last day of attendance in class or they will receive a grade of NC.

Forms for class withdrawal are available from the Enrollment Center. This form must be completed for every withdrawal. It includes a statement of the withdrawal policy.

**Instructional Course Withdrawal Procedures**

1. To withdraw from the course before it has started, come to the Enrollment Center to fill out a form.
2. To withdraw after a course has started, fill out a withdrawal form together with the course instructor within three days of the last day of class attended. Please give complete information: the reason for withdrawal and intentions for the rest of the block. Sign and date the form at the bottom. After completing the form, the original goes to the Enrollment Center for filing in your permanent record; one copy goes to you; and one copy to your course instructor. Your instructor will record a grade of W on the grade sheet for the course.
3. If you stop attending class during the second half of the course for any reason other than illness or family emergency, the instructor will record a grade of NC on the grade sheet for the course. No withdrawal form is completed in this case, and the Dean of Students is immediately informed of the student’s situation.
4. It is your responsibility to inform your instructor of your intention to withdraw within 3 days of the last day of class attendance. If you are absent longer than three days, the instructor must assign a grade of NC.
5. If you are withdrawing from an entire block and want to withdraw from the RC course in that block as well, you must indicate that on the withdrawal form. You do not need to fill out a separate RC withdrawal form. (If you are withdrawing from only a part of a block, please see the RC Director for instructions.)

**Research in Consciousness Course Withdrawal Procedures**

1. If you are withdrawing from an entire block of instructional course work, you may also withdraw from the RC course for that block by marking the appropriate box on the course withdrawal form. There is no need to fill out a separate form.
2. If you wish to withdraw from a entire block of RC, but are not withdrawing from the instructional course, you must fill out a special RC course withdrawal form. Such withdrawals are granted only for compelling reasons such as illness or family emergency. Partial block withdrawals are generally not approved. It might be possible (if you are not enrolled in class in part of a block or you withdraw from a 1–2 week course) for your RC to be prorated. To do this, please contact the RC Director in advance.

3. If you are enrolled in a course out of town for a block, you must inform the RC Director in advance. (Examples include approved internships or fieldwork, Rotating University, courses in North Carolina, etc.) Students do not receive RC course credit when away from the University.

**Withdrawal from the University** — Students who wish to withdraw from the University in good standing must complete a “Petition for Withdrawal from the University” before leaving campus. Students asking for a refund or adjustment of charges must also complete a “Change in Registration” form. Both forms are available from the Enrollment Center. (Please refer to “Registration Changes and Refunds” in this Catalog.) Students who withdraw must apply for readmission through the Office of Admissions when they desire to return.

**Undergraduate Seniors May Take Graduate Level Courses** (up to eight units) with the written permission of the instructor and the Graduate Committee, submitted to the Enrollment Center prior to the beginning of the course.

**Directed Study** is allowed only in special cases. Students may apply for Directed Study by following these guidelines:
1. The student must fill out a Directed Study form with the faculty who will supervise the course.
2. The Directed Study form must be signed by the Department Chair of the supervising faculty, the supervising faculty, and by the student’s advisor.
3. The form must be submitted to the Registrar’s Office before the beginning of the course.

Directed Study forms submitted after the block begins may not be accepted.

**Internships and Fieldwork** must be supervised by a faculty member and approved in advance by the Department Chair and the Academic Standards Committee. An Internship form must be submitted to the Enrollment Center at least one week before the internship is to start. Internship forms submitted after the beginning of the block may not be approved.

**Class Meeting Times** — Classes in standard programs generally meet Monday through Friday from 9:45 a.m. to 3:15 p.m. with an hour break for lunch, and from 9:45 a.m. to 2:30 p.m. on Saturday. Attendance at all classes is required. (NOTE: Each nonstandard program has its own class schedule.)

**Class Attendance and Participation** — A significant educational experience consists of more than merely assimilating information. Each class session is a valuable opportunity
to develop important skills — for example, communication skills. The focus of group attention on the topic, intellectual discussion, public speaking during question and answer periods, and small group projects — all these elements combine to make each class session an enjoyable and valuable learning experience. The faculty place as much value on what students experience in each class as on the information they gain.

For these reasons, attendance at all classes and full participation in all aspects of the assigned curriculum are required. Exceptions are made only for compelling reasons such as illness or family emergency. This means that a student who misses a class for other than a compelling reason is liable for a grade of “No Credit” (NC) in that course. If a student must miss more than one day for a 1-unit course, two days for a 2-unit course, or three days for a 4-unit course due to illness or family emergency, he or she must either withdraw from the course or ask the instructor for permission to apply for a grade of “Incomplete.”

Because of the importance of the first lesson of each course, students are expected to be present from the first lesson onward. Any student not present when the course instructor calls roll on the first day (except for such compelling reasons as illness or family emergency) may be asked to withdraw from the course.

**Standard Enrollment** — Students in standard programs normally register for 24.5 to 27 units in each semester, 22 units of instructional courses and 2.5 to 5 units of RC courses. All students are expected to be enrolled in every block. Enrollment in nonstandard 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 units of course work outside the first major department, and all course work for both majors must be completed before the degree is conferred.

**Dual Enrollment of Undergraduates** — A senior who is within eight credit units 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, be dually enrolled for graduate study while completing the requirements for the bachelor’s degree. Admission to graduate study must be approved before course work applying to a graduate program is undertaken. Students dually enrolled are normally not eligible for graduate assistantships, other forms of graduate student financial aid, or those services and prerogatives normally reserved for graduate students. Such students will be given an undergraduate status until the baccalaureate degree has been awarded.

**Additional Courses for Graduate Students** — A graduate student admitted with deficiencies in academic background may be required to take academic work in addition to the prescribed courses of a program. Units earned in these courses generally do not count toward the minimum unit requirements for a degree.
**Readmission** — Students who have been away from the University for one semester or longer or who have officially withdrawn from the University must apply 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 returned as early as possible.

**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 is held each spring for the next academic year. All returning students who are attending classes at that time must complete class selection for the next year’s classes. This facilitates registration in the fall.

**Course Numbering System**

| 000–099 | Technical Training or Certificate Courses |
| 100–199 | Undergraduate First-Year Courses |
| 200–399 | Undergraduate Upper Division Courses |
| 400–499 | Undergraduate Advanced Upper Division Courses (open to some graduate students) |
| 500–599 | Graduate Courses |
| 600–799 | 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 are posted for each course about two weeks after the end of each block. About six weeks after the end of each semester students receive their grade report, which includes the Instructional and RC Grade Point Averages (GPA), the primary indicators of academic progress.

**Grading for Instructional Courses**

<table>
<thead>
<tr>
<th>Grades</th>
<th>Points (per unit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00 (excellent)</td>
</tr>
<tr>
<td>A-</td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td>3.00 (good)</td>
</tr>
<tr>
<td>B-</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>2.30</td>
</tr>
<tr>
<td>C</td>
<td>2.00 (fair)</td>
</tr>
<tr>
<td>C-</td>
<td>1.70</td>
</tr>
<tr>
<td>NC</td>
<td>0.00 (No Credit)</td>
</tr>
</tbody>
</table>
(Grade Codes Not Used in Computing Grade Point Average)
P  Pass
I  Incomplete
W  Withdrawal
PW  Pass/Waive
AU  Audit
H  Honors
NCR  Course was repeated
NR  Not Required (RC courses only)

Grading for Research in Consciousness Courses

<table>
<thead>
<tr>
<th>Grades</th>
<th>Points (per unit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A H</td>
<td>95% or higher</td>
</tr>
<tr>
<td>A</td>
<td>90–94%</td>
</tr>
<tr>
<td>B</td>
<td>80–89%</td>
</tr>
<tr>
<td>C</td>
<td>70–79%</td>
</tr>
<tr>
<td>NC</td>
<td>0–69%</td>
</tr>
</tbody>
</table>

Pass/No Credit grades (P, NC) are grades used in some laboratory, fieldwork, practicum courses, and some RC courses.

Incomplete (I) is given in rare cases when some required work cannot be completed before the end of a course due to illness or family emergency. A student must have completed at least 75% of the course work and have made arrangements for the grade of “I” before the final examination. A change of grade must be received by the Registrar before the end of the following semester or the “I” grade will be changed automatically to an “NC.”

Withdrawal (W) is granted under certain circumstances. (See “Course Withdrawals” listed above).

Pass/Waive (PW) — This grade is used to indicate credit given by examination.

Auditing Classes (AU) — To audit classes, students must have the written approval of both the instructor and the Academic Standards Committee before the course begins. “Approval for Audit” forms are available at the Enrollment Center. Students auditing a course receive the grade of “AU.” 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. Students are required to pay full tuition for all audited classes. (Although visitors often sit in on individual class sessions, anyone who sits in on an entire course is required to officially register as a student.)

Honors (H) — This is added to an instructional course grade when a student has completed the Honors requirement for that course.
NCR — This means that the course was repeated later for a passing grade and that this grade has been removed from the instructional GPA.

Grade Changes must be approved by the course instructor or department chair. Grade changes are submitted by the department to the Registrar and then entered on the student’s record. Approval is subject to review by the Academic Standards Committee.

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 units of instructional course work with a grade point average of 3.70 (“A-”) or higher, receive no NC grades, and have an RC grade of “B” or higher.
3. Graduation honors (summa cum laude, magna cum laude, and cum laude) are awarded by the faculty to undergraduates based on the student’s academic excellence and holistic development.

Honors for Research in Consciousness — Students in all programs achieve Research in Consciousness (RC) Honor Roll for each semester in which they successfully complete at least 4 blocks of RC course work with a grade of 4.00.

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 instructional 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 they perform on the retest, their final grade for the course cannot be higher than a B.
3) The nature, extent, and preparation for the retest is determined on a case-by-case basis by the course instructor.

Research in Consciousness Policies
The Transcendental Meditation program is practiced by all faculty and staff, as well as by all students as part of their required Research in Consciousness courses. Many students also learn the advanced TM-Sidhi program, including Yogic Flying, and practice this as part of their Research in Consciousness program. For the personal benefit of all students, faculty, and staff 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

- 230 -
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 instruction of qualified teachers, recognized by Maharishi University of Management, and they are practiced exclusive of other programs and procedures.

Students are automatically enrolled in Research in Consciousness courses for every block they are enrolled in other academic courses. Academic credit is given for these courses (which also include a class session with a tutor). Students receive credit for successful completion of these courses in each academic block and are required to receive a passing grade for each semester they are enrolled.

Students practicing the Transcendental Meditation technique participate in these courses (RC 320 or RC 520) in comfortable halls designed for group meditation. Those who have also learned the TM-Sidhi program (Sidhas) take these courses (RC 332 or RC 535) in the University’s Golden Domes, where they join faculty and staff and hundreds of members of the Fairfield community. Meditators and Rising Sidhas receive 0.5 semester units for each block they complete, up to 2.5 units per semester. Sidhas and Governors receive 1.0 semester unit per block, up to 5 units per semester.

Through participation in the Research in Consciousness curriculum, students enjoy greater intelligence, creativity, and happiness, a progressively more balanced and stress-free physiology, and spontaneously more harmonious interactions with others.

**RESEARCH IN CONSCIOUSNESS GRADING POLICIES**

Each student is expected to follow the instructions given by the University’s faculty and TM-Sidhi Program Administrators, and to place the highest priority on attending all RC sessions.

- Students are graded for their attendance at RC sessions during the entire block — that is, from the morning of the first day of the block through the afternoon of the last class day of the block. In most blocks this will be 50 RC sessions.
- Students practicing the TM-Sidhi program are also graded on their Yogic Flying performance.
- Credit is earned for each RC session attended. A full explanation of procedures applied to RC attendance is available from the RC Office.
- For Meditators: Grades are based on the percentage of RC sessions attended as well as participation at the Tutorial Class session.
- For Sidhas: Grades are based on the percentage of RC sessions attended (40%), the Tutorial Class session (10%), and Yogic Flying (50%).
- Extra credit toward attendance may be earned by:
  1) attending group program on the long weekends between most blocks,
  2) receiving an individual checking of their practice,
  3) attending Advanced Lectures (for Meditators only),
  4) participating in extended programs (for Sidhas only) on Sunday mornings and Friday, Saturday, and Sunday mornings over some long weekends, and
5) participating in World Peace Assemblies (WPAs) or Residence Courses over the long weekend at the end of some blocks.

- RC grades are based on each student’s participation in the course over an entire semester. That is, one grade will be assigned at the end of the semester and will be based on the average of the student’s RC participation over all the blocks for which the student is registered in the semester. Thus, if circumstances during one block lead to lower attendance in RC, a student may still attain an “A” for the semester by higher levels of participation in other blocks in that semester.

- The semester RC grade goes into a separate grade point average (GPA) reserved for Research in Consciousness courses.

- Students are expected to maintain at least a “C” average in Research in Consciousness. In order to qualify for graduation, at least a “C” average in RC each semester and a cumulative RC GPA of at least 2.0 will be required. If students receive less than a “C” in one semester in RC, they will be placed on RC Alert in order to alert them to the need for improvement in this area. Students will also be required to make up enough blocks of RC when not registered in other courses to bring all semester grades up to a “C” or “P” grade.

- In addition to maintaining a “C” average in RC courses, successful completion of at least four blocks of Research in Consciousness in each semester is required for graduation.

- For information on the procedures for withdrawing from individual blocks of RC and how missed RC blocks can be made up, please contact the RC Director.

- Special exceptions to RC attendance policies are considered case by case by the RC Director. This includes graduate students needing to do research at other universities, childcare situations, illness, etc.

NOTE: Awarding of a student’s degree may be delayed until deficient RC units are made up.

RECREATION COURSE POLICIES

All undergraduate students are required to engage in daily dynamic physical activity as a University graduation requirement. It is expected that students will be physically active for at least 30 minutes per day from Monday to Friday and 45 minutes on Saturday and Sunday. All students must complete a course entitled Health-Related Fitness. The other activities are to be chosen from a variety of courses offered in each four-week block.

- The main purpose of this requirement is to have students exercise regularly while studying at the University.

- Students must have completed their recreation requirement of Health-Related Fitness to be eligible to run for a Student Government office.

- Students may receive credit for participation in one or more sports club teams. All players desiring credit must inform their coach at the start of the block in which they wish to receive credit. The player must participate in ten playing sessions (includes team practices, games, and tournaments) during the block.

- Directed study is available with prior written approval from the coordinator of the recreation course program. Students must sign an exercise contract with the coordinator prior to the start of the block.
• Credit can also be given for participation in one-day, long-weekend, and extended adventure trips. (Please contact the Exercise and Sport Science faculty if you choose this option.)

**MONITORING STUDENT PROGRESS**

The academic progress of all students is monitored so they and their tutors can be alerted at an early stage that some academic problem has arisen. Students who are placed on “Instructional Probation” or “RC Alert,” as described below, work with their tutor, department faculty, or the RC Office until they have reached a satisfactory level.

Instructional Probation — If any of the events listed below occur in one semester, students are placed on Instructional Probation for the following semester. Instructional Probation is listed permanently on the student’s transcript for the semester in which they receive the alert status. The probationary period is for the next semester the student is enrolled. If they receive no more “NC” grades during this period and the instructional grade point average (GPA) is at an acceptable level by the end of the next semester, they will no longer be on probation.

Undergraduate students are placed on Instructional Probation when, in one semester, they receive:
- six or more instructional units of “NC” grades, or
- a semester or cumulative instructional GPA of less than 2.0.

Master’s students are placed on Instructional Probation when, in one semester, they receive:
- one or more instructional unit of “NC” grades, or
- a semester or cumulative instructional GPA of less than 3.0.

Doctoral students are placed on Instructional Probation when, in one semester, they receive:
- any instructional course grade below a “B.”

RC Alert — Students are placed on RC Alert when they receive:
- a semester grade of less than a “C” in their Research in Consciousness course, or
- a cumulative GPA below 2.00.

RC Alert is not listed on the student’s transcript but does require the student to meet with the Dean of Men or the Dean of Women before registering for the next semester. At this meeting, a strategy is developed with the student to help them correct the situation. As part of this strategy, the student is required to achieve at least 70% in RC for each of the next five blocks of enrollment at the University as well as making up enough RC blocks to bring the semester grade up to a “C.”

Suspension — Students are eligible for suspension from the University if they receive an instructional grade of “NC” while on Instructional Probation, do not fulfill the terms of RC Alert, or their GPA (either instructional or RC) remains below acceptable levels for
an additional semester. A suspension meeting will be held which will include members of the Academic Standards Committee. The student’s tutor will also attend and the student may invite one student, faculty, or administrator as a representative. The decision on suspension will be determined by the members of the Academic Standards Committee. A suspension may be one or two semesters in length. A suspended student must apply for readmission through the Office of Admissions before returning to the University.

(NOTE: The decision of the committee is final, though the student may seek a review by the Academic Council through the Dean of Faculty.)

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 units with lower than a “B” grade even though the overall 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.

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.

SATISFACTORY ACADEMIC PROGRESS
Students receiving University scholarships or financial aid from the U.S. federal government are required to meet additional academic requirements in order to continue receiving these funds. A brochure entitled “How to Maintain Your Financial Aid Eligibility” explains these additional requirements and is available from your Financial Aid Office located at the Enrollment Center.
ADMISSIONS

General Admissions Statement
In selecting applicants for admission, Maharishi University of Management considers each prospective student’s overall potential. Factors considered include not only academic accomplishment, but also maturity, motivation, and dedication to learning. Grades; extracurricular activities and work experience; recommendations from teachers, employers, and others who know the applicant well; scores on standardized tests; and other information, including answers to essay questions and personal interviews, are all considered.
An applicant’s degree of commitment to the educational opportunities offered at the University — enthusiasm for learning and dedication to developing full potential — are seriously considered in the admissions process.

• Admissions Interview
An interview with a representative of the University 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.
For those who can come, many Visitors Weekend Courses are offered each year, during the fall, spring, and summer. These courses provide a complete introduction to the University and are highly recommended for prospective students and their families.

• Application Deadline for Admissions and Financial Aid
The academic year begins in mid-August. Most new students begin at this time; however, spring admission does occur for certain undergraduate and graduate programs. (Check with the Office of Admissions for details of program starting dates.) Special students may register for individual courses offered in one-month blocks throughout the year. (Please refer to “Special Program Admissions” in this section of the Catalog.)

STUDENTS ARE ENCOURAGED TO APPLY ONLINE AT http://mum.edu/apply/online

Applicants who plan to enter in August should submit their completed applications by May 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 November 15. 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.
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, recommendations, and an interview with an Admissions Representative.

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.

Students whose native language is not English must also submit a Test of English as a Foreign Language (TOEFL) score. A score of 550 or higher is required.

While an 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 also an important consideration in the admission process.

• Undergraduate Application Procedures
For information regarding undergraduate application procedures, please refer to the University’s application.

GRADUATE ADMISSIONS

• 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.

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.

• Acceptance Status
Upon admission to a graduate program, a student is classified in one of two categories — full or provisional acceptance. Specific criteria for distinguishing between these
categories are determined within each department for its own programs. In general, these criteria are:

— Full acceptance: Students who are considered to be fully qualified to undertake a program toward the graduate degree for which they are admitted.

— Provisional acceptance: Students of promise who need to fulfill specific provisions (such as strengthening subject matter preparation) or whose available records are incomplete. A student who is admitted under provisional status will be eligible for regular status when the specific written conditions for full acceptance have been met.

**Graduate Application Procedures**
For more information regarding graduate application procedures, please refer to the University’s application.

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**CERTIFICATE PROGRAM ADMISSIONS**

Applicants must have a high school diploma or the equivalent and are required to

- Complete an application;
- Submit personal recommendations;
- Have certified transcripts sent directly from their high school and any colleges they have attended (for international students, certified English translations of transcripts must accompany original transcripts).

Students whose native language is not English must also submit a Test of English as a Foreign Language (TOEFL) score. A score of 550 or higher is required.

While an applicant’s previous academic performance and recommendations are a primary consideration, commitment to gaining maximum benefit from the educational opportunities offered at Maharishi University of Management is also an important consideration in admission decisions.

A personal or telephone interview with an Admissions Officer is required.

**TRANSFER STUDENTS**

Maharishi University of Management welcomes qualified transfer students. For the number of units that may be transferred by undergraduate and graduate students, the method for evaluating those units, and residency requirements, please refer to “Transfer Students” in the “Graduation” 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 by the Office of Financial Aid to determine class standing and eligibility.

Undergraduate transfer students, like all Maharishi University of Management undergraduate students, complete the Science of Creative Intelligence course (CC 100) as their first course in residence. (Please refer to “Degree Requirements” in the “Graduation” section of this Catalog.) Note: Up to half of the units in the major can be transferred.

Graduate students are required to complete an SCI course (FOR 500 or FOR 501) at the start of their first year in residence. FOR 500 is for graduate students who have never taken the Science of Creative Intelligence 33-lesson course. FOR 501 is a review course for graduate students who have already taken this course at the University or another facility.

Placement Examination Credits
Students who have earned credit by examination through approved programs such as College-Level Examination Program (CLEP), American College Testing (ACT), and Advanced Placement (AP), and whose scores are in the 60th percentile or above, may use this credit to pass/waive up to 12 units of upper-division undergraduate course work.

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 should be received by the Office of Admissions no less than two months in advance of the start of the school year 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 ENCOURAGED TO APPLY ONLINE AT http://mum.edu/apply/online

• 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.

• 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 receiving both a letter of acceptance and a SEVIS I-20 form. It will be necessary to present these documents 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. Some financial assistance may be 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**
Applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL). To enter most degree programs, students should demonstrate English competency by scoring 550 or above on this test. Some graduate programs require a score of 600 or higher on the TOEFL.

Students may register for the TOEFL and request that their 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 emailing the contact form at www.toefl.org/contact.html. The University’s college code number for this purpose is 4497.

**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 of Creative Intelligence Course**
This course is the foundation for all University programs. The Science of Creative Intelligence course (CC 100 or FOR 500) is the first course for any 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. (Applicants should determine beforehand whether credit is transferable to their school.) Special undergraduate students generally begin their program of study with the Science of Creative Intelligence course (FOR 100).

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 units of credit 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 credit units generally must be earned at the University in a degree-seeking status. For the doctoral degree, credit units 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).
• **Junior Year at Maharishi University of Management**
  Students enrolled in degree programs at other universities are invited to attend Maharishi University of Management for their junior year and add the holistic benefits of the University’s programs to their educational experience. Individually tailored, the Junior Year program generally includes some first-year courses; course work in any of the upper-division major programs; the Science of Creative Intelligence course (FOR 100); and one Forest Academy. A half-year program is available for those who cannot stay for a full academic year.

• **Rotating University**
  Each year several special off-campus courses are offered to upper division and graduate students. These courses, led by University faculty, afford students the opportunity to visit different parts of the world and dive deeply into the course material. Whether it is an art course or a course in Maharishi Vedic Science, the locale is part of the material to be studied. Recent groups have gone to Italy, Switzerland, and India. The travel experience is a large part of each course.

• **Special MVS Studies Program**
  The Special MVS 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 MVS Studies course must submit a completed “Special MVS 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 MVS Studies Program” under the “Department of Maharishi Vedic Science.”

• **Super Radiance in Residence Program**
  This program is designed to allow individuals the opportunity to take part in both the University’s Research in Consciousness program (group practice of the Transcendental Meditation and TM-Sidhi programs, RC 350, for 0.5 units per month of credit) and in a special evening series entitled “Knowledge for Enlightenment.” Participants in the Super Radiance in Residence (SRR) program live on campus either in the dormitories or in Utopia Park. They are required to participate in the University’s Super Radiance program sessions and are entitled to attend the “Knowledge for Enlightenment” program series given each evening. Applicants should contact the Department for the Development of Consciousness at (641) 472-1212 for details on this program. Availability of this program is dependent on available housing.
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 as part of their required Research in Consciousness course. Many students, faculty, and staff have learned the advanced Transcendental Meditation Sidhi program and practice this program as part of their Research in Consciousness 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:
1. Tobacco products, non-prescribed drugs, and alcohol are not allowed on campus.
2. Students are not allowed to be in the presence of others using non-prescribed drugs or alcohol on campus.
3. The use of non-prescribed drugs is not allowed on or off campus.
4. 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.

• Child Care 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 child care 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

Former students who have officially withdrawn from the University or who have not been in attendance during the most recent semester should contact the Office of Admissions for an “Application for Readmission.” (Please refer to “Readmission” under “Registration” in the Catalog.)
FINANCIAL AID

The Office of Financial Aid is dedicated to providing all students with as much assistance as possible to help them meet their educational expenses. All students are encouraged to apply for financial aid. In the 2004–2005 academic year, 95% of all full-time students received some form of financial aid. Most financial aid is awarded on the basis of need, but the University provides merit-based scholarships as well. Need is not considered when determining students’ qualification for admission. If students qualify for admission, Maharishi University of Management makes every effort to provide them with a financial aid package generous enough to enable them to attend the University.

For need-based financial assistance, standard nationwide guidelines are used to determine students’ financial need — the difference between what they and their family can reasonably contribute and the actual cost, including personal expenses such as travel and books.

Maharishi University of Management offers a program of federal, state, and University financial assistance for U.S. citizens, and University aid for international students. For example, U.S. undergraduate students may be eligible for Federal Pell Grants and Federal Supplemental Educational Opportunity Grants, as well as University scholarships, and Iowa Tuition Grants for Iowa residents. U.S. graduate students and international students may qualify for generous University scholarships covering a substantial part of the tuition.

For U.S. students, a variety of loan and work-study options fill any remaining need. Grants and scholarships do not have to be repaid. For most loans, repayment does not begin until six months after students graduate; ten years is the usual repayment period. Work-study awards allow students to pay for a portion of their education by working at a part-time job at the University, usually after classes or on weekends. The average student with a work-study job works 4 to 6 hours a week.

Information on how to apply for student financial aid and further details about available funds are available at the University’s website, www.mum.edu. The application procedure is simple, and the Financial Aid staff is pleased to help in any way.

CURRENT FINANCIAL AID PROGRAMS

Federal and State Grants:
• Federal Pell Grant
• Federal Supplemental Educational Opportunity Grant
• Iowa Tuition Grant
• Iowa Grant

University Scholarships:
• Trustees’ Scholarship
• National Merit Finalist Awards
• Shelley Hoffman Scholarship
• Ray Prat Music Scholarship
• DeRoy C. Thomas Scholarship
• Graduate Fellowship
• Sam McIlhenny Scholarship

Loans:
• Federal Parent Loan (PLUS)
• Federal Stafford Loan
• Federal Perkins Loan
• University Revolving Loan

Other Forms of Aid:
• Veterans’ Benefits
• Iowa National Guard Educational Benefits
• Federal College Work-Study

If you have any questions about financial aid, please write or call the Office of Admissions (641) 472-1110 or the Office of Financial Aid, Telephone: (641) 472-1156, Fax: (641) 472-1133, e-mail: finaid@mum.edu.
TUITION AND FEES

TUITION CHARGES PER SEMESTER FOR NORMAL STANDARD PROGRAMS

<table>
<thead>
<tr>
<th>Program</th>
<th>Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Program Full Time (12 or more units)</td>
<td>$12,000</td>
</tr>
<tr>
<td>Standard Program 1/2 Time (6 to 11 units)</td>
<td>$6,000</td>
</tr>
</tbody>
</table>

Students are encouraged to attend all blocks each semester. Standard programs have courses at the rate of one academic unit per week, as well as Research in Consciousness (RC) units. The RC units are not used to calculate charges for normal standard programs. Ph.D. candidates pay 50% tuition; Ph.D. researchers pay 25% tuition. U.S. non-degree-seeking special students may take up to five units at the rate of $350 per academic unit, without financial aid.

TUITION CHARGES PER SEMESTER FOR NONSTANDARD PROGRAMS

<table>
<thead>
<tr>
<th>Program</th>
<th>Charge</th>
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</thead>
<tbody>
<tr>
<td>Master’s in Business Administration</td>
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<tr>
<td>Master’s in Maharishi Vedic Science</td>
<td>$1,600</td>
</tr>
<tr>
<td>All Other Nonstandard Programs</td>
<td>$2,700</td>
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<tr>
<td>Per unit charge when there are less than 10 nonstandard units in a semester</td>
<td>$350</td>
</tr>
</tbody>
</table>

Nonstandard programs are evening/weekend, or mornings only, and one course at a time distance education schedules. Full-time definition is six units for graduate nonstandard programs. Some programs have a mixture of standard and nonstandard semesters. These figures reflect the nonstandard semesters. The M.A. in MVS with Emphasis in Research in Consciousness program requires an additional tuition charge of $1,250 per semester for the Creating Coherence Program.

HOUSING AND MEAL CHARGES PER SEMESTER

<table>
<thead>
<tr>
<th></th>
<th>Single</th>
<th>Full</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room</td>
<td>$1,400</td>
<td>$1,600</td>
</tr>
<tr>
<td>Meals</td>
<td>$700</td>
<td>$800</td>
</tr>
</tbody>
</table>

Housing charges must be accompanied by full meal charges. Meal charges are not available to students without housing charges. If you wish to stay on campus while not enrolled (including Winter and Summer holidays), there will be an additional housing and meal charge. All students who live on campus are required to pay for full meals, which consists of three meals per day, seven days per week. Single undergraduate students under 25 years of age are required to live in University housing. Exceptions to the housing requirement may be made when extenuating circumstances exist — for example, when parents are Fairfield residents — by petition to the Academic Standards Committee in advance of the academic year, indicating the reason for the exception and the proposed address. Note: For students applying through Admissions, the admissions representative writes and sends this petition for them.

OTHER CHARGES

Student Fees: A Student Activities fee of $60 used by Student Government to support student-sponsored activities, a Student Athletic Facilities fee of $40, and a technology fee of $115 are charged per semester. Fees are not prorated for partial enrollment. Students filling staff positions for the University in nonstandard programs receive a 60% reduction in these fees. Fees are not charged when enrollment is less than seven weeks in a semester, or if the entire semester is taken outside of Fairfield.

Application Fees: A nonrefundable application-processing fee is submitted by prospective students along with their application for admission. This fee is $15 for online applications and $25 for all others; the application fee for all previously enrolled students is $15.
**Tuition Deposit**: A refundable deposit of $100 is required for prospective students at the time of confirmation of enrollment at Maharishi University of Management. This deposit may be applied to a student’s Security Deposit at registration.

**Security Deposit**: Each student in attendance pays a security deposit of $100 at the first registration, which is transferred from one semester to the next and is used to cover any damages or unpaid fines. This deposit is refunded at the end of enrollment less any unpaid charges if, for on-campus students, the Housing Departure Form is submitted within 72 hours of the last day of class.

**International Students Health Insurance**: International students are charged $372 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 ($186) as long as no claims have been incurred.

**Transcendental Meditation Program Tuition**: Students who learn the Transcendental Meditation technique at the University pay an additional tuition of $2,500. Students in Normal Standard Programs may receive a $1,250 low-interest loan from the University, and may also be eligible for an additional $1,250 low interest student loan.

**TM-Sidhi Course Tuition, Maharishi Self-Pulse Course Tuition**: Special additional arrangements and charges will be announced prior to each course offering.

**COST OF BOOKS, SUPPLIES, AND EQUIPMENT**

For most programs, the costs for books, supplies, and equipment are estimated to be $800 per academic year with certain exceptions. Some of these are:

- Undergraduate Art Majors: $1,600 per academic year
- Nonstandard Programs: $100–$500 per academic year

**PAYMENT PLAN**

Students may pay their charges for the semester in one of two ways:

1. Full payment on or before registration (Fall: August; Spring: January)
2. Payments may be made in four (4) equal installments per semester with a $10 service charge per installment. The first installment is due at registration with the three additional installments due on the first day of each successive month (Fall: Oct. 1, Nov. 1, Dec. 1; Spring: Mar. 1, Apr. 1, May 1). There is a fee of $50 for late payment of installments. Students are responsible for payment by due date whether or not a reminder notice is received.

**PAYMENT PROCEDURE**

Please make checks payable to Maharishi University of Management. Only checks drawn on U.S. banks using U.S. currency will be accepted. Please do not send cash. Wire transfers to a student’s account can also be arranged; the University Student Accounts Office at (641) 472-7000, ext. 4247 can provide details.

When making payments, the following information is needed on a separate piece of paper: the name and student I.D. number of the student for whom the payment is made, the amount enclosed, and a return address. Payments should be mailed to: Student Accounts Office, Maharishi University of Management, Fairfield, IA 52557. Visa and MasterCard payments must be made in person, or by FAX to (641) 472-1133 (include the credit card number, expiration date, printed name as it appears on the card, amount to be charged, and authorizing signature, along with the name of the student and student I.D. number).

**REDUCTION IN CHARGES FOR WITHDRAWAL FROM COURSES**

There is no reduction in tuition for any course after a student begins attending that course. If a student attends more than one course (a forest or a block) in the semester, and is changing the semester registration by withdrawing from unattended courses (according to itemization below), then charges may be reduced (requires change in registration, charges, and financial aid). Change-in-registration fee is $35.

- **Standard Program** charges are reduced according to enrollment status changes (see first page). Take, for example, a student who originally registered for 22 units and has charges and aid as a full-time student;

  1 New students please ask your admissions representative for your student I.D. number. If you are a continuing student, please look on your student badge.
withdrawing from twelve units (three months) of unattended courses would reduce enrollment status, as well as charges and aid to the 1/2 time rate.

- **Nonstandard program** charges may be recalculated at $350 per nonstandard unit if there are less than 10 nonstandard units remaining in the semester of attended nonstandard courses (financial aid would be reduced correspondingly).

**REDUCTION OF HOUSING AND MEAL CHARGES**

**FOR STUDENTS MOVING OFF CAMPUS OR TO UTOPIA PARK DURING A SEMESTER**

Students wishing to move off campus or to Utopia Park after they have registered must first obtain approval from the Academic Standards Committee, and then may file a petition with the Finance Review Board requesting a reduction of charges. There is no reduction in semester charges after two months on campus. There is a change-in-registration fee of $35.

**EXAMPLES: REDUCTIONS IN CHARGES FOR UNATTENDED CLASSES**

- **Full-Time Standard Tuition, Housing, Meals, Fees** $15,215 (Attendance began in more than 11 units of classes)
- **Half-Time Standard Tuition, Housing, Meals, Fees** $  7,230 (Attendance began in less than 12 units of classes)

**REDUCTIONS IN CHARGES DUE TO WITHDRAWAL FROM THE UNIVERSITY**

Students withdrawing from the University during their first course (a forest or a block) in a semester may have their semester charges (tuition, fees*, housing, and meals) reduced or recalculated in proportion to the time attended (see below). Note that when charges are reduced, financial aid is also reduced. After completion of the first course in a semester, a student leaving the University is considered to be changing his/her registration (enrollment status), and not to be withdrawing, according to federal Department of Education policy (see above, “Reduction in Charges for Withdrawal from Courses”).

Official notification of withdrawal from the University requires filling out a “University Departure” form and submitting it to the Enrollment Center. The date the student begins this process is the official withdrawal date, unless the University documents a later date of class attendance. The percentage of time attended is defined as the number of calendar days in the semester (or the period of time for which the student was charged) divided by the number of calendar days from the start of the semester to the official date of withdrawal. The semester charges are reduced or recalculated to be the percentage of time attended multiplied by the original semester charges.

**REDUCTION IN FINANCIAL AID DUE TO UNIVERSITY WITHDRAWAL**

University scholarship, University loan, and state grants are reduced or recalculated by using the same percentage attended that was used above, multiplied by the original aid. In addition, federal law requires that the University and the student return U.S. Government financial aid that has been “unearned” (see below). The University must return the lesser of the following amounts:

- Unattended percent multiplied by the semester federal aid, called “unearned” federal aid; and
- Unattended percent multiplied by semester tuition, fees*, housing, and meals.

The return of federal funds to the U.S. Government by the University means that the student’s financial aid will be reduced. In many cases this will result in a payment due by the student to the University (see example).

- **The University is required to return “unearned” federal aid** to the U.S. Government in the following order:
  1. Stafford loans first, unsubsidized, then subsidized;
  2. Perkins loans next;
  3. Federal grants last: Pell first, then FSEOG.

* Student Activities and Athletic Fees only, not other fees and fines such as laboratory fees or library fines.
• The student also must return any remaining “unearned” federal aid in the above order, except that the student is not required to return more than 50% of federal grants, and federal loans may be repaid under the terms of the loan.

EXAMPLE: UNIVERSITY WITHDRAWAL FOR STUDENT WITH U.S. GOVERNMENT AID

In this example, a U.S. student was charged $12,215 for the semester tuition and fees* and had received $16,415 in financial aid for the semester, keeping $4,200 from student loans for allowable living costs, books, and supplies. The student officially withdrew, having attended 7% in time.

The student’s charges and aid were recalculated, requiring the student to return $3,904 in cash to the University. The University originally gave the student $4,200 in cash for expenses from student loans, but as a result of this withdrawal, recalculation of charges and aid, the student is only eligible for $296 cash:

\[
\begin{align*}
$12,215 & \text{original charges} & \text{\textdollar}855 & \text{recalculated charges (7% of \textdollar12,015)} \\
- \$4,800 & \text{original scholarship} & - \text{\textdollar}336 & \text{recalculated scholarship (7% of \textdollar5,115)} \\
- \$11,615 & \text{original federal loans} & - \$815 & \text{remaining federal loans (see below)} \\
\text{\textdollar4,200} & \text{(original cash to student)} & \text{\textdollar296} & \text{(recalculated allowable cash for student)}
\end{align*}
\]

The federal aid was recalculated according to federal regulation: by first determining the lesser amount of:

• $10,802 “Unearned” federal aid (unattended percent of original federal aid, 93% of $11,615); and

• $11,360 (unattended percent times semester charges, 93% of $12,215).

Therefore the University must reduce the loans and return $10,802 of the student’s original $11,615 federal loans ($11,615 minus $10,802 = $815 remaining federal loans):

\[
\begin{align*}
\$4,365 & \text{original federal unsubsidized Stafford loan} & \$0 & \text{no remaining unsubsidized Stafford loan} \\
+ \$4,250 & \text{original federal subsidized Stafford loan} & + \$0 & \text{remaining subsidized Stafford loan} \\
+ \$3,000 & \text{original federal Perkins loan} & + \text{\textdollar815} & \text{remaining Perkins loan} \\
\text{\textdollar11,615} & \text{original federal loans} & = \text{\textdollar815} & \text{remaining federal loans}
\end{align*}
\]

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. For more information on these policies, their application, and additional examples, please contact the University’s Enrollment Center.

STUDY ABROAD AND COURSES TAKEN AWAY FROM FAIRFIELD

U.S. Students in standard 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 first page) 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 course work is not primarily taught by University faculty.

COURSES TAKEN DURING JULY AND AUGUST

Special procedures and extra charges apply for courses taken from June 27 to August 15. Approval must be obtained by submitting an Academic Standards Petition. Extra tuition charges of $350 per unit and extra housing and meal charges of $200 per week apply. Financial Aid, including scholarship, is not available during this time. Courses during July will be added to spring semester. Courses during August will be added to fall semester.
INFORMATION FOR RECIPIENTS OF THE IOWA TUITION GRANT
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 maximum award to an amount less than the statutory maximum.

IMPORTANT NOTICE
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 January 31, 2004.
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Assistant Professor of Maharishi Vedic Science and Education • Co-Director of the Doctoral Program in Maharishi Vedic Science • B.A., University of Arizona, 1969 • M.S.C.I., Maharishi European Research University, 1976 • M.A., Ph.D., University of California at Berkeley, 1984, 1988

William Goldstein
University Legal Counsel • Assistant Professor of Law and Government • B.A., Colby College, 1972 • J.D., University of San Diego School of Law, 1978

David Goodman
Assistant Professor of Management • Associate Chair of the Department of Business Administration, Director of M.B.A. program • B.A., McGill University (Canada), 1976 • M.B.A., Maharishi International University, 1990 • Ph.D., Maharishi University of Management, 1996

Rachel Goodman
Assistant Professor of Management, Director of Minor in World Peace • Director of Career Planning • M.A., M.S., Maharishi International University, 1986, 1991 • Ph.D., Maharishi University of Management, 1997

Catherine Gorini
Professor of Mathematics • Chair of the Department of Mathematics • Dean of Faculty • A.B., Cornell University, 1971 • M.S., Ph.D., University of Virginia, 1977, 1982

William Graff
Assistant Professor of Accounting • B.S., Virginia Polytechnic Institute, 1975 • M.A., M.B.A., Maharishi International University, 1979, 1985 • C.M.A., 1990 • C.P.A., 1997
Gregory Guthrie  
Professor of Computer Science • Dean of the College of Computer Science and Mathematics • B.S., M.S., Ph.D., Purdue University, 1972, 1975, 1978

Shepley Hansen  
Director of Design for Maharishi University of Management Press • Associate Professor of Art • B.F.A., University of Kansas, 1974 • M.S.C.I., Maharishi European Research University, 1977

Dennis Heaton  
Professor of Management, Co-Director of the Ph.D. Program in Management • Dean of Distance Education and International Programs • B.A., University of Notre Dame, 1969 • M.A., West Georgia College, 1971 • Ed.D., Boston University, 1984

Scott Herriott  
Professor of Management • Expansion Council Chair • B.A. summa cum laude, Dartmouth College, 1975 • M.A., Ph.D., Stanford University, 1979, 1984

Christopher Jones  
Associate Professor of Education • Chair of the Department of Education • B.A., Oberlin College, 1969 • M.A., Temple University, 1972 • Ed.D., Teachers College, Columbia University, 1979

Peter Just  
Instructor of Computer Science • B.S., Technische Fachhochschule, Berlin, 1986 • M.S., Maharishi International University, 1991

James Karpen  
Associate Professor of Professional Writing • B.S., Augustana College, 1972 • B.A. cum laude, Maharishi International University, 1979 • M.A., Ph.D., Bowling Green State University, 1981, 1984

Jean-Marie Karst  
Instructor of Maharishi Vedic Science • Teacher Certification (CAPES) France, 1972 • M.A., Maharishi University of Management, 2004

Gurdon Leete  
Assistant Professor of Art • B.F.A., M.F.A., San Francisco Art Institute, 1972, 1977

Joe Lerman  
Instructor of Computer Science • B.S., Boston University, 1976 • M.S., Maharishi University of Management, 1995

Michael Lerom  
Assistant Professor of Chemistry • B.S., University of Washington, 1963 • M.S., University of Oregon, 1966
Keith Levi
Associate Professor of Computer Science • Chair of the Department of Computer Science
• B.A. summa cum laude, Maharishi International University, 1979 • M.A., M.S., Ph.D.,

Bruce McCollum
Assistant Professor of Management • B.A., M.B.A., Ph.D., Maharishi University of

Steven McLaskey
Assistant Professor of Biology and Agriculture • B.S.C.I., Maharishi European Research
University, 1978 • B.S., Maharishi International University, 1989 • M.S., Ph.D., Cornell
University, 1994, 1997

Liis Mattik
First-Year Curriculum Coordinator • B.A., Physiology, Maharishi Vedic University,
Tatarstan, Russia, 1996 • M.S.C.I., Maharishi University of Management, 2000 • B.A.,
M.S., Maharishi University of Management, 2004

Patricia Minkler
Assistant to the Dean of Faculty • B.A., Smith College, 1966 • M.A., Maharishi
International University, 1988

Paul Morehead
Associate Chairman of the Department of Physiology and Health • B.S.C.I., Maharishi
European Research University (Switzerland), 1977 • M.A., Maharishi International
University, 1988 • M.S., Maharishi University of Management, 2004

Bevan Morris
Minister of Enlightenment, Global Country of World Peace
B.A., M.A., Psychology and Philosophy, Gonville and Caius College, Cambridge
University (England), 1975, 1979 • M.S.C.I., D.S.C.I., Maharishi European Research
University, 1976, 1979 • Doctor of World Peace, Maharishi University of World Peace •
International President of Maharishi Vedic Universities • President and Chairman of the
Board of Trustees, Maharishi University of Management, U.S.A. • President of the
Maharishi Global Development Fund • President of the Maharishi World Peace Fund •
Chairman of the Board of Directors of Maharishi School of the Age of Enlightenment

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University, 1971 • M.S.C.I., Maharishi European Research University, 1978 • M.A.,
Maharishi International University, 1979 • M..A.W., University of Iowa, 1983 • Ph.D.,
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David Pohlman
Assistant Professor of Maharishi Vedic Science, Director of Men • B.A., Miami University, 1994 • M.A., Ph.D., Maharishi University of Management, 1996, 2004

Patricia Robinson
Assistant Professor of Education, Associate Dean of Faculty, Associate Director of Admissions • B.S., Kansas University, 1972 • M.A., Maharishi International University, 1983 • Ph.D., Kansas University, 1992

Clyde Ruby
Instructor of Computer Science • B.A., Pepperdine University, 1968 • M.A., M.S., Maharishi International University, 1987, 1991

Susan Runkle
Dean of Students • Instructor of Maharishi Vedic Science • B.A., Queens University, Ontario, 1975 • M.A., Maharishi University of Management, 1995

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Assistant Professor of Art • B.F.A., Maharishi International University, 1986 • M.A., M.F.A., University of Iowa, 1996, 1997

David Sands
Associate Professor of Physiology and Health • Medical Director, Maharishi University of Management Health Center • B.A., Brandeis University, 1965 • M.S., University of Pennsylvania, 1968 • M.D., University of Iowa, 1978

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Associate Professor of Art • Chair of the School of the Arts • B.F.A., Boise State University, 1971 • M.F.A., University of Montana, 1973

James Sinton
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David Streid
Associate Professor of Mathematics • Chief Administrative Officer • B.A. summa cum laude, Maharishi International University, 1980 • M.S., Ph.D., University of Illinois at Urbana, 1982, 1990

Richard Thompson
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Mark Toomey
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Associate Professor of Maharishi Vedic Science, Chair of the Department of Maharishi Vedic Science • Dean of the Graduate School • Director of the EEG/Psychophysiology Center • Co-Director of Evaluation • B.S., Cornell University, 1976 • M.S., Ph.D., Maharishi International University, 1986, 1988

Keith Wallace
Director of Research (International), and Trustee, Maharishi University of Management, Professor of Physiology • Chair of the Department of Physiology and Health • B.S., Ph.D., University of California at Los Angeles, 1967, 1970

Keith Wegman
Assistant Professor of Maharishi Vedic Science, Director of Men • B.A., St. Olaf College, 1991 • M.A., Maharishi International University, 1993 • Ph.D., Maharishi University of Management, 2004

Kenneth West
Assistant Professor of Management • B.A., M.B.A., Maharishi International University, 1975, 1988 • M.S.C.I., Maharishi European Research University, 1977

Kristine Wood
Director of the Research in Consciousness Program • B.S., University of Iowa, 1971

Maureen Wynne
Vice President for Expansion, Professor of Management • B.A., Trinity University, 1968 • J.D., University of Texas Law School, 1970 • Ph.D. in Law, Maharishi European Research University, 2004

Robert Wynne
Vice President for Expansion, Professor of Management, Trustee • B.A., Stanford University, 1971 • S.M., Massachusetts Institute of Technology, 1973 • Doctor of Philosophy in Public Administration, Maharishi European Research University, 2002 • Doctor of Laws in Public Administration, Maharishi University of Management, 2002
Zhu Yunxiang  
Assistant Professor of Management • B.A., Fuyang Teachers College, China, 1981 • B.S., Maharishi International University, 1991 • M.B.A., Maharishi University of Management, 2002

**RESEARCH FACULTY**

**John Hagelin**  
Director of the Institute of Science, Technology and Public Policy, Professor of Physics • A.B. summa cum laude, Dartmouth College, 1975 • A.M., Ph.D., Harvard University, 1976, 1981

**Carolyn Gaylord King**  
Associate Professor of Psychology, Trustee of Maharishi University of Management • B.A., Southern Arkansas University, 1969 • M.A., Ph.D., University of Michigan, 1974, 1976

**Sanford Nidich**  
Professor of Physiology and Health, and Education • Associate Director of the Institute for Natural Medicine and Prevention • B.A. summa cum laude, M.A., Ed.D., University of Cincinnati, 1973, 1974, 1975

**Maxwell Rainforth**  
Assistant Professor of Physiology and Health, and Statistics • B.Sc. (Honors), University of Canterbury (New Zealand), 1977 • M.A., M.S., Maharishi International University, 1986, 1989 • Ph.D., Maharishi University of Management, 2000

**John Salerno**  
Research Assistant Professor • Assistant Director of the Institute for Natural Medicine and Prevention • B.S., Indiana University of Pennsylvania, 1976 • M.A., Ph.D., Maharishi International University, 1988, 1991

**Robert Schneider**  
Professor of Physiology and Health, Director of the Institute for Natural Medicine and Prevention • B.A., Antioch College, 1977 • M.D., New Jersey Medical School, 1981
ADJUNCT FACULTY

Paula Armstrong
Adjunct Instructor of Education • B.A., Tulane University, 1976 • M.A., University of Michigan, 1977

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Adjunct Assistant Professor of Computer Science and Management • B.A., M.S., Azad University (Iran), 1991, 1994 • Ph.D., DeMontefort University (U.K.), 2004

Richard Averbach
Adjunct Professor of Physiology and Health • B.S. with honors, Michigan State University, 1971 • M.D., Medical College of Ohio, 1974

Michael Blitz
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Gillian Brown
Adjunct Assistant Professor of Art • B.A., Brown University, 1973 • M.E.A., Rhode Island School of Design, 1977 • M.F.A., University of California at Los Angeles, 1980

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Robert W. Boyer
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Juliette Daley
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Ellen Finkelstein

Gerald Geer
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Vernon Katz
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Jonathan Lipman
Director of the Institute of Maharishi Sthapatya Veda • B.A., Cornell University, 1977

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Isabelle Matzkin
Instructor of Music and Maharishi Vedic Science • B.M. summa cum laude and special honors, University of Iowa, 1988 • M.A., University of Iowa, 1988

- 268 -
Tina McQuistion  
Adjunct Assistant Professor of Maharishi Vedic Science • B.A.E., University of Kansas, 1975 • M.A., Maharishi International University, 1991 • Ph.D., Maharishi University of Management, 2004

Mike Robinson  
Adjunct Instructor of Computer Science • B.S., Psychology and Computer Science from Kansas State University, 1975 • M.S. in Computer, Maharishi University of Management, 2002

Ken Ross  
Adjunct Instructor of Management • B.A., University of Wisconsin at Madison, 1975 • M.B.A., New York University, 1982

Ken Sewall  
Adjunct Assistant Professor of Economics • B.S., Union College, 1972 • M.Ed., Springfield College, 1974 • M.S., Ph.D., University of Massachusetts, 1981, 1986

Craig Shaw  
Adjunct Senior Librarian II • B.S., University of Michigan, 1970 • M.A., Maharishi International University, 1979 • M.L.S., University of Iowa, 1982

Brian Smith  
Adjunct Instructor of Art • B.A., University of Denver, 1975

Kenneth Walton  
Adjunct Associate Research Professor, Institute for Natural Medicine and Prevention • B.S., University of Georgia, 1962 • Ph.D., Vanderbilt University, 1970

**CLINICAL FACULTY**

Veronica Butler  
Clinical Associate Professor of Physiology and Health • B.S., M.D., University of Michigan, 1972, 1976

Nancy Lonsdorf  
Adjunct Professor of Research, Medical Director of The Raj Health Resort • B.A., Johns Hopkins University, 1980 • M.D., Johns Hopkins University, 1983

Stuart Rothenberg  
Clinical Associate Professor of Physiology and Health • B.A., Columbia College, 1968 • M.D., New York University School of Medicine, 1974
Hari Sharma  
Clinical Professor of Physiology and Health • M.B.B.S., M.D., Lucknow University (India), 1961, 1965 • M.Sc., Ohio State University, 1969

VISITING FACULTY

John Cleary  
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SPECIAL FACULTY

Michael Dillbeck  
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Susan Levin Dillbeck  
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John Fagan  
Professor of Biochemistry and Physiology, • B.S. cum laude, University of Washington, 1971 • Ph.D., Cornell University, 1977

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Kurt Kleinschnitz
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John Konhaus
Fellow in Maharishi Vedic Science • B.S., Franklin and Marshall, 1970 • M.A., Maharishi European Research University, 1977 • M.A., Maharishi International University, 1986

Sara Konhaus
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Robin Rowe
International Coordinator and Faculty, Maharishi Open University • B.A., California State University, San Francisco, 1970 • Standard California Teaching Credential, California State University, Hayward, 1971 • Ph.D., University of California, Santa Barbara, 1980

Margaret Sands
Fellow in Maharishi Vedic Science • B.A., State University of New York at Oneonta, 1976

William Sands
Assistant Professor of Maharishi Vedic Science and Sanskrit • B.S.B.A., Georgetown University, 1973 • M.S.C.I., Maharishi European Research University, 1981 • M.A., Ph.D., Maharishi International University, 1989, 1993
ACADEMIC CALENDAR 2004–2005

FALL SEMESTER
All Blocks begin at 7:00 a.m. and end at 7:00 p.m.

<table>
<thead>
<tr>
<th>FALL REGISTRATION</th>
<th>Fri., Aug. 13</th>
</tr>
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<tbody>
<tr>
<td>All New Students</td>
<td>Sat., Aug. 14</td>
</tr>
<tr>
<td>All Continuing Students</td>
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<table>
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<tr>
<th>SCIENCE OF CREATIVE INTELLIGENCE COURSES</th>
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<tbody>
<tr>
<td>New Undergraduates</td>
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<tr>
<td>New Graduate Students</td>
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<tr>
<th>FOREST ACADEMY</th>
<th>Mon., Aug. 16–Fri., Aug. 27</th>
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<tbody>
<tr>
<td>BLOCK 1</td>
<td>Mon., Aug. 30–Thurs., Sept. 23</td>
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<td>BLOCK 2</td>
<td>Mon., Sept. 27–Thurs., Oct. 21</td>
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<tr>
<td>BLOCK 4</td>
<td>Mon., Nov. 22–Sat., Dec. 18</td>
</tr>
<tr>
<td>BLOCK 5</td>
<td>Mon., Jan. 3–Thurs., Jan. 27</td>
</tr>
</tbody>
</table>

FALL HOLIDAYS — NO CLASSES
Thanksgiving Holiday: Wed., Nov. 24, 12:00 p.m.–Sun., Nov. 28
Winter Holiday: Sat., Dec. 18, 2:30 p.m.–Sun., Jan. 2

SPRING SEMESTER
All Blocks begin at 7:00 a.m. and end at 7:00 p.m.

<table>
<thead>
<tr>
<th>SPRING REGISTRATION</th>
<th>Fri., Jan. 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Students</td>
<td>Mon.–Sat., Jan. 24–Jan. 29</td>
</tr>
<tr>
<td>All Continuing Students</td>
<td>Fri., Jan. 28</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCIENCE OF CREATIVE INTELLIGENCE COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>All New Students</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>FOREST ACADEMY</th>
<th>Mon., Jan. 31–Fri., Feb. 11</th>
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<tr>
<td>BLOCK 6</td>
<td>Mon., Feb. 14–Thurs., Mar. 10</td>
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<tr>
<td>BLOCK 7</td>
<td>Mon., Mar. 14–Sat., March 26</td>
</tr>
<tr>
<td>BLOCK 8</td>
<td>Mon., Apr. 4–Thurs., April 28</td>
</tr>
<tr>
<td>BLOCK 9</td>
<td>Mon., May 2–Thurs., May 26</td>
</tr>
<tr>
<td>BLOCK 10</td>
<td>Mon., May 30–Thurs., June 23</td>
</tr>
</tbody>
</table>

Commencement
Sat., June 25, 1:00 p.m.

SPRING HOLIDAYS — NO CLASSES
Spring Break: Sat., March 26, 2:30 p.m.–Sun., Apr. 3

Note: Students in non-standard 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.