MAHARISHI UNIVERSITY OF MANAGEMENT

CATALOG

2005–2006

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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Maharishi University of Management
Fairfield, Iowa 52557

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

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.

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**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.
ACADEMIC PROGRAMS

THE FIRST-YEAR PROGRAM

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. These two together, intellectual understanding and the experience of personal growth, 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.

Besides other course work, students who are enrolled in the first-year program receive instruction in Self-Pulse Assessment, or Maharishi Nadi Vigyan. This simple and profound technology from Maharishi Consciousness-Based Health Care℠ allows the individual to accurately assess the level of balance of the whole physiology. The pulse contains the level of functioning of the three fundamental principles of intelligence governing the physiology: the principle of movement and communication; the principle of transformation and metabolism; and the principle of structure and cohesion. The goal is for the students to be able to measure the basic level of balance, which can then guide their dietary choices and daily routine to maintain balance and vitality. Students receive five class hours of instruction in Self-Pulse Assessment during the Science of Creative Intelligence® course. During the rest of the first year’s required curriculum, there is one 45-minute Pulse and Prevention session in each course. Also throughout the rest of the academic year, students, supervised by their faculty practice taking their pulse before and after the morning meditation and in the afternoons at the beginning and end of class session.

COURSES

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 that derive from daily practice of the Transcendental Meditation® technique and the resulting growth of creative intelligence. Maharishi describes the
principles underlying the development of full potential in life and demonstrates the unified expression of creative intelligence in the Laws of Nature. Maharishi 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: Creating Harmony within the Diversity of Students, Faculty, and Administration
Integrated into the SCI course is a four-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.

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 Maharishi 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)

ESS 101 Health-Related Fitness: Physical Activity to Promote Longevity and Fitness For Life
In this innovative and unique course, students are presented with the most current knowledge of fitness and exercise science. Students also exercise daily, chart their activities, and report their achievement at the end of each month. Each year every student receives a fitness assessment and a personally tailored workout program. Students are then assessed again at the end of the year. A computerized system helps students track their progress and generates a regimen of exercises.

MVS 102 Introduction to Sanskrit and Maharishi Vedic Science: Learning the Language of Nature and Understanding Principles of Natural Law
“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 Sanskrit and Maharishi Vedic Science (Advanced): Reading the Language of Nature and Understanding Principles of Natural Law
“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.)

**LIT 114 Literature as Self-Discovery: Recognizing Self-Identity as the Fundamental Principle in All Forms of Literature**

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 Appreciation: Living the Music of Life, Enlivening Harmony in Nature**

The goal of this course is to enliven the musical core of every student, and to nourish their innate musical creativity through the basic elements of music — vibration, sound, rhythm, harmony — which lie at the heart of life itself.

The course consists of four main components:

1. Listening to masterpieces of Western music, to understand its evolution and identify the major compositional styles
2. Music theory, notation, practice and performance skills (taught according to each student’s skill level)
3. Daily piano lessons (taught according to each student’s skill level)
4. Daily lessons in Maharishi Gandharva Veda™ music, the music of the ancient Vedic civilization, taught by in-residence experts from India
Ultimately, this course is designed to help students experience the power of music, and understand the scope of every musician’s responsibility to create harmony within oneself, one’s audience, and one’s environment. (2 units)

**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)

**MATH 148 Infinity: From the Empty Set to the Boundless Universe of All Sets — Exploring the Full Range of Mathematics and Seeing Its Source in Your Self**

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: Enlivening the Body’s Inner Intelligence to Create Perfect Balance and a Disease-Free 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)

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

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 1: Clear and Graceful Prose — Coherent Minds Expressing Themselves through Traditional Writing Forms**

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 2: Exploring Academic Writing — Knowledge as the Basis of Successful Communication and Self-Expression**

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: Using Variables to Manage the Total Possibility of Numbers and Solve Practical Problems
The infinitely flexible language of algebra is used to quantify and model mathematical patterns and relationships. Topics include operations on algebraic expressions, linear equations, the coordinate plane, inequalities, factoring, and simple quadratic equations. (4 units)

MATH 153 Intermediate Algebra: Using Variables to Manage the Total Possibility of Numbers and Solve Practical Problems
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

MVS 202 Higher States of Consciousness: Realizing Your Full Human Potential
Students study numerous lectures by Maharishi giving detailed descriptions of the further reaches of human development unfolded by regular practice of his technologies of consciousness, with particular emphasis on the Transcendental Meditation and TM-Sidhi® programs. Maharishi locates 4 milestones in this development that he terms higher states of consciousness. The course explores each of these milestones, and the transitions between them, through subjective descriptions of direct experience and objective scientific research. (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 the Science of Creative IntelligenceSM 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.”)

**FA 231 Great Civilizations: Fulfilling the Ancient Quest for Heaven on Earth as Sought by Vedic, Chinese, Indian, Middle Eastern, African, Native American and Western Cultures**

Students explore the most inspiring creations of civilization — art, philosophy and religion — highlighting humanity’s quest for an ideal society. The course begins with the venerable Vedic civilization, which according to Vedic Literature enjoyed Heaven on Earth, continues with extraordinary videotapes, slide lectures and guest speakers on many other cultures, and concludes by examining the possibilities for creating Heaven on Earth today. By familiarizing students with many cultures in the light of their own consciousness, this course nurtures global citizens of the 21st century, at home in the world family. Topics include: Western and Vedic views of history, cultural history from prehistory to the present day, and the most widespread wisdom traditions of humanity — Taoism, Buddhism, Hinduism, Judaism, Christianity, and Islam. The course includes a 3–4 day field trip to a major cultural center. Field trip fee: $175. (4 units)
DEPARTMENT OF ART AND DESIGN

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., Professor Emeritus 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
• Juliette Daley, M.F.A. Assistant Professor of Art and Exercise and Sport Science
• Gillian Brown, M.F.A., Adjunct Assistant Professor 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
• Patricia Innis, M.F.A., Artist-in Residency

INTRODUCTION

The Department of Art and Design 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 their 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
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 Art and Design
• Minor in Improvisational Dance/Movement

SPECIAL FEATURES
Students explore their creativity in the most refined fields of personal expression, mentored by accomplished professional faculty artists who are experts in guiding aspiring artists.
• Create independent work under faculty guidance.
• Interact with visiting artists from around the country and with established artists in the Fairfield area who have given the town a regional reputation as a center for the arts.
• Explore the greatest art of the past and present in the light of consciousness, and gain inspiration to develop your own artistic genius.
• Take field trips to major cultural centers like Chicago and New York and explore the universal and unique values of consciousness expressed in the art of many cultures.
• Develop tools for self-evaluation and career development, forming the basis for professions in the arts.
• 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 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.
• Develop a deep knowledge of the language of painting and the overarching visual principles that connect all forms of painting.
• Learn from in-depth interactions with faculty in small classes.
Ceramics Courses
• Relate the knowledge and experience of ceramics to the growth and evolution of one’s own consciousness.
• Develop knowledge of materials, processes, and traditions that have fostered the creation of clay pottery, sculpture, and tile.
• Work in a fully equipped studio, which allows students to develop experience with a variety of methods of working in clay, including handbuilding, wheelthrowing, and moldmaking; firing methods which include low-fire, high-fire stoneware, soda, and raku.

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

Digital Media/Photography/Video
• Explore the language of sight and sound and its relation to their own inner value of consciousness. Creatively apply computer, photographic, and video technologies in well-equipped digital media and photo labs.
• Become proficient in software applications for photo image editing, Web page design, video editing, video compositing, special effects, 3-D modeling, and graphic design.
• Enjoy project-oriented study that supports both fine art and commercial orientations 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
• Develop a deeply interdisciplinary perspective, which prepares you 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; and learn the basic principles and techniques of digital commercial photography.
Video Courses
• Explore contemporary digital techniques in video production using Apple G4s and DV cameras for video, and the Web. Write, direct and produce your own videos.

Improvisational Dance/Movement Courses
• Improvisation becomes most truthful, spontaneous and enjoyable when the mover acts from the deepest part of himself. These courses focus on building confidence, strength, flexibility, range of movement and the experience and understanding of the mechanics of the creative impulse, so that dancers or actors can explore movement in the context of themselves, music, other students, and the environment of the theater. Students examine fundamental principles of movement, performance, masque-building, the physiology of exercise, and anatomy; with the goal of developing perfection in the body-mind continuum.

Maharishi Gandharva Veda Music Courses
• 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. For course descriptions of music courses, please see the Department of Maharishi Vedic Science.

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 Art and Design. For students who want to 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 guidance 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 and the Self

12 units of these second-year courses:
• FA 201 Art in Nature
• FA 203 Understanding Art
• FA 301 Drawing 1
plus 8 units from the following:
• FA 381 Prehistoric to Medieval Art
• FA 382 Renaissance to Contemporary Art
• FA 383 Nineteenth and Twentieth Century Art
• FA 384 Traditions of World Art

plus 4 units from the following:
• FA 302 Drawing 2
• FA 311 Painting 1

plus 44 units from the following (Courses cannot be repeated to fulfill units for the B.F.A.):
• FA 282 Video Production
• FA 284 Video Editing
• FA 291 Video and Time-Based Art
• FA 302 Drawing 2
• FA 311 Painting 1
• FA 312 Painting 2
• FA 331 Photography Studio
• FA 341 Ceramics 1
• FA 342 Ceramics 2
• FA 343 Ceramics 3
• FA 344 Ceramics 4
• FA 351 Sculpture 1
• FA 352 Sculpture 2
• FA 353 Sculpture 3
• FA 361 Digital Imaging
• FA 362 Graphic Design
• FA 363 Web Design and Web Animation
• FA 364 Advanced Digital Media
• FA 398 Fieldwork

plus 18 units in the final spring semester of:
• FA 400 Senior Studio and Seminar

plus field trips
All majors will have the opportunity to take a 3–5 day field trip or longer 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 $200–300, or more, per semester.

plus evening video series
For the enrichment of its students, the Department 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. These meetings may fall outside regular class times, including Sundays or weekends between courses, but attendance is a degree requirement.

plus successful completion of a portfolio (slides, CD Rom, or videotape) 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 Art and Design
To graduate with a minor, students must successfully complete 20 units of course work as follows:

4 units of:
• FA 201 Art in Nature

plus 4 units from the following:
• FA 203 Understanding Art
• FA 381 Prehistoric to Medieval Art
• FA 382 Renaissance to Contemporary Art
• FA 383 Nineteenth and Twentieth Century Art
• FA 384 Traditions of World Art

plus 12 units of art and design 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 Improvisation Dance/Movement 1
• ESS 333 Improvisation Dance/Movement 2
• 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 after completing a minor in Fine Arts (20 units including Art and Nature, an art history course, 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.
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 100 Consciousness, Creativity and the Brain: The Transcendental Meditation Program**

Creativity is the artist’s ultimate resource — and it depends on how coherently the artist’s brain is functioning. In this course, students learn how the Transcendental Meditation technique can significantly increase coherence in brain functioning and thereby increase creativity and intelligence. The Transcendental Meditation technique is a simple, natural, effortless procedure that provides a unique state of deep physiological rest that dissolves accumulated stress and tension. As hundreds of scientific research studies have demonstrated, this practice increases intelligence, creativity, happiness, and self-actualization; increases energy and improves health; and enhances personal relationships.

This course covers the relationships between consciousness, creativity, and brain functioning; the influence of the practice of the Transcendental Meditation technique on brain functioning and creativity; and applications of the Transcendental Meditation program in education, the arts, business, and government. Personal instruction in the Transcendental Meditation technique is included in this course. The laboratory component of this course includes twice-daily practice of the Transcendental Meditation technique and a weekend in-residence course. (Variable units)

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

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

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

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

FA 203 Understanding Art: Culturing Aesthetic Sensibility by Appreciating Art as an Expression of the Heart, Mind, and Universal Self
Art is a celebration of life. This course cultures a deep appreciation — even a sense of awe — for all art forms. Slide lectures, discussions, workshops, and readings reveal that art is structured in the multi-layered consciousness of the artist and the audience, and in the collective consciousness of the culture. The greatest art works give glimpses of higher states of consciousness, the goal of all creativity, and thus continue to inspire people throughout time. Topics include: the fundamentals of art — form, function, and symbolism — as seen in art from many periods and cultures, Western and non-Western, secular and sacred art; creativity in art, science, and the cosmos as brought to light by creative geniuses. A highlight of the course is a 3–4 day field trip (or longer) to a major art center such as Chicago or New York. Field trip fee: $175–225 (or more). No prerequisites. (4 units)

FA 206 Contemporary Arts Workshop: Exploring the Field of All Possibilities
Students 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 are woven into the course while students gain direct experience creating experimental works individually and collaboratively. Students 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. Topics include: guided workshops in performance, working with environments and objects as well as electronic media. (2–4 units)

FA 226 (LIT 363) The Art of Film: The Development of the Visual Image from a Simple, Realistic Reproduction to a Snapshot of the Soul
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: From the Lumiere Brothers to Kurosawa — Honoring the Tradition of Film Art
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: Learning through Travel — Enjoying the Fullness of Life by Exploring Art in Its Cultural Context
Students journey through the most nourishing creations of human culture in art, architecture, music, language, customs, and cuisine. They explore how these express both values unique to the culture 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 off campus, for example, in foreign countries. (Travel and lodging costs are additional.) Topics include: introduction to a foreign language, keeping a diary relating the experiences on the trip to one’s own personal growth of consciousness and the appreciation of another culture. Can be repeated for credit with permission of the instructor. (1–4 units)

FA 230 Exploring Canadian Culture: Enjoying the Fullness of Life Traveling in Another Country
Students will study the art and culture of Canada and see spectacular sites of natural beauty in one of the purest countries on earth. They will cruise by boat through the magnificent scenery of Canadian lakes and Niagara Falls. They will enjoy the Old World charm of French-speaking Quebec City and Montreal, as they savor the cuisine, customs, and celebrations of this unique culture. Led by knowledgeable guides, students will explore inspiring churches, intriguing art and history museums, and also grand governmental buildings in Ottawa, the capital of Canada. Topics include: art appreciation, Canadian history, and keeping a diary relating the experiences on the trip to the growth of consciousness and the appreciation of another culture. (2 units)

FA 282 Video Production: Understanding and Applying the Aesthetics of Motion Pictures and the Technologies of Digital Video to Transform the World with a Vision of Unbounded Possibilities
Students produce, direct, act in, and edit original video projects for theatrical, television, or Web presentation. Students may work on both fiction and nonfiction projects with a commercial or fine art orientation. A strong emphasis of the class is on creating integrated, artful works that have a positive effect on the world. Topics include: narrative structure, storyboarding, character design, and set design; lighting, camera movement, acting, and directing; editing, sound and music, animation, and compositing; distribution strategies and exhibition channels. Lab fee: up to $100. (4 units)

FA 284 Video Editing: Utilizing Digital Tools for Capturing, Cutting, Sequencing, and Compositing Sound and Image to Create Artistic Wholeness
Video editing requires the students to be able to synthesize all the different elements of their video into a greater whole. Students produce and direct video productions, and then complete them in the Department’s nonlinear digital video editing lab with a particular emphasis on creative approaches to editing. For inspiration, students analyze examples of great camerawork, lighting, mise en scene, and montage. Topics include: the language of the moving image, the 180 degree system, Murch’s Rule of Six, and principles of dramatic unity; shot selection, cutting techniques, sound mixing, and color correction; special effects, filters, keys, and keyframes. Lab fee: up to $100. (4 units)
FA 291 Video and Time-Based Art: Using Contemporary Digital Video Technologies to Depict Subtle Expressions of Consciousness in Motion
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. Students will gain theoretical knowledge and hands-on experience in digital video technologies. They will apply this knowledge and experience to create works which make use of the layered possibilities in video as a unique art form in the electronic age, a medium with the potential to inspire and uplift the world.
Topics include: the history of video as time-based art, its transition into the digital/interactive domain, and its crossover into other disciplines including conceptual art, performance, sculpture and multi-channel video installation. Lab fee: up to $100. (4 units)

FA 287 (WTG 364) Screenwriting: Expanding Awareness — Translating the Language of Written Communication into the Language of Film and the World of the Visual
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 WTG 364] (4 units)

FA 301 Drawing 1 — Drawing from Within: Engaging the Principles of Observation through the Action of Drawing
In this course, students develop powers of observation and imagination, abilities that are vital for all the arts. Students focus on establishing the use of principles of drawing through observational methods. Topics include: still life, figure drawing, interior and landscape. Art and design majors take drawing courses as they advance through the curriculum. Can be repeated for credit with permission of the instructor. Materials fee $35.

FA 302 Drawing 2 — Drawing from Within: Exploring New Materials and Possibilities for Self-Expression
Students learn to use the power of drawing to convey a story, thus revealing in a visual narrative the sequential unfoldment of consciousness. Students engage the fundamental principles of drawing while introducing a variety of methods and materials; this sustains aesthetic unity while encouraging diversity in the discovery process and the resulting image. Taught in an open studio situation, the course allows the teacher to address both the general needs of the group and the specific needs of the individual student to advance in the experience of drawing as a means of self-expression. Materials fee: $35.

FA 311 Painting 1: Growth of the Artist through Refinement of Perception and Enhancement of the Ability to Discriminate and Integrate
FA 312 Painting 2: Growth of the Artist through Refinement of Perception and the Expansion of Flexibility, Subtlety, Expression, Spontaneity, and Evenness by Means of the Brush (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 the instructor. (1–4 units each)

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

FA 335 Digital Photography: Unlocking the Power of Light
The goal of photography is to enliven the most refined values of consciousness and in this way support the evolution and growth of both the photographer and the viewer. Digital photography helps strengthen the connection between the photographer’s vision and the resulting images by providing nearly instant feedback and furnishing ever-subtler tools for self-expression. In this course, students learn foundational principles that underlie commercial digital photography, while using principles from the Science of Creative Intelligence to consolidate both the experience and understanding of digital photography. Topics include: mastering the digital camera, managing a digital workflow, color management in theory and practice, visualizing light and how to control it in the digital darkroom. No prerequisites. (1–4 units)

FA 341 Ceramics 1 — Shaping the Unmanifest: Clay Forming, Glazing and Firing through Handbuilding Methods
Students learn the entire process of ceramics from making clay to firing pottery, providing them with the basic skills necessary to express consciousness in matter in this medium. Topics include: addressing the vessel with handbuilding methods such as pinch, coil and slab construction; basic glazing methods; earthenware, stoneware and raku firing methods. Lab fee $45. (4 units)

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

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

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

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

**FA 352 Sculpture 2 — The Portrait: Mirroring the Self**
Students continue the exploration and expression of form on a more personal level — they have the opportunity to mirror the different layers of their own consciousness in lifelike self-portraits. Students experience the controlled creation and evolution of their portrait as they sculpt in clay, transform the portrait into plaster, and cast the finished work in porcelain. Topics include: drawing the portrait (contour and tonal); sculpting the portrait; working from observation; organizing principles of three-dimensional design; proportion; form relationships; making plaster molds; slip casting; photographing sculpture; and the history of portrait sculpture. Materials: clay, plaster, and porcelain slip (liquid clay). Materials fee: $40 (4 units) Prerequisite: FA 351

**FA 353 Sculpture 3 — The Figure: Embodying the Fullness of Consciousness**
This course emphasizes sculpting the human figure, which has the potential to embody the fullness of consciousness within the cosmos. Students continue to explore the principles that structure form. In addition, they develop skills and gain the technological
know-how for sculpting, mold-making, casting, making limited editions, and mass production. Topics include: drawing the figure (contour and tonal); principles of three-dimensional design; making an armature; sculpting the figure in clay; working from observation; form/space relationship; proportion; anatomy (skeletal and musculature); mold-making, casting slip (liquid clay); the history of figure sculpture. Materials: clay, plaster and slip. Materials fee: $40 (4 units) Prerequisites: FA 351, FA 352

Students explore the digital image, the visual world and imagination in a series of image creation and manipulation projects. Goals of the course are to gain comfort and develop expertise with digital imaging tools, and to apply this expertise by developing a portfolio that explores the nature of visual reality. Topics include: the digital camera, the scanner, and the printer; composition, light and shadow, depth of field, and color; image creation strategies, digital painting, digital 3-D modeling and rendering, and digital photography; selection tools, transformations, filters, layers, and masks. Lab fee: up to $100 per course. Prerequisites: basic computer skills. (4 units)

FA 362 Graphic Design: Bringing Art to Life by Integrating Photography, Typography, Graphics, and Illustration
Students work on multifaceted projects that bring art to life by integrating illustration, photography, typography and graphic design. Projects include poster design and book design (which may have either a commercial art or fine art orientation), and stationery design, brochure design and advertising design (which have a more purely commercial orientation). Topics include: digital painting and drawing, vector graphics manipulation, and digital page layout; drawing and illustration techniques, typography, and principles of graphic design; letterform design, logo design, and page design. Lab fee: up to $100 per course. Prerequisite: FA 361 or equivalent experience. (4 units)

FA 363 Web Design and Web Animation: Creating Digital Art in a Self-Interactive Universe
Students investigate principles of design for dynamic media using tools for Web design and interactive animation, with the goal of building richly interactive Web sites that inspire the viewer. Topics include: creative approaches to Web design; buttons, rollovers, and drag-and-drop interactivity; vector graphic animation, motion paths, and animation masks; XHTML, Cascading Style Sheets, and JavaScript. Prerequisite: FA 361 or equivalent experience. (4 units)

FA 364 Advanced Digital Media: Convergence of Imaging, Animation, Graphics, Art, Computers, and Creativity
Students build on their previous experience in digital media to develop more deeply an area of personal interest, with a particular emphasis on developing the integrated wholeness that results from the creative connection of the varied parts of digital media production. Topics include: further investigation of digital imaging, animation, graphic design, or Web design. Lab fee: up to $100 per course. Prerequisite: FA 361 or equivalent experience. (4 units)
FA 381 Prehistoric to Medieval Art — Discovering the Eternal Quest for Immortality in Western Sculpture, Painting, and Architecture
Students explore the great achievements of art and architecture in the ancient cultures of prehistoric Europe, Egypt, Greece, Rome, Byzantium, and the European Middle Ages. In each of these cultures, the quest for immortality created art that continues to inspire human consciousness. Students also examine how subsequent artists, including contemporary artists, have been influenced by art from these periods. Topics include: sacred sites, the development of styles in Egyptian art and Greek art and how they mirror the stages of the development of consciousness, and the creation of a heavenly kingdom on earth in Christian art and architecture. A highlight of the course is a 3–4 day field trip to major art centers such as St. Louis and Kansas City. Field trip fee: $175–$225. (4 units)

FA 382 Renaissance to Contemporary Art — the Search for Fulfillment in Art and Life from the Renaissance to Modernism, Post-Modernism, and an Emerging Art of Expanded Awareness
Students focus on the most inspiring creations of Western art and architecture from the Renaissance to the twenty-first century. They discover how artists expressed both sacred and secular values in their quest for perfection in art and fullness in life. Students also explore how the art of the past has influenced later artists, including contemporary artists. Topics include: the transformation of art and life in the Renaissance and its reverberations in later periods; and the artistic styles, worldviews and aspects of consciousness expressed in the major visual paradigms of this epoch: Renaissance, Modernism, Post-Modernism and an emerging art of the future — an art of expanded awareness. A highlight of the course is a field trip to a major art center such as Chicago. Textbook fee: $25; field trip fee: $175–$225. (4 units)

FA 383 Nineteenth, Twentieth and Twenty-First Century Art — Awakening to the Quest for Self-Realization
Students focus on major movements in art from the nineteenth to the twenty-first century, and also examine the influence of Japanese and African art on artists of this period. Students explore how modern art and culture express a quest for self-realization in higher states of consciousness. Topics include: the search for transcendence in the art and theories of modern artists; the phase transitions from traditional art to modern art, post-modern art and a visionary art of the future; the styles of Impressionism, Post-Impressionism, Fauvism, Cubism, Surrealism, Expressionism, Non-Objective Art, Abstract Expressionism, Pop Art, Environmental Art, an art of refined perception, etc. A highlight of the course is a 3–4 day field trip to a major art center such as Chicago. Textbook fee: $20; field trip fee: $175–$225. (4 units)

FA 384 Traditions of World Art: Exploring Ancient Art that Transcends Time and Place by Embodying the Wholeness of Life
Students journey through the glorious traditions of world art, including Indian, Chinese, Japanese, Islamic, African, and Native American art. All traditions are illuminated in the light of how they reflect both unique 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 arts of these cultures continue to inspire modern artists. Topics include: the nature and functions of sacred art, the embodiment of forces of nature in Indian art, Taoist and Buddhist painting and sculpture, Japanese woodblock prints, Islamic design and architecture, African masks and ritual objects, and Native American art and artifacts. A highlight of the course is a 3–4 day field trip to major art centers such as St. Louis and Kansas City. Textbook fee: $25; field trip fee: $175–$225. (4 units)

**FA 390 Thesis Proposal: Drawing from the Source of Creativity to Create a Foundation for Artistic Success**
This course gives visual arts majors an opportunity to apply their knowledge and experience of art and consciousness to create a visual and theoretical foundation for an extended project. Prerequisites: a 3.0 GPA in the Visual Arts, completion of at least 48 units of art and design courses, and approval by the major advisor one month before the course begins. (variable units)

**FA 391 Thesis Preparation: Translating Beauty and Form into Visual Communication**
This course gives visual arts majors an opportunity to apply their knowledge and experience of art and consciousness in an extended project. Materials fees determined by instructor. Prerequisite: FA 390. May be repeated with consent of the instructor. (variable units)

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

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

**FA 400 Senior Studio and Seminar: Deepening Artistic Experience and Intellectual Understanding for Creative Growth**
Students explore advanced practical and theoretical topics in drawing/painting, sculpture/ceramics, and photography/digital media or new genres. Students have the opportunity to culture a deep connection between consciousness and creative expression in their area or areas of specialization. Working for several months under the guidance of faculty members, students examine the vocation, role, and responsibility of the contemporary artist in the light of their own artistic aspirations. Topics include: art as a mirror of consciousness — creativity and Veda; current artistic trends and the future of
art; and practical skills for careers in the arts, including researching, writing and presenting an essay on art, portfolio preparation, presenting and photographing artwork, writing a resume and artist’s statement, and marketing and exhibiting art. A highlight of the course is a field trip to a major art center, such as Chicago or New York. Field trip fee: $250-500 (or more). 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 Dancers and Actors Explore Improvisational Movement as an Expression of Deepest Creative Impulses
Improvisation becomes the most truthful when the mover acts from the deepest part of himself. The course focuses on building strength, flexibility, range of movement and the experience and understanding of the mechanics of the creative impulse, so that dancers or actors can begin the exploration of movement in the context of themselves, music, other students, and the environment of the theater. (4 units — may be repeated)

ESS 333 Improvisation Dance/Movement 2: Expanding the Experience of Movement Truthful to the Inner Life of Each Student
As an extension of ESS 332, 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: Cycles of Performance and Critique to Stabilize the Ability to Use Improvisation as a Performance Method, Drawing from the Creative Source of All Performing Arts
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 — Working with Masque and Movement, Tools in Creating Fully Developed Characters 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)

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. For course descriptions of music courses, see the Department of Maharishi Vedic Science.
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
• Andrew Bargerstock, Ph.D., Associate Professor of Management, Director of the Accounting Professionals Program
• Tom Carlisle, Ph.D., Assistant Professor of Management
• 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., Associate Professor of Management, Director of Career Development, Director of Minor in World Peace
• William W. Graff, C.P.A., C.M.A., 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
• James Sinton, M.S., Instructor of Management
• Kenneth West, M.B.A., Assistant Professor of Management
• Zhu Yunxiang, M.B.A., Assistant Professor of Management
• Michael Blitz, B.A., Adjunct Instructor of Management
• Ken Ross, M.B.A., Adjunct Instructor of Management
• Wendy Cavanaugh, M.A., Adjunct Assistant Professor of Writing

INTRODUCTION

The Department of Business Administration offers a Bachelor of Arts in Business, 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.

The bachelor’s program culminates in the presentation of a business plan developed by the student entrepreneur. 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 are taught in the light of Maharishi Vedic Management™ — 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, clearer thinking, greater creativity, moral development, and wisdom. They 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.

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

**SPECIAL FEATURES**

- **Case Studies 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 Business**
Courses in the business curriculum encompass an international perspective to help prepare graduates to function effectively in the world’s varied cultural and business settings. Students are trained to be broad thinkers, harmonious contributors to teams, and experts in creative change. The undergraduate courses are grouped into 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 in an international context. 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 (first-year program)**
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 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” — often referred to as “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 (second-year program)**
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 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. 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.
**Evening /Weekend M.B.A. Program**
This program offers an opportunity for students to integrate Curriculum Practical Training (CPT) into the academic schedule. Students take 5 academic courses in the evenings and weekends rather than the normal 10 courses per year. They work during the day integrating and applying the knowledge they learn in class.

**Accounting Professionals Specialization**
The Accounting Professionals program is part of the accounting specialization of the M.B.A. program. It is designed for students with a strong academic background and professional experience in accounting.

The course work for the M.B.A. builds on this background and is intended to prepare students for a career as Certified Management Accountants. The program also offers an opportunity for practical experience.

**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 Management — 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, 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 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 successfully complete an oral defense of the dissertation.

DEPARTMENTAL REQUIREMENTS

Entrance Requirements for the Business Major or Minor
Before taking any courses in the management major or minor, students must successfully complete or waive out of College Composition II (WTG 192). Statistics (MGT 314) is a prerequisite for the Foundations Module.

Graduation Requirements for the Bachelor of Arts Degree in Business
To graduate with a B.A. in Business, 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 sequential 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 315 Financial Accounting
- 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 Business 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 Business major in a workplace setting.

**Graduation Requirements for the Minor in Business**
To graduate with a minor in business, students must complete (20 units) of course work in business.

**Graduation Requirements for the Minor in Communications and Media**
To graduate with an interdisciplinary minor in Communications and Media, students must complete 20 units of course work from the list below. The courses must include courses from three departments and not more than two from any one department.

- ED 309 Teaching with HyperStudio
- ED 311 Creating the Digital Portfolio
- ED 324 Human Relations in Education
- FA 282 Video Production
- FA 284 Video Editing
- FA 291 Integrated Approaches to Video
- FA 331 Photography Studio
- FA 335 Digital Photography Studio
- FA 361 Digital Imaging
- FA 362 Graphic Design (prerequisite FA 361)
- FA 363 Web Design & Web Animation (prerequisite FA 361)
- FA 364 Advanced Digital Media (prerequisite FA 361)
- GOV 407 Negotiation, Mediation, & Cross-Cultural Communication
- LIT 363 The Art of Film
- MGT 201 Communications Skills
- MGT 425 Marketing Management
- MGT 474 Marketing Research
- MGT 479 International Marketing
- MVS 315 TM Program Lecture Training
- SL 210 Ideal Relationships
- THE 310 Acting I
- WTG 301 Nonfiction Workshop I
- WTG 302 Nonfiction Workshop II
- WTG310 Poetry Writing
- WTG 312 Persuasive Essay
- WTG 313 Fiction Writing I
- WTG 314 Fiction Writing II
- WTG 315 Creative Nonfiction
- WTG 320 The Personal Essay
- WTG 332 Prose Style
- WTG 340 Writers on Writing
• WTG 350 Advanced Creative Writing  
• WTG 355 Writing in the Professions  
• WTG 364 Screenwriting  
• WTG 410 Travel Writing

**Graduation Requirements for the Minor in Government**  
To graduate with a minor in government, students must complete 20 units of coursework. At least one government course and 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 coursework 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 — Chapters 1–3  
• MVS 303 Bhagavad-Gita — Chapters 4–6  
• MVS 304 Application of Maharishi Vedic Science  
• MVS 307 Practicum in Maharishi Vedic Science  
• MVS 330 *Transcendental Meditation-Sidhi™* Course  
• BIO 405 Sustainable Global Environment  
• MGT 402 Global Environmental Politics and Policy  
• MGT 403 World Peace Project  
• SL 330 Bio-Cultural Ethics  
• SL 346 Vedic Architecture and Green Architecture  
• LIT 207 The Bhagavad-Gita  
• LIT 366 The Peace Film  
• LIT 370 Literature and the Environment

**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.

**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 516 Managerial Accounting or MGT 515 Financial Accounting
- 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 502 Business Process Improvement I
- MGT 534 Career Development
- MGT 580 Business Process Improvement II

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

Students taking one or more courses in the Accounting Professionals Program may substitute those courses for required courses when scheduling conflicts occur.

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.

**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 Accounting/Finance, Electronic Business, Human Resource Management, International Business, and Marketing.**

**The Accounting/Finance Specialization and the Accounting Professionals Specialization** prepare 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 the Certified Public Accountant (CPA), Certified Management Accountant (CMA), or Certified Financial Manager Certification Examination.

**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 back-end 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 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 Accounting/Finance Area:
• MGT 414 Taxation
• MGT 421 Money and Capital Markets
• MGT 440 Intermediate Accounting 1
• MGT 441 Intermediate Accounting 2
• MGT 445 Auditing 1
• MGT 473 Cost Accounting 1
• MGT 496 CPA/CMA Review
• MGT 551 Corporate Finance
• MGT 562 International Finance
• MGT 568 Investment Management

Courses in the Accounting Professionals Program:
MGT 513 Business Law and Taxation
MGT 597 Special Topics in Management
MGT 473 Cost Accounting
MGT 541 Management Information Systems
MGT 445 Auditing
MGT 551 Corporate Finance
MGT 527 Economics for Business Decision-Makers
SCI 500 Science of Creative Intelligence
FOR 510 Forest Academy

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 International Business Area:
• MGT 459 International Finance
• MGT 469 International Business
• MGT 521 Development Economics
• MGT 522 Human Resources and Economic Development
• MGT 563 International Trade and Competitiveness
• MGT 579 International Marketing
• MGT 583 Mediation and Negotiation
• GOV 402 Global Environmental Politics and Policy
• GOV 407 Negotiation, Mediation and Cross-Cultural Communication

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

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 1
• MGT 507 Assessment and Evaluation
• MGT 555 Human Resource Development
• MGT 580 Business Process Improvement 2
• 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 1
• MGT 631 Statistical Analysis for Management Research 2
• 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 Seminar on Writing and Teaching
• MGT 698 Research Practicum
• MGT 700 Preparing the Dissertation Proposal
• 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 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)
International Program Site in Beijing, China

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
COURSES

Undergraduate Courses

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: Creating a Frictionless Flow of Communication between Sender and Receiver through Effective Presentations and Writing
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: Creating Personal Financial Order for Outer and Inner Affluence
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: Management by Natural Law — Harnessing the Infinite Organizing Power of Nature
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: Efficiently Using Resources to Promote the Fulfillment of Individuals and Society
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: Action in Accord with Natural Law — Maximizing Profit While Benefiting the Environment**
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)

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

**MGT 316 Managerial Accounting: Creating Self-Referral Feedback Mechanisms to Provide Data for Informed Decision-Making**
This course provides analytic tools and techniques to assist management in planning, decision-making, and control. Topics include cost-volume-profit analysis, manufacturing costs, job order and process costing, standard costing and variance analysis, variable and full costing, fixed and flexible budgets, responsibility accounting, direct and absorption costing, and the behavioral implications of management accounting systems. (4 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: Choosing a Career to Maximize Inner and Outer Fulfillment**
The course has a practical focus on career discovery and implementation. In the framework of Consciousness-Based principles for success, students consider their own skills, abilities, and objectives, and learn to design a career that utilizes their talents and creativity for maximum effectiveness, achievement, and evolution. They design an action plan to implement their career goals, and then work with the best Internet resources to research occupational interests, business and service organization profiles, and industry trends. Students learn networking strategies, including interviews, and using the telephone and Internet for extending their professional networks. They also develop scripts for introducing themselves and describing their achievements and capabilities with confidence in various formats, writing about themselves in the cover letter, resume, and portfolio, and speaking about themselves and what they can offer to potential colleagues, funding agencies and employers. (variable credit)

**MGT 378 Marketing: Fulfilling the Evolutionary Desires of the Individual and Society**
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: Exploring the Field of All Possibilities in Business**
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 Intelligent Use of the Environment by Focusing on Environmental and Resource Policy**
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: Applying the Consciousness-Based Approach to Peace**
During this project, the student connects the knowledge gained from the other four or more courses, by answering the theme question: How does the Consciousness-Based Approach to Peace bring peace to the individual, the nation and the world? Each student creates a contract with the faculty advisor to design a unique response to this question, and meets on a regular basis to show progress on the project. This course is taken as a
formal class when 10 or more students are enrolled in it during any block. This project may also be done, with faculty approval, in the context of a preparation course for a peace conference at Maharishi University of Management or at another site. (4 units)

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

MGT 419 Microeconomics: Maintaining Economic Balance for Maximum Evolution of the Individual and Society
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)

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)

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: Principles Governing the Dynamics of Markets and
Industries to Create Prosperity and Progress in the National and Global Economy

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: Creating a Frictionless Flow of Communication between Sender and Receiver by Improving Writing and Presentation Skills

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: Harnessing Nature’s Organizing Power by Using Computer Technology to Support Decision-Making

The tools of managerial data analysis enable managers to transform raw data into useful knowledge of business performance in every functional area of business by identifying meaningful patterns and relationships in business data. Increased knowledge of business processes provides a foundation for improved business decision-making and enhanced business performance. Topics include: principles of statistical thinking for management; numerical and graphical tools for describing and analyzing business data; applications of probability and probability distributions; hypothesis testing for business decision-making; 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: Fulfilling Evolutionary Desires by Attracting, Delighting, and Retaining Customers

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

MGT 426 Accounting for Decision-Making: Using Accounting Tools to Gain Self-Referral Knowledge of the Business Enterprise

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

MGT 428 Business Law and Ethics: Learning to Act in Accord with Natural and National Law — Supporting Business Interactions through the Law of Contracts, Torts, and Agency
Law is a tool of progress. It establishes the legal entity that is the business. Familiarity with legal principles enables business people to communicate frictionlessly, facilitates their commercial relationships, and may avert problems before they arise. A business acting in accord with national and Natural Law is able to maintain progress for itself and for society. Topics include contracts, torts, agency, property (including intellectual property), employment issues and international business law. Students learn to determine the most appropriate form of business organization for their business plan and draft simple contracts. (4 units)

MGT 429 Human Resource Management: Designing Systems to Attract, Retain, Motivate, and Nurture the Organization’s Most Precious Resource
People are an organization’s most important asset. Success comes from organizing and managing people to produce the products and services that customers value. This 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: Intelligently Directing the Flow of Funds to Achieve the Organization’s Strategic Goals
Financial management provides an intelligent direction to the flow of funds for maximizing firm value. This course introduces techniques and concepts necessary to
effectively manage the financial resources of any organization in order to achieve strategic goals. Topics include the time value of money, stock and bond valuation, risk and return, capital investment decisions, analysis of financial statements, financial forecasting, working capital management, the investment banking process, and the sources of funding for a business. Students 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 Plan and Start a Small Business**
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: Fulfilling Desires by Integrating the Principles of Management to Start a Small Business**
This capstone course enables entrepreneurs 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 1: Developing Broad Comprehension of Accounting Principles and Sharp Focus in their Application for an Accurate Financial Statement**
This course sequence provides a technical analysis of how generally accepted accounting principles (GAAP) are applied in the presentation of published financial statements. The interplay of government, the accounting profession, and the conceptual framework of accounting at the basis of formulating GAAP demonstrate how collective consciousness interacts within itself to create steps of social evolution. References are made to technical statements and pronouncements that are the sources of GAAP, covering a variety of specific topics such as accounting for leases, pensions, and inter-period income tax. (4 units) Prerequisite: for MGT 440 — MGT 426; for MGT 441 — MGT 440; for MGT 442 — MGT 441

**MGT 445 Auditing 1: Ensuring an Organization’s Alignment with National and Natural Law**
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 448 Electronic Commerce: Effectively Utilizing Advances in Technology to Fulfill the Economic Goals of the Individual and Society**
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 449 Accounting Applications: Using Computerized Accounting Systems to Do Less and Accomplish More**
Modern financial management utilizes computerized accounting packages for efficient record keeping, safeguarding of assets, customer service, and financial analysis. This course reviews current computerized accounting packages and applies them to case situations. (2–4 units) Prerequisite: MGT 426

**MGT 459 International Finance: Maintaining Cultural Integrity While Promoting Global Prosperity through the International Monetary System and Foreign Exchange Markets**
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: Adapting Management Principles to Uphold Cultural Integrity in a Global Environment**
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: Deeper Principles for Consolidations and Other Special Situations in Financial Accounting**
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: Viewing the Flow of Funds through Banks and Other Financial Institutions as the Flow of Consciousness 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 472 Advertising: Creating Awareness in the Consumer of the Fulfilling Qualities of the Company’s Product or Services
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)

MGT 473 Cost Accounting 1: Using Data Analysis to Control Costs for Accurate Self-Referral Knowledge and Maximum Productivity
This course develops knowledge of how to create internal reporting systems that promote more efficient business operations. Topics include standard costing, variance analysis, cost-volume-profit analysis, budgeting and motivational aspects of using data to evaluate individual and team performance. (4 units)

MGT 477 Cost Accounting 2: Using Data Analysis to Control Costs for Accurate Self-Referral Knowledge and Maximum Productivity
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: Using Data Analysis to Identify Trends in Collective Consciousness and Assess Support for New Business Ideas
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: Identifying and Developing Organizational Strengths to Take Advantage of Global Opportunities and Create a Problem-Free World
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: Using Accounting Principles to Maximize the Resources of Non-Business Organizations to Promote the Evolution of Society
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 by Designing and Delivering Products and Programs That Bring Fulfillment to the Diverse Needs of a Global Marketplace
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 at the Individual, Team, and Organizational Levels
An understanding of the principles of human behavior at the individual, interpersonal, group, and organizational levels of analysis is critical to successful planning, organizing, and implementation by any manager. This course explores the dynamics of individual and group achievement from the perspectives of both skills and theory. Topics include general management theory, leadership, delegation and coordination, planning and problem solving, organizational structure, and organizational change. (4 units)

MGT 496 CPA/CMA Review: Displaying Mastery in the Field of Accounting
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: Developing Skill in Action
This course provides students with the opportunity to relate theoretical management principles to practical issues through contact with individuals and organizations outside of the university setting. With the supervision of the faculty, students develop and implement projects. Projects may include lecturing, consulting, writing, and developing
courses or programs to be presented to selected audiences. (variable units) Prerequisites: consent of the department and written authorization for Curricular Practical Training

MGT 498 Curricular Practical Training (CPT) Internship in Management: Integrating Knowledge and Experience to Develop Skill in Action
This course offers practical experience through work in business administration, public administration, or educational administration. Students maintain journals that record their growth in understanding and experience, as well as their impact on the organization. (4 units) Prerequisites: consent of academic advisor and written authorization of international student advisor

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

Graduate Courses

MGT 500 Models of Organizational Excellence: Ideal Principles of Management for a New Age
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)

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 Baldridge 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
MGT 503 Strategic Management and Corporate Revitalization: Integrating Sharp Focus with Unbounded Awareness to Achieve Corporate Goals
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 Assessment and Evaluation: Measuring Growth of Self-Actualization and 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 to Maximize the Value of Information
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 to Refine Organizational Processes
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
MGT 510 Natural Law-Based Leadership: Developing Higher States of Consciousness for Greater Responsibility and Leadership
The qualities and principles of ideal leadership are identified, examined, and developed through the examples of great leaders. This course provides the opportunity to measure how the dynamic executive in both public and private sectors can apply management principles. (2–4 units)

MGT 512 Government and Business: Government Regulations Guiding Business to Act in Accord with the Best Interests of the Individual and Society
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 513 Business Law and Taxation for Accountants: Functioning within the Legal Environment of Business for Maximum Success
This course examines key legal concepts (e.g., torts, contracts and negotiable instruments) that may affect the work of management accountants in the USA. In addition, students will be exposed to basic personal and corporate income tax laws and tax preparation forms. Students explore this course in the light of the relationships between man-made, national laws and the eternal principles of natural laws that underlie them. (2–4 units)

MGT 515 Financial Accounting: Using the Self-Referral Mechanism of Financial Statements to Structure an Organization’s Progress and Prosperity
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: Creating Self-Referral Feedback Mechanisms to Provide Data for Informed Decision-Making
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: Adapting Economic Principles to Maintain Cultural Integrity
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: Maximizing Economic Contribution By Developing the Individual
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: Harnessing Nature’s Organizing Power by Using Computer Technology to Support Decision-Making
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 527 Economics for Business Decision-Makers: Understanding the Emerging Global Economy to Maximize Success
This two-week course provides students with exposure to key concepts in global business economics and quantitative methods. Students explore the interconnections among world economies leading to an emerging global economy. Topics include business cycles, the role of fiscal and monetary policies, international trade and foreign exchange issues. The usefulness of various quantitative methods is evaluated as business analysis tools, e.g., regression analysis, learning curves, linear programming, sensitivity and network analyses, probability, decision trees, and simulation. (2–4 units)

MGT 534 Career Development: Choosing a Career to Maximize Success — Life in Accord with Dharma
In this course, graduate students explore professional options in their chosen fields. In light of 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: Utilizing Self-Referral Mechanisms to Improve Performance
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: Creating Optimal Learning Opportunities to Fulfill Organizational Goals
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: Integrating Experience and Knowledge for Full Understanding
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: Exploring the Vertical Approach to Knowledge with In-Depth Study of a Specific Topic
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: Utilizing Technology to Model Nature’s Efficiency
Wide applications are increasingly 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: Utilizing the Principle That 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: Integrating Knowledge and Experience to Develop Skill in Action**
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: Exploring the Field of All Possibilities to Create Internet-Based Business Systems**
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: Utilizing the Principle That Knowledge Has Organizing Power**
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: Developing the Skills to Manage Information Effectively**
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: Analyzing the Steps of Progress to Provide Optimal Solutions**
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: Effectively Utilizing Advances in Technology to Fulfill the Economic Goals of the Individual and Society
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: Exploring the Vertical Approach to Knowledge with In-Depth Study of a Specific Topic
Topics to be determined by the instructor (2–4 units — may be repeated)

MGT 551 Corporate Finance: Using Quantitative Tools to Direct Corporate Resources for Strategic Success
This course examines quantitative tools for intelligent management of corporate finances, including: optimum capital structure, analysis of portfolio and risk management, dividend policies, and critical issues related to mergers and acquisitions. Investment decision analysis topics include discounted and non-discounted cash flow analysis, ranking investment projects, income tax implications, and risk analysis. Students discover how various quantitative tools empower decision-makers with broad awareness that sharpens the ability to focus on key variables. (4 units)

MGT 552 Designing Usable Web Interfaces: Maximizing Effectiveness by Considering the Whole
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: Unfolding the Unbounded Potential of the Individual for Collective Effectiveness
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 to Improve Organizational Effectiveness
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 to Facilitate Payment**
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: Considering All the Needs of the Individual to Maximize Productivity**
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: Expanding the Boundaries of Trade to Utilize Global Resources**
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: Working from the Source of Creativity to Improve Individual and Collective Productivity**
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: Utilizing the Company’s Most Precious Resource to Improve Productivity and Achieve Success**
This course provides general managers with an understanding of key human resource factors needed to formulate integrated HRM systems that can support business strategies and provide 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: Organizing to Create Perfection**
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: Profiting the Principle That the Nature of Life Is to Grow**
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 570 Business Analyses for Management Accountants: Developing the Ability to Shift Attention from Analysis to Synthesis**
This course includes topics in economics, global business, internal controls, analytical decision tools, and financial statement analysis. A survey of subjects covered in part 1 of the CMA examination. (4 units)

**MGT 571 Sales Management: Enlivening Bliss in Buyer and Seller**
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: Enlivening in the Consumer an Awareness of a Product’s Fulfilling Qualities**
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 574
MGT 574 Marketing Research: Using Data Analysis to Identify Trends in Collective Consciousness and Assess Support for New Business Ideas
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: Utilizing Technology to Attract and Sustain Customers
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: Utilizing Cycles of Rest and Activity for Maximum Progress for the Organization
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 577 Accounting Reporting and Control: Purifying the Process of Information Presentation
This course includes topics in budgeting, cost management, information management, performance measurement, and external financial statement preparation. A survey of subjects covered in part 2 of the CMA examination. (4 units)

MGT 579 International Marketing: Fulfiling the Evolutionary Impulse of Life by Designing and Delivering Products and Programs That Bring Fulfillment to the Diverse Needs of a Global Marketplace
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

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: Aligning Behavior with Natural and National Law
This course examines the growing body of employment practices law and its impact on human resource policy and decision-making. Topics include equal employment opportunity and discrimination, occupational safety and health, compensation and benefits, employee protection, and labor relations. Special issues (e.g., adverse impact in employee selection, wrongful discharge, sexual harassment, disabilities) are discussed in the context of statute, case law, and implications for managers in the work setting. (2–4 units)

MGT 582 Management and Organization: Expanded Consciousness Is the Basis of Ideal Behavior at the Individual, Team, and Organizational Levels
An understanding of the principles of human behavior at the individual, interpersonal, group, and organizational levels of analysis is critical to successful planning, organizing, and implementation by any manager. This course explores the dynamics of individual and group achievement from the perspectives of both skills and theory. Topics include general management theory, leadership, delegation and coordination, planning and problem solving, organizational structure, and organizational change. (2–4 units)

MGT 583 Mediation and Negotiation: Utilizing the Deepest Principles of Human Nature to Create Win-Win Solutions
This course is a survey of negotiation, mediation, and arbitration methods of resolving disputes without litigation. Students gain practical negotiation skills through workshops and case studies. Topics include understanding other parties, building a productive framework for negotiation, defining objectives and strategy, framing proposals, and finding “win/win” solutions. (2–4 units)

MGT 584 Managing a Consulting Practice: Growing a Business in Human Resource Development
Drawing heavily on the experience of successful human resource development practitioners, this course trains students to manage 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 585 Strategic Management for Accountants: Developing the Foresight to Shape the Future
This course includes topics in strategic planning, strategic marketing, corporate finance, decision analysis, and investment decision-making. A survey of subjects covered in part 3 of the CMA examination. (4 units)
MGT 587 Business Applications and Communications: Perfecting Communication Skills to Ensure Success
This course includes topics in organization management and communications, behavioral and ethical considerations including implications of the Sarbanes-Oxley Act. A survey of subjects covered in part 4 of the CMA examination. (4 units)

MGT 589 Staffing: Attracting and Selecting the Highest Quality Employees
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: Protecting the Company’s Most Precious Resource
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 Health are considered. (2–4 units)

MGT 591 Business Practicum: Stabilizing Knowledge Gained with Practical Experience
Action creates the steps of progress. Students gain hands-on accounting experience with a U.S. company as a financial analyst, staff accountant, internal auditor or another type of accounting-related work. Training goals and objectives will be developed in conjunction with the on-site company supervisors. Students provide regular progress reports. (4 units)

MGT 593 Topics in SCI and Management: Applying the Organizing Power of Nature’s Management
Contacting the source of pure intelligence within the individual is the foundation of ideal management. This course covers a variety of topics in the Science of Creative Intelligence. (1–4 units — may be repeated)

MGT 594 Strategic Management I: Analyzing the Wholeness for Future Expansion
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: Formulation and Implementation of Strategic Growth in Tune with Natural Law
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: Using Technology to Create a Competitive Advantage
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 Special Topics in Management: Exploring Ethical Issues and Corporate Responsibility in Modern Management
This survey course focuses on case studies in decision-making, business planning, and human resource management. Students get acquainted with contemporary management periodicals and books.

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 department faculty

MGT 601 Overview of Management and Organization: Engaging the Managing Intelligence of Nature for Perfection in Management
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 and Greater Influence
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: Developing Inner Intelligence to Promote Socially Responsible Action
An increasing number of organizations are concerned about social and environmental responsibilities in the context of sustainable development, and are interested in developing tools to improve their performance and accountability in these areas. This course introduces students to these issues with emphasis on current research in these fields. The key to sustainable progress is to align individual and collective consciousness with total Natural Law available in the Self of everyone. Topics include business ethics, stakeholder influences, corporate social responsibility, environmental management, natural capitalism, triple bottom line reporting. (2–4 units)

MGT 630 Statistical Analysis for Management Research 1: Finding the Order and Precision of Nature’s Intelligence through Mathematical Investigation
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 2: Utilizing Analysis of Variance to Find That Non-Change Is the Basis of Change
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: Unified Knowledge through Subjective and Objective Approaches
This introductory course begins with the logic of causation and correlation in social science. We review the steps of scientific inquiry: literature review, theory development, operationalization and measurement of variables, data collection and analysis, interpretation, and write-up. Experimental and quasi-experimental research designs are treated specifically. Topics include the types of validity, the “control” of extraneous influences by design or by statistical methods, and the relationship between research design and statistical testing. (4 units)

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

**MGT 672 Organizational Change and Development: Increasing Coherence to Maximize Collective Achievement**
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 the Comprehensive Examination: From Broad Comprehension to Sharp Focus — Calling upon the Brain’s Total Potential**
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: Effective Planning from the Field of All Possibilities**
This course provides the time necessary to prepare for the qualifying examination, which demonstrates research competence. It may be in the form of a research proposal, or in another form at the discretion of the program faculty. After successful completion of this examination, students advance to the status of 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: Integrating Knowledge and Experience to Create Skill in Action**
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 Seminar on Writing and Teaching: Communicating Knowledge in Terms of Wholeness**
This course prepares doctoral students to be competent teachers and writers in their professions. (4 units)

**MGT 698 Research Practicum: Stabilizing Knowledge through Practical Action**
Students develop research skills through hands-on experience in research activities such as literature review, instrumentation, data collection, data analysis, and report writing. (4 units)
MGT 699 Directed Study
(variable units) Prerequisite: consent of the School faculty

MGT 700 Preparing the Dissertation Proposal: Elaborating the Seed Idea from Wholeness to Point using Nature’s Sequential Steps of Progress
Having gained doctoral candidacy by completing the comprehensive and qualifying examinations, students prepare a proposal for a doctoral dissertation that is acceptable to their major professor and dissertation committee. (2–4 units — may be repeated)
Prerequisites: Ph.D. candidate status and consent of the dissertation advisor

MGT 701 Dissertation Research: Research into the Transcendental Field of Consciousness as the Basis of Personal, Business, and Academic Success
Students conduct original research and prepare their dissertations. (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: The Natural Law Theory of the Founding Fathers and its Application in Modern Times
This course studies the nature and functioning of U.S. governmental institutions and the American political process. Topics include the Constitution; the Presidency, Congress, 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: Discovering Unity Amidst the Diversity of the Global Community
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: Applying Principles of Cultural Integrity, Invincibility, and World Harmony to International Relations
This course examines contemporary international relations with an emphasis on the search for effective means to reduce and prevent armed conflict, enhance international cooperation, and promote world peace. 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: Understanding and Utilizing the Group Dynamics of Consciousness to Create Permanent World Peace
From the perspective of the Science of Creative Intelligence and Maharishi Vedic
Science, students explore the principles and dynamics of collective consciousness and their relationship to governmental functioning, societal trends, and the quality of life in society. Students examine published evidence verifying the beneficial changes in society produced by the group practice of the Transcendental Meditation and TM-Sidhi programs, with particular reference to the implications of these technologies of consciousness for enhancing governmental achievements and promoting world peace. (Offered jointly with the Department of Maharishi Vedic Science.) (4 units)

**GOV 340 International Law and Human Rights: Exploring the Principles of Natural Law Underlying International Law**
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: Discovering the Underlying Principles of Public Policy Through Case Study**
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: Exploring the Field of all Possibilities in Government**
Possible topics include international trade and competitiveness, health economics and health policy, public sector management, comparative government, and international organizations and regimes. (4 units — may be repeated) Prerequisite: consent of the Department faculty

**GOV 402 Global Environmental Politics and Policy: Developing Policies that Recognize and Support the Interconnectedness of Human Beings and Nature**
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: Win-Win Solutions in a Global Economy — 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: Allocating Global Resources Effectively**
This course applies key principles of environmental economics to the analysis of issues of environmental policy and environmental management. Lessons for environmental policy are derived by studying the effectiveness and limitations of current environmental and resource policies with respect to several key contemporary challenges to the national and international environment. No previous study of economics is required. (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
• Paul Corazza, Ph.D., Assistant Professor of Computer Science
• Jay Greco, M.S., J.D., Assistant Professor of Computer Science
• Mark Rainbow, M.S.E.E., Assistant Professor of Computer Science
• Peter Just, M.S., Assistant Professor of Computer Science
• Ralph Bunker, Ph.D., Adjunct Assistant Professor of Computer Science
• Clyde Ruby, M.S., Adjunct 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 64 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.

The following required courses:
• CS 201 Computer Programming 1
• CS 203 Computer Programming 2
• CS 220 Data Structures
• CS 222 Data and File Structures
• CS 262 Digital Logic and Computer Organization
• CS 362 Computer Architecture
• MATH 281 Calculus 1
• MATH 282 Calculus 2
plus additional units of computer science courses 300 or above to equal 64 units
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 84 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.

The following required courses:
• CS 201 Computer Programming 1
• CS 203 Computer Programming 2
• 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 1
• MATH 282 Calculus 2
• MATH 283 Calculus 3
• MATH 286 Linear Algebra 1
• MATH 351 Probability
plus additional units of computer science courses 300 or above to equal 84 units
plus 8 units of course work in management

Requirements for the Minor in Computer Science
To graduate with a minor in computer science, students must complete the following required courses:
• CS 201 Computer Programming 1
• CS 203 Computer Programming 2
• CS 220 Data Structures
• CS 222 Data and File Structures
plus additional units of computer science courses to equal 38 units

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 1
• CS 203 Computer Programming 2
• 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 1 (MATH 281), Calculus 2 (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 1: The Language of Computing — Expressing 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 2: Greater Knowledge and Expression in 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 Physiology at the Basis of All Computers — The Logical and Physical Structures of Digital Computation
This course presents the internal structure of a computer, an introduction to assembly language, and the design of digital logic circuits and their use in structuring the various functional components of a computer, such as the memory and central processing unit. Topics include machine organization, 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 Structures of Natural Law at the Basis of Computation
Discrete mathematics is becoming increasingly important because of its wide applicability in computer science, as well as in management and the other sciences. Two key processes in discrete mathematics studied in this course are algorithmic problem solving and recursion. Topics include: logic and sets, graph theory, and difference equations. (Same as MATH 272) (4 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: Connecting Hardware and Software — The Most Fundamental Level of Software in the Operating System**
Students learn the systems programs that link the outer activity of high-level programming languages with the internal activity of the computer hardware. Knowledge of this deeper level of systems programs gives a greater range of possibilities to the programmer. Students learn system software such as compilers, linkers, loaders, and debuggers, and the structure and functions of an operating system including device management, process management, system calls, and memory management. (4 units) Prerequisite: CS 222

**CS 335 Software Development: Applying Knowledge of Software Systems for Greater Skill in Action**

**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: The Abstractions at the Basis of Programming Languages — Gaining Mastery Over All Programming Languages**
This course involves substantial programming exercises that give students practical experience with several different programming language paradigms. Topics include syntax and semantics of programming languages; data types and structures; control flow including blocks, subroutines, and recursion; implementation methods for semantic features; and comparison of several programming languages. (4 units) Prerequisite: CS 222

**CS 362 Computer Architecture: The Physiology of Computing Systems — The Physical Structures Reflecting the Underlying Computational Processes**
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: Knowledge and Experience for Maximum Growth**
This course offers practical, professional experience in computer programming. Students apply classroom knowledge to an industrial or University project. During the internship,
students submit detailed reports of 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 Modern Programming: Modern Programming Methods and Systems — Capture the Fundamental Principles of Knowledge for Greater Success in All Areas**
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 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 Methods 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 Map Nature’s Infinite Precision into Finite Computing Systems**
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: Capturing the Organizing Power of Information in 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: Knowledge Is the Basis of Action — Principles and Processes for Developing Large-Scale Software Systems
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: 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: Connecting Name and Form — The Source of All Programming Languages in Grammar and Semantics
Students learn the successive stages and detailed mechanics by which high-level programming languages are translated into machine language by a compiler. Topics include language and grammar specification, compiler structure, compiler generation tools, lexical analysis, parsing, syntax analysis, semantic analysis, intermediate language, code generation and optimization, storage management and linkages, user interface, and a large programming project implementing part of a compiler. (4 units) Prerequisite: CS 310

CS 450 Computer Communication Networks: Connecting the Parts and Whole — Frictionless Flow of Information
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 Principles of Natural Law in Software Systems
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 Mathematical Precision of Natural Law
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. (2–4 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: Structured Intelligence — Computational Structures That Reflect the Dynamics of Computation
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, Petri nets, 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: Locating the Basis of All Computation in the Abstract Field of Pure Intelligence
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 Natural Law in Software That Embody Knowledge of Good Design
This course considers the current methods and practices for good design of software systems. Topics include: software design patterns, frameworks, architectures, and designing systems to apply these multi-level abstractions. (2–4 units) Prerequisite: CS 425

CS 526 Software Architecture: The Unifying Principles in Large Software Systems
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: Higher-Level Structures in Information Reflecting Greater Knowledge of Natural Law
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: Advanced Principles of Coherency and Integration in Software Development Processes
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 547 Distributed Computing Architecture: Integrating Parts and Wholeness in Large-Scale Distributed Software Systems
This course discusses advanced issues and principles pertinent to modern enterprise systems, such as object-oriented middleware technologies, Message-Oriented-Middleware (MOM), distributed architecture, design patterns, and frameworks. (4 units)
CS 550 Topics in Design and Analysis of Algorithms: Advanced Study of the Relationship of Form & Function in Software — Capturing Nature’s Perfect Efficiency
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: Methods to Represent Nature’s Infinite Precision in Finite Computing Systems
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 formulated 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.

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) Prerequisites: 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., Assistant Professor of Education
• Ken Daley, M.Ed., Associate Professor of Education and Exercise and Sport Science
• Sandy Nidich, Ed.D., Professor of Education, Associate Director of the Institute for Natural Medicine and Prevention
• 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, students in the program grow spontaneously in those qualities of great teachers — confidence, creativity, intelligence, resourcefulness, vitality, efficiency, and kindness.

The 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 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.
• **M.A. in Education.** (six months of on-campus study and four units of distance learning, followed by two years of paid practical training and a two-week capstone course on campus) The Master’s Degree in education provides advanced training in curriculum development for experienced teachers. They learn to design year and semester-long courses in accord with the national standards for their discipline and with the teaching principles of Consciousness-Based education. They learn to conduct this curriculum development within the increasingly technological environment of today’s schools, creating an online syllabus and professional website. They are introduced to the requirements of the National Board for Professional Teaching Standards and begin the development of their portfolio for this advanced license.

• **Teachers Advantage Program** This program is not a separate curricular offering, but rather a special financing option for international students. It is offered to international applicants with a background in mathematics or the sciences as an alternative to standard program financing. Applicants pay a minimum charge for tuition, room and board at the time of enrollment and pay the remainder of their program costs from a loan secured at the time they get their first job. The debt service on the loan is paid from their salary during two years of paid practical training. After two-and-a-half to three years they have completed their degree and paid off their loan. More details are available online at http://mum.edu/teachers/

**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 main concepts of their discipline are connected to the discipline as a whole and how the whole of the discipline is connected to the deepest levels of the student.

• **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 serves as a model of Consciousness-Based education for other schools around the world.

- **Electronic portfolios:** Students create an electronic portfolio of their work as part of the program. The portfolio synthesizes and presents the student’s accomplishments in the program, including papers, projects, and exams, examples of their students’ work, videotaped examples of their teaching, and observational reports others have made of their work. The portfolio is installed on the Internet and on compact disk, and it is an ideal tool for presenting graduates 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 profundity.” 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 teacher education program.

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 may be requested.
- **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 in that subject with a GPA of 3.0 or better over those courses.

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 in order to be admitted to student teaching. Students who do not maintain a “B” average may still complete the major in education and even complete an internship in a field placement, but they will not therefore be eligible for recommendation to a license.

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 (sustainable living), 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 Teaching 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 (3 units)
• ED 324 Human Relations in Education (2 units)
• ED 326 Teaching Exceptional Children (2 units)
• ED 480 Methods of Teaching in Secondary School (4 units)
• ED 349 Mastering Classroom Management (2 units)
• ED 490 Student Teaching — Secondary School (12 units)*
• ED 495 Creating a Digital Teaching 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 Teaching 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 (3 units)
• ED 324 Human Relations in Education (2 units)
• ED 326 Teaching Exceptional Children (2 units)
• ED 349 Mastering Classroom Management (2 units)
• ED 495 Creating a Digital Teaching Portfolio (4 units)

In addition, students choose one of the following options:

Option 1: Elementary School Teacher (generalist) (38 units)
• ED 333 Enlightened Literature for Children (3 units)
• ED 372 Teaching Art — Elementary (1 unit)
• ED 369 Teaching Elementary Mathematics (3 units)
• ED 371 Methods of Teaching Elementary Reading and Language Arts (4 units)
• ED 370 Teaching Elementary Science (4 units)
• ED 373 Teaching Music — Elementary (1 unit)
• ED 368 Teaching Elementary Social Studies (4 units)
• ED 494 Student Teaching in the 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 (3 units)
• ED 308 Organizing the Digital Teaching Portfolio (1 unit)
• ED 326 Teaching Exceptional Children (2 units)
• ED 349 Mastering Classroom Management (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 2.50. Applicants to the M.A.T. degree programs 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) all candidates will have to meet the coursework requirements in their field of specialization, as determined by the Maharishi University of Management Department of Education together with the State of Iowa. (Candidates for the mathematics high school teaching license, for example, will have to have taken course work in linear algebra or an abstract (modern) algebra, postcalculus geometry, calculus, computer programming, probability and statistics, and discrete mathematics.) For course work requirements in all fields, please consult the Department of Education directly at 641-472-7000, ext. 5021.
3) a liberal arts background, including course work in the humanities, mathematics, biological and physical sciences, and social and behavioral sciences;
4) 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;
5) 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
6) understanding of and commitment to one’s growth as an educator as expressed in a brief personal essay.
7) International applicants will be expected to have excellent communication skills in English as demonstrated either by five or more years of instruction entirely in English
or TOEFL scores of 600 or better on the written test. All applicants must also pass an English interview by phone, whether or not they have been instructed in English.

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

**Entrance Requirements for the Master of Arts in Education Program**

To be accepted to the Master of Arts in Education program, students apply through the Office of International Admissions. As stated on the program website, students must meet the following criteria:

1. **Training and a license to teach high school mathematics or science teaching.** To verify this, students must submit transcripts of their higher education training. They must have taken a sequence of courses in education, including a period of supervised student teaching.

2. **Eligibility for an Iowa license.** Applicants will be asked to demonstrate the appropriate background in mathematics and/or science education, as indicated in the program’s website (http://mum.edu/education/math_science.html).

3. **Two or more years of successful teaching experience.** All candidates must show evidence of two or more years of successful teaching experience in high school math or science within the last five years, as verified by an Experience Verification Form. This form must be completed by an administrator at the high school where the applicant last taught.

4. **Fluency in English.** Unless the candidate has had five or more years of instruction completely in English, he or she 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.

5. **Appropriate academic and personal qualifications.** Candidates must show promise as prospective teachers in America by high academic marks (a 2.5 overall GPA (79%) and 3.0 in your subject field (85%) are expected) and strong personal recommendations.

6. **Evidence of a liberal arts background.** Candidates must have had course work in each of the following: social science, humanities, physical science, and arts.

7. **Learn the Transcendental Meditation technique.** One feature of the Teachers Advantage Program is that all students learn the Transcendental Meditation technique. All candidates applying from overseas are required to learn the Transcendental Meditation program in their home country before coming to the USA. Please contact our Office of International Admissions for information on how to locate an authorized Transcendental Meditation Program Center in your home country.

**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 349 Mastering Classroom Management (2 units)
- ED 567 Organizing the Digital Portfolio (1 unit)
- ED 507 Overview of American Education (3 units)
- ED 520 Understanding Learning and Development in Children (4 units)
- ED 522 Human Relations in Education (2 units)
- ED 526 Teaching Exceptional Children (2 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 Teaching Portfolio (4 units)

Additional Requirements for the Teachers Advantage Program:
Students enrolled in the M.A.T. program of the Teachers Advantage program are required to take one or two years of Curricular Practical Training in U.S. schools. Students must enroll in ED 598 during this training and they receive an additional 4.5 units of credit for each year.

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:

22 units of required courses:
- ED 549 Mastering Classroom Management (2 units)
- ED 507 Overview of American Education (3 units)
- ED 520 Understanding Learning and Development in Children (4 units)
- ED 522 Human Relations in Education (2 units)
- ED 526 Teaching Exceptional Children (2 units)
- ED 548 Classroom Teaching Strategies (4 units)
- ED 595 Creating a Digital Teaching Portfolio (4 units)

In addition, students choose one of the following options:

**Option 1: Elementary School Teacher (generalist) (38 units)**
- ED 527 Enlightened Literature for Children (3 units)
- ED 554 Teaching Elementary Mathematics (3 units)
- ED 560 Teaching Elementary Science (4 units)
- ED 571 Methods of Teaching Elementary Reading and Language Arts (4 units)
- ED 573 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 in the 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.)

Graduation Requirements for the Master of Arts in Education Program
To graduate with a Master of Arts in Education, students must complete 42 units of graduate credit as follows:

CC100 Science of Creative Intelligence (4 units)
ED 507 Overview of American Education (3 units)
ED 549 Mastering Classroom Management (2 units)
ED 522 Human Relations in Education (2 units)
ED 526 Teaching Exceptional Children (2 units)
ED 509 Curriculum Development in Secondary Science and Mathematics (4 units)
ED 564 Applications of Technology in the Secondary Classroom (4 units)
ED 580 Foundations of Teacher and Student Success (4 units)
ED 598 Curricular Practical Training (9 units)
ED 590 Capstone Course in Consciousness-Based Education: Structuring the Steps toward Enlightenment for Teacher and Student (4 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 Teaching 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 (3 units)
• ED 324 Human Relations in Education (2 units)
• ED 326 Teaching Exceptional Children (2 units)
• ED 480 Methods of Teaching in Secondary School (4 units)
• ED 349 Mastering Classroom Management (2 units)
• ED 490 Student Teaching — Secondary School (12 units)*
• ED 495 Creating a Digital Teaching 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 three semesters in length with 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 Teaching 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 (3 units)
• ED 324 Human Relations in Education (2 units)
• ED 326 Teaching Exceptional Children (2 units)
• ED 349 Mastering Classroom Management (2 units)
• ED 495 Creating a Digital Teaching Portfolio (4 units)

In addition, students choose one of the following options:

**Option 1: Elementary School Teacher (generalist) (36 units)**
• ED 333 Enlightened Literature for Children (3 units)
• ED 372 Teaching Art — Elementary (1 unit)
• ED 369 Teaching Elementary Mathematics (3 units)
• ED 371 Methods of Teaching Elementary Reading and Language Arts (4 units)
• ED 370 Teaching Elementary Science (4 units)
• ED 373 Teaching Music — Elementary (1 unit)
• ED 368 Teaching Elementary Social Studies (4 units)
• ED 494 Student Teaching in the 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 100 The *Transcendental Meditation Program: Developing the Total Potential of the Human Brain*

The Transcendental Meditation technique is a simple, natural, effortless procedure to develop full human potential and culture experiences of higher states of human consciousness. Research indicates that the individual practice of the Transcendental Meditation technique provides a unique state of deep physiological rest that dissolves accumulated stress and tension while increasing intelligence, creativity, happiness, and self-actualization; increasing energy and improving health; and enhancing personal relationships.

This course will cover the nature of the practice of the Transcendental Meditation technique, scientific research, and its applications in individual life and society. Personal instruction in the Transcendental Meditation technique will be included in this course.

The laboratory component of this course will include twice-daily practice of the Transcendental Meditation technique and a weekend in-residence course.

ED 101 The *Transcendental Meditation Program: Developing the Total Potential of the Human Brain*

The Transcendental Meditation technique is a simple, natural, effortless procedure to develop full human potential and culture experiences of higher states of human consciousness. Research indicates that the individual practice of the Transcendental Meditation technique provides a unique state of deep physiological rest that dissolves accumulated stress and tension while increasing intelligence, creativity, happiness, and self-actualization; increasing energy and improving health; and enhancing personal relationships.

This course will cover the nature of the practice of the Transcendental Meditation technique, scientific research, and its applications in individual life and society. Personal instruction in the Transcendental Meditation technique will be included in this course.

The laboratory component of this course will include twice-daily practice of the Transcendental Meditation technique and three months of follow-up meetings and lectures.

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 308 Organizing the Digital Teaching Portfolio: Documenting the Growth of an Ideal Educator through Mastery of Ancient and Modern Technologies (1 unit)**

In this course students gain a brief introduction to the fundamentals of digital design and information transfer. The create the shell of what will become their digital portfolio and they learn how to upload and download text, pictures, and video files. This course prepares students for the process of gathering artifacts for their portfolio over the rest of the program.

**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: Applying the Total Brain to the Process of 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: How Pure Intelligence Comes to Know Itself through the Child’s Developing Nervous System
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: Consciousness-Based Education as the Fulfillment of the American Educational System
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: Developing the Skill of Ideal 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 Exceptional Children: Promoting Total Brain Functioning While Upholding the Diversity of Creation
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: Developing 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 Enlightened Literature for Children: Identifying Life-Supporting Literature to Prepare Children for the Age of Enlightenment
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 349 Mastering Classroom Management: Gaining Leadership in the Classroom through the Authority of the Total Potential of Natural Law
Students learn the basic principles of leadership and classroom management from Maharishi’s Principles of Ideal Teaching and the social science literature. They practice specific time-honored techniques and they practice developing the judgment of a leader through numerous case studies. Topics include: understanding student needs, motivation, building relationships in the classroom, dealing with minor disruptions and chronic misbehavior, and problem-solving with students.

ED 351 Elementary Art Teaching Methods
ED 353 Elementary Language Arts Teaching Methods
ED 357 Elementary Mathematics Teaching Methods

ED 368 Teaching Elementary Social Studies: Using Examples from the Past to Prepare Ideal Citizens
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 in Theory and in Practice
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, the Constitution of the Universe, 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 Methods of Teaching Elementary Reading and Language Arts: Understanding and Experiencing How the Language Arts Develop 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 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 *Aparusheya 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: Creating Courses Which Connect Every Part of Knowledge to the Whole of Knowledge and the Whole to the Self
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 490 Student Teaching in 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 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

ED 494 Student Teaching in the Elementary School: Established in Being, Perform Action That Leads to the Fulfillment of Student and Teacher
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 Teaching Portfolio: Documenting the Growth of Self-Referral Performance in the Life of the Teacher
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 501 The Transcendental Meditation Program: Developing the Total Potential of the Human Brain
The Transcendental Meditation technique is a simple, natural, effortless procedure to develop full human potential and culture experiences of higher states of human consciousness. Research indicates that the individual practice of the Transcendental Meditation technique provides a unique state of deep physiological rest that dissolves accumulated stress and tension while increasing intelligence, creativity, happiness, and self-actualization; increasing energy and improving health; and enhancing personal relationships.

This course will cover the nature of the practice of the Transcendental Meditation technique, scientific research, and its applications in individual life and society. Personal instruction in the Transcendental Meditation technique will be included in this course. The laboratory component of this course will include twice-daily practice of the Transcendental Meditation technique and three months of follow-up meetings and lectures.

ED 507 Overview of American Education: Understanding Consciousness-Based Education as the Fulfillment of the American Educational System
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 508 Organizing the Digital Teaching Portfolio: Documenting the Growth of an Ideal Educator through Mastery of Ancient and Modern Technologies (1 unit)
In this course students gain a brief introduction to the fundamentals of digital design and information transfer. They create the shell of what will become their digital portfolio and they learn how to upload and download text, pictures, and video files. This course prepares students for the process of gathering artifacts for their portfolio over the rest of the program.

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: How Pure Intelligence Comes to Know Itself through the Child’s Developing Nervous System
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: Developing the Skill of Ideal 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 Exceptional Children: Promoting Total Brain Functioning in Every Child by Honoring the Diversity That Blossoms within the Unity of Creation
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 Enlightened Literature for Children: Identifying Life-Supporting Literature to Prepare Children for the Age of Enlightenment
Students learn to evaluate children’s books and to develop a comprehensive reading program for the elementary school classroom. Topics include criteria of selection, story
telling, 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: Maharishi’s Principles of Ideal Teaching, general principles of teaching from
contemporary social science, and classroom observation skills. Students prepare and
carry out lessons in mini-teaching and often in real classroom situations. (4 units)

ED 549 Mastering Classroom Management: Gaining Leadership in the Classroom
through the Authority of the Total Potential of Natural Law
Students learn the basic principles of leadership and classroom management from
Maharishi’s Principles of Ideal Teaching and the social science literature. They practice
specific time-honored techniques and they practice developing the judgment of a leader
through numerous case studies. Topics include: understanding student needs, motivation,
building relationships in the classroom, dealing with minor disruptions and chronic
misbehavior, and problem-solving with students.

ED 554 Teaching Elementary Mathematics: Exploring the Structure of Pure
Knowledge in Theory and in Practice
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
Everywhere 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: Creating Courses Which
Connect Every Part of Knowledge to the Whole of Knowledge and the Whole to the
Self
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 564 Applications of Technology in the Secondary Classroom: Inner and Outer Technologies in Support of the Development of Students’ Full Creative Potential
This course in technology education introduces prospective secondary teachers to the various new technologies for math and science education, including video disc, computer assisted instructional modules, computer programs for enhanced teacher efficiency, graphing calculators, and a variety of other computer programs for teaching mathematics and science. (4 units)

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: Established in Being, Perform Action That Leads to the Fulfillment of Student and Teacher
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 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 Methods of Teaching Elementary Reading and Language Arts: Understanding and Experiencing How the Language Arts Develop 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 Teaching Elementary Social Studies: Creating Ideal Citizens of the Age of Enlightenment through Classroom Experiences That Inspire and Enlighten
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. (4 units)

ED 574 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)

ED 575 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)

ED 580 Foundations of Teacher and Student Success: Established in Being, Teach
The main purpose of this course is to establish in the weeks and months before school a strong foundation for teachers’ success in their first year of teaching in the U.S. The course is designed as a mentor 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 creating a professional portfolio from the first year on the job. This course is usually offered through distance learning. (4 units)

ED 582 Action Research for the New Teacher: Understanding and Experience Yield Knowledge
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
ED 590 Capstone Course in Consciousness-Based Education: Structuring the Steps toward Enlightenment for Teacher and Student
After one or more years teaching in the field, students return to campus for a one-month review of the Principles of Consciousness-Based Education and a look ahead to the development of higher states of consciousness through teaching. The course integrates lectures by Maharishi with advanced principles of teaching and curriculum development preparing for a live-long career of enjoyment and fulfillment. The course includes a one-week residence course in the first week in order to fully rejuvenate and inspire the professional teacher. (4 units)

ED 595 Creating a Digital Teaching Portfolio: Documenting the Growth of an Ideal Educator through Reflection on the Three-Fold Nature of Teaching and Learning
This course provides students with the time and supervision necessary to prepare a portfolio of the work they completed while in student teaching. Students learn the basics of hypermedia design (web design) and create a showcase portfolio presenting their work to potential employers and to the University faculty. The portfolio is then evaluated by a panel of faculty in partial fulfillment of the requirements for a Master of Arts in Teaching. (4 units)

ED 598 Curricular Practical Training in Mathematics or Science Teaching: Teaching as the Vehicle of Growth Toward Enlightenment
Students enroll for this course during their two years of paid curricular practical training in the Master of Arts in Education program. They file regular reports of their progress, participate in an online problem-solving listserve; and they participate fully in the school’s ongoing faculty development. (4.5 units per semester, repeatable for credit).

ED 599 Directed Study
(variable units) Prerequisite: consent of the department faculty

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
• Raul Calderon, Ph.D., Assistant Professor of Exercise and Sport Science
• Juliette Daley, M.F.A., Assistant Professor of Art and Exercise and Sport Science
• Dan Burks, M.A., Instructor 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 month-long courses in experiential outdoor recreation and leadership. We engage in many activities such as windsurfing, whitewater kayaking or canoeing, sea kayaking, flat-water canoeing, rock climbing, swimming, horseback riding, hiking, backpacking, and skiing. We travel to locations throughout the United States. We have also held six-week courses in New Zealand and Australia.

SPECIAL FEATURES

Each fall the department offers its Base Camp, where all freshmen and selected faculty and upperclassmen spend 4 days in a wilderness experience. The students have the opportunity to build friendships for a lifetime as they engage in activities like canoeing, caving, swimming, and mountain biking.

DEPARTMENTAL REQUIREMENTS

Daily Activity Graduation Requirement 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.
This activity graduation requirement extends to every academic block in which students are registered. This daily fitness program is an individualized flexible program that is designed and implemented by each student. Participation in this program is a graduation requirement and is monitored with an activity chart called “The Mod Log.” At the end of every academic block, the Mod Log sheet is returned to the office of the Director of the Undergraduate Health and Fitness Program in the Department of Exercise and Sport Science.

To help students develop and implement a well-rounded fitness program, each student is given a health-related fitness assessment at the beginning of every semester. The fitness assessment establishes a reference point that allows the student to monitor fitness changes and progress throughout the year. The faculty in the Department of Exercise and Sport Science are available to assist the students to plan and implement their individualized health and fitness program.

In addition to the daily activity requirement, all students must complete a knowledge-based graduation requirement entitled “Health-Related Fitness.” This course should be completed during the first year.

COURSES

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

ESS 103 Base Camp: Creating Harmony within the Diversity of Students, Faculty, and Administration
Students, faculty, and staff go to a wilderness area for a camping trip to help build friendship and understanding between all three groups with the goal of establishing cooperation for future endeavors. Activities include canoeing, biking, and hiking, as well as learning outdoor skills. (1 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 Team-Building: Promoting Leadership through Challenging Outdoor 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 Improvisation Dance/Movement 1: Dancers and Actors Exploring Improvisational Movement as an Expression of Deepest Creative Impulses
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 Improvisation Dance/Movement 2: Expanding the Experience of Movement Truthful to the Inner Life of Each Student
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: Cycles of Performance and Critique to Stabilize the Ability to Use Improvisation as a Performance Method, Drawing from the Creative Source of All Performing Arts
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 — Working with Masque and Movement, Tools in Creating Fully Developed Characters 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: Cultivating Higher Potentials of Body and Mind through Exercise and Sport
(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
• 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, particularly at the community level.

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 161).

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 and Team-Building
• SL 346 Vedic Architecture and Green Architecture
• 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 Bio-Cultural Ethics
• SL 345 Sustainable Community Development and Local Government
• SL 428 Sustainable Living Workshop  
• SL 429 Sustainable Living Project Prep  
• SL 445 Environmental Law  
• SL 350 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 in 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 200 Field Ecology  
• SL 205 Physiology, Health, and the Environment  
• SL 220 Leadership and Team-Building  
• SL 346 Vedic Architecture and Green Architecture  
• 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

COURSES

Sustainable Living Courses


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: Maintain Perfect Health by Identifying Environmental Threats to Human Physiology and Learning How to Protect against Those Threats**

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: The Basis of Harmonious Relations is Connecting Self-Knowledge with the Experience of the Self in Others — Giving is the Basis of Receiving**

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: Accessing the Field of Pure Knowledge and Infinite Organizing Power as the Basis of Action, Achievement, and Fulfillment**

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 and Team-Building: Awakening Inner Silence as the Basis of Unifying Individuals into Powerful Teams Directed by Strong 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 225 Applied Systems Thinking: Drawing on Total Natural Law to Organize Divergent Perspectives and Promote Interconnectedness and Unity
A systems approach can be helpful in everyday situations involving people and technology where it is hard to know what to do because of a complex web of conflicting views and needs, a high degree of interconnectedness, and a high degree of uncertainty. This course offers solutions not by providing formulas or rules to follow, but by providing ways to understand and systematically work with situations that develop over time and which ultimately means operating more in accord with Natural Law. Learning to think and act systematically thus requires a fundamental change in patterns of thinking and behavior, which this course is designed to create in the student. Since systems concepts can be difficult to appreciate until applied in a variety of situations, the course structures proficiency in systems thinking by implementation of real-life solutions to problems of the student’s choice. (4 units)

SL 330 Bio-Cultural Ethics: Preserving Cultural Integrity by Awakening the Field of Pure Consciousness as the Foundation of All Right Action
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 345 Sustainable Community Development and Local Government: Fostering Perfect Orderliness and Cooperation in Interactions between Sustainable Community Developers and Local Government Officials
One of the most exciting arenas in the ongoing movement to restore environmental integrity is the cascading effect local governmental action can have on major environmental issues. This course will explore proven methodologies that have resulted in positive changes at the local level. The student will learn how to create community-wide support for new ideas, interact with zoning boards, and effectively lobby local government. Case studies will include examples of successful campaigns that helped to create a more harmonious relationship with the Laws of Nature in a variety of communities. These studies will provide students with the historical, real-world perspective they will need to be an effective local force for creating positive, life supporting changes in their local community. (4 units)

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 350 Environmental Planning and Landscaping: Applying Natural Law to Sustainable Landscapes to Integrate Energy, Economy, Transportation, Mass Culture, and Food Production Systems

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)

SL 420 Solar Energy and Engineering: Drawing on Nature’s Creative Intelligence to Harness the Sun’s Infinite Capacity to Power Homes and Workplaces, Transportation, and Industrial Production

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 Laws of Nature that structure our own awareness and govern the universe efficiently and automatically. (4 units)

**SL 428 Sustainable Living Workshop: Applying Nature’s Organizing Power to Help Build Ideal Structures in Local Settings**
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 websites 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: Applying Natural Law-Based Knowledge to Real-World Enterprises to Test Principles of Sustainable Technologies**
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: Connecting National Law with Natural Law to Protect the Environment from Global Warming, Pollution, and Resource Depletion while Creating Abundance for all Nations**
From local regulations about water quality to global initiatives like the Kyoto Accord, the law is an important tool for regulating our use of the environment. During this course, students will become familiar with international treaties and protocols on global warming, pollution, and endangered species. The class will also study the key features of American environmental law including the Clean Air and Water Act, the Environmental Protection Act, and other current policies and regulations. Perhaps most importantly, students will understand the lawmaking process as a way to use the legal system to bring about positive change and build sustainable communities. (4 units)
Biology Courses

BIO 250 Plant Science: The Unity and Diversity of Plant Life — How Organisms from Bacteria to Fungi to Giant Redwoods Nourish, Enrich, and Integrate the Biosphere
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: How Life’s Dynamic Intelligence Applies the Principles of Biochemistry, Cell Biology, and Genetics to Uphold Self-Organization, Maintenance, and Evolution of Life
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: How the Description, Naming, Identification, and Classification of Plants is Grounded in Their Intelligence and Evolution
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: How Indigenous Peoples Use Plants for Culinary, Spiritual, Medicinal, and Other Purposes to Maintain Traditional Connections with Natural Law
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: Nourishing Civilization through Production of Food Based on Features of Natural Ecosystems — Nutrient Recycling, Biodiversity, Maintenance of Healthy Soils, and Full-Cost Accounting
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 AgricultureSM 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)

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: How Global Geo-Physiology Shapes the Evolving Biosphere, Driven by Its Internal Structures and Processes and Interacting with Life, Air, and Water
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: Self-Discovery through Research in the Life Sciences — How to Solve a Biologically Based Challenge in a Sustainable System through an Individual Research Project
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: Elevating World Consciousness to Perpetuate Abundance and World Peace — Ideal, Natural Law-Based Solutions to Global Pollution, Natural Resource Depletion, Non-Sustainable Energy Use, Overpopulation, and Loss of Biodiversity
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: How to Apply Natural Law to Teaching by Assisting with the Instruction of Selected Courses in the Sustainable Living Program
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 Farming Experience Based on Knowledge of Natural Law Applied to Field Experience on Sustainable Organic Farms
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
• Gerald Geer, A.B., Adjunct Assistant Professor of Writing
• Nynke Doetjes, M.A., Adjunct Assistant Professor of Literature and 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, literature has resisted time, has come to be cherished like scripture, and 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 provides a 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 directly 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/writing 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, belonging to those larger groups, radiates his/her expanding coherence among the individuals who make up 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/writing 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 those nature writers sensitive to the needs of our world habitat.
• Increasing our creative potential and expanding our individual awareness to discover new and powerful solutions to the world’s problems.
• Gaining the support of all-mighty Natural Law that allows one to fulfill our most cherished personal and societal goals.
• Learning to operate from the source of Natural Law so as not to make mistakes in life.
• Reducing personal and communal stress — the source of war, suffering, and strife in the world.
• Honoring each culture’s unique contributions to the world to enhance 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 — Elements of Fiction (LIT 205) and Elements of Literature (LIT 206) — prepare students for literary studies by introducing them to literary terms and literary forms.
• Students develop their writing skills by engaging in a variety of literary forms — journals, essays, reports, reviews, etc.
• Students may take a traditional literature track of 44 units of literature and 4 units of writing, or a literature track that emphasizes writing: 28 units of literature (LIT) and 20 units of writing (WTG).
• Students may also enhance their B.A. degree in Literature (44 units) with a minor in writing by taking a minimum of five writing courses.
• Reading in this literature program is taught as a creative act, so that the reader becomes a co-creator in the production of meaning.
• Oral presentations in every class ensure the development of such speaking skills as poise, flow, and coherence.
• Peace Studies: LIT 366 The Peace Film and LIT 370 Literature and the Environment are literary courses that contribute to a self-conscious peace program at this University.
• Students may earn literature or writing credit in our Rotating University program, which travels to locales throughout the United States and Canada.
• Qualified students may apply for an internship during their senior year.
• Consciousness-Based literature courses in the first and second year explore the connections between literature and the Self, transcendence, and the foundational Laws of Nature.

The 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 writing program.
• The most effective means to develop writing is through a combination of reading good examples of writing and through the applied expression of writing.
• The ideal writing program at this University is the 48-unit literature program and the 20-unit writing minor.

The second-best writing program is the literature program with an emphasis in writing: 28 units of literature courses (LIT) and 20 units of writing courses (WTG).
• Students may complete a minor in writing by taking any 5 upper division writing courses (WTG 200 level or above). To develop their writing skills, students may continue to take a variety of writing courses beyond the 20-unit minor.
• Our 5-block minor focuses on both creative writing (fiction and poetry) and a variety of essay forms (such as the personal essay, travel writing, writers on writing, and photo journalism).
• In our writing program, from day one students develop both the art and craft of writing.
• To develop clarity and grace, students routinely respond to a wonderful selection of literary texts.

DEPARTMENTAL REQUIREMENTS

Bachelor of Arts Degree in Literature
To graduate with a B.A. in literature, students must successfully complete all general University requirements (See “Graduation Policies and Degree Requirements” under “POLICIES AND PROCEDURES” in the University Catalog) plus take 48 units of literature (LIT) and writing courses (WTG) 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 and/or The Epic (Ramayana)
• The Classics of Greece and Rome and/or Asian Literature
plus
• Three Historical Surveys (Medieval, Renaissance, 18th Century, Romanticism, Victorian, Modern European Literature)
plus
• One advanced (WTG) writing course
plus
• Other literature courses adding up to 48 units overall
• LIT 497 Exit Paper: In order to demonstrate skills acquired during the literature major, students just prior to graduation will write an 8–10 page analytical “exit paper.” Ideally this paper will be written during a one-block individual study (LIT 497 Senior Thesis) worth 4 units that does not contribute to the required 48 literature/writing units. Students have the option to write this paper during their last literature course or on their own time.

• A Rotating University course may be substituted for one elective literature course 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 toward the major. It may be repeated for general graduation requirements but may not be repeated to fulfill the requirements of the literature major.

**Bachelor in Literature with an Emphasis in Writing**

To graduate with a B.A. in literature, students must successfully complete all general university requirements (See “Graduation Policies and Degree Requirements” under “POLICIES AND PROCEDURES” in the university Catalog) plus take 28 units of literature (LIT) courses and 20 units of writing (WTG) courses according to the following distribution:

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 and/or The Epic (Ramayana)
• The Classics and/or Asian Literature
plus
• Two Historical Surveys (Medieval, Renaissance, 18th Century, Romanticism, Victorian, Modern European Literature)
plus
• Other literature courses adding up to 28 units overall
plus
• 20 units of writing courses (WTG) 200 or above
• LIT 497 Exit Paper: In order to demonstrate skills acquired during the literature major, students just prior to graduation will write an 8–10 page analytical “exit paper.” Ideally this paper will be written during a one-block individual study (LIT 497 Senior Thesis)
worth 4 units that does not contribute to the required 48 literature/writing units. Students have the option to write this paper during their last literature course or on their own time. Students in the emphasis in writing have the option to write an essay rather than a critical paper, but with similar criteria.

The Minor in Literature
To graduate with a minor in literature, students must successfully complete 20 units literature (LIT) courses 200 or above.

• Rotating University courses can be substituted for one of the above if the subject matter includes literature, writing. 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 20 units of 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 Literature as Self-Discovery: Recognizing Self-Identity as the Fundamental Principle in All Forms of Literature
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 Elements of Fiction: Silence and Dynamism as the Primary Forces of Narrative Literature
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 Elements of Literature: Exploring the Full Range of Outer and Inner Life in Poetry, Drama, and the Literary Essay
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 The Bhagavad-Gita: The Essence of Veda — Studied as the “Complete Guide to Practical Life,” from Ignorance to Enlightenment
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 Epic: Valmiki’s Ramayana as the Ultimate Epic Narrative — The Hero Conquering Ignorance and Realizing the Self
An epic is a long narrative in elevated style about characters of high position who perform extraordinary actions. From the great world epics, students study principles of Maharishi Vedic Science to illuminate the subtleties of language and thought. The primary text of this course is the Ramayana. Other selections may include parts of the Bible and other scriptures, Homer’s Odyssey, Dante’s Divine Comedy, and Goethe’s Faust. (4 units)

Lit 305 Native American Literature
This course will examine the writings of the indigenous cultures of North America. All traditional Native American writings exhibit a deep and harmonious relationship with Nature as a spiritual basis for their culture. Students will study literature from Native Americans themselves and from non-Native Americans, such as Frank Waters, who have written sympathetically and intelligently about the Native American peoples. The main theme of the course will be the study of the Native American spiritual heritage examined in the eyes of literary fundamentals and Maharishi Vedic Science. Students will read early Native American literature taken from traditional myths, chants, poetry, etc. Readings in the second half of the course will include 20th Century Native American literature showing how Native Americans have coped, from a spiritual and cultural basis,
with the transformations brought about by the colonization of their homeland. In addition to traditional materials, the course will include some historical readings — such as eyewitness accounts — short stories, and novels. The course will also include films and music to evoke the Native American cultural experience.

**LIT 325 Classics of Greece and Rome: The Ancient and Eternal Texts of Southern Europe, the Spiritual and Philosophical Sources of the Western Literary Tradition**

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 328 The Bible as (and in) Literature: The Divine as the Source, Course, and Goal of All Existence**

For the past 2,000 years the most influential work of literature in the Judeo-Christian World has been and continues to be the Holy Bible: The Old Testament ( Torah) — the story of the Israelites — and the New Testament — the story of Jesus of Nazareth. The Bible is generally perceived as a theological work, but it is also a collection of wonderful stories, written in a host of different literary styles and genres. The Holy Bible also symbolically, metaphorically, mythically, and philosophically saturates the works that make up the Western literary canon. Biblical characters such as Moses, John the Baptist, and Jesus Christ parallel such Vedic figures as Arjuna, Krishna, and Rama, just as Greek literary figures (Achilles, Odysseus, and Hercules) were seen by Christians as parallels to characters in the Bible. In this course we will read stories from the Old and New Testaments as well as works of Western literature, such as Milton’s *Paradise Lost*, T.S. Eliot’s “The Journey of the Magi” and Hemingway’s *The Old Man and the Sea*, that have in one way or another been shaped by the Bible.

**LIT 330 Medieval Literature: From Beowulf to Malory — The Literature of the Middle Ages as the Unceasing Pursuit of Self-Knowledge**

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: The Twin Themes of Shakespeare’s Comic Vision — The Healing Power of Love and the World Upheld by 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: Literature’s Rebirth of Knowledge — Beginning in Italy with Petrarch and Completing Its Journey in England with John Milton**

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 Augustan Age of Pope, Swift, and Dryden — Aspiring to a Life in Perfect Harmony and Balance**

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: Narrative Fiction, the Dominant Literary Form for Two Centuries — From Defoe to Austen**

Like the Renaissance writers before them, 18th 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: The Transcendental Scope of Vedic India Finding Its Path to Europe — The Visionary Poetry of Blake, Wordsworth, Coleridge, Shelley, and Keats**

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: The Attempt to Purify Social Consciousness, Beginning with Romantic Idealism — Tennyson, Eliot, and Thackeray**

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 20th-Century European Literature: Turning Away from the Realists’ Superficial Materialism, Finding Solace in the Far East’s Transcendent Wholeness — Yeats, Joyce, Woolf, and Lawrence
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-Determinism and Self-Actualization — The Self as the Primary Theme in Emerson, Thoreau, Whitman, Dickinson
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: Transporting Eastern Transcendentalism to the Contemporary World — Eliot, Stevens, Fitzgerald, Hemingway, and Faulkner
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 Literature of the Far East, from the Tao of Lao Tsu Forward
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: From Speech to Silence — Exploring the Subtleties of Language in Form and Content
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 Flow of Consciousness in Form and Content — The Interaction of Action and Character, Form, and Content in Novelists from Cervantes to Toni Morrison**
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 (FA 226) The Art of Film: The Development of the Visual Image from a Simple, Realistic Reproduction to a Snapshot of the Soul**
This course emphasizes film technique, including 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. 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: From the Lumiere Brothers to Kurosawa — Honoring the Tradition of Film Art**
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: The Imagery of World Peace in Great Films and Enlightened Filmmakers**
The Peace Film course explores the many forms of peace contemplated throughout history and depicted in the modern film. Its foundation and inspiration is Maharishi’s vision of world peace that has led to the Peace Government and the establishment of Maharishi Peace Palaces. In this course we will watch 11 films, including such classics as *Yellow Submarine, Grand Illusion*, and *The Magic Flute* as well as more recent efforts. Students will analyze films to see how peace is perceived and visualized in the international cinema community. Besides the films themselves, the primary text for the course is Robert Oates’s *Permanent Peace*, which examines how peace can be achieved individually and globally. (4 units)
LIT 367 Modern European Drama: From Realism to Expressionism — Modern, Individualized Forms and Ancient, Transcendental Ideals
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: Dramatizing the Growth of an American Consciousness — O’Neill, Williams, and Miller
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: Translating Greek Spiritual Drama to the Twentieth-Century Stage — from Aeschylus to Tennessee Williams
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: Re-Enlivening Natural Law in Collective Consciousness — from Thoreau to Barbara Kingsolver
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 497 Senior Thesis: Demonstrating Skill in Action
The final stroke for the student is to demonstrate those skills that define the accomplished literature major. These skills are expressed in an 8–10 page analytical paper on a literary figure or topic of the student’s choice. This paper will contain the following: literary criticism, Maharishi Vedic Science, literary research, documentation, literary terminology, historical and/or biographical content. This course is optional but it is the ideal way to complete the required exit paper under a one-to-one guidance by a member of the literature faculty. This course is worth 4 units of general University credit but does not fulfill literature/writing requirements.

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 1: Clear and Graceful Prose — Coherent Minds Expressing Themselves through Traditional Writing Forms
Students in Composition 1 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 2: Exploring Academic Writing — Knowledge as the Basis of Successful Communication and Self-Expression
Composition 2 develops the student’s ability to use language for a variety of purposes, subjects, and audiences. It focuses on both exposition and persuasion to strengthen those skills that will assist the student in succeeding academically. In this course we read and discuss a range of prose models that reflect the diversity of thinking and writing across the disciplines. (4 units) Prerequisite: WTG 191 or appropriate assessment
WTG 201 The Poetry of Transcendence: Exploring the Supreme Reality in the Crown Jewels of World Poetry
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 transcendent 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 1: Emulating Nature’s Own Creative Process — Creating, Developing, Structuring, and Refining Works of Short Narrative Fiction
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 1: From a Single Form — The Literary Essay — Arise Infinite Possibilities of Form and Content
WTG 302 Nonfiction Workshop 2
Creative writing is often mistakenly associated solely with fiction and poetry, but some of the best creative writing is found in nonfiction. Whatever writers put their attention on is filled with their own originality. In these courses, students read beautiful and moving selections of nonfiction prose and examine them for their grace, clarity, and effectiveness. Students then write their own nonfiction projects that could include essays, interviews, reviews, and other forms. (4 units each) Prerequisite for each: WTG 192

WTG 310 Poetry Writing: Tracking the Path of Transcending — Expressing the Subtlest Fluctuations of Heart and Mind
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 The Persuasive Essay: Balancing Logical Reasoning and Fullness of Emotion to Move Our Audience
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 2: The Divine at Every Point
This course advances techniques learned in Fiction Writing 1. See WTG 202 for details. (4 units) Prerequisite for each: WTG 192

WTG 315 Creative Nonfiction: Expressing the Truth that Transcends Facts with the Power, Grace, and Insight of Fiction
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: Examining Experience from One’s Own Self-Referral Perspective — The Memoir and Other Forms
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: Conveying Universal Ideas through a Highly Personalized and Carefully Wrought Voice
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: Learning from the Great Tradition of Literary Masters — The Nature and Craft of Writing
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 the students’ own work. (4 units) Prerequisite: WTG 192

WTG 342 Writing for Young People: Writing Stories to Awaken a Child’s Sense of Meaning and Wonder
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: Creating Harmony of Sound and Coherence of Meaning
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: Toward Fulfillment of Desires — Effective Communication in Business
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 360 Photojournalism
Photojournalism combines two distinct but related arts: photography and writing. Students will learn the basics of photography using the 35mm film camera. Although the course includes some use of the digital camera, this is not a digital photography course nor is it a darkroom course — most assignments will involve using color film, and students will be responsible for having their film developed on time. Assignments will center on how to use a 35mm camera with manual controls and related equipment (such as tripods and filters), composition, exposure, and lighting. Students will learn to use the environment to their advantage, and most photos will be taken outdoors. Two main projects will be (1) a photo essay on a subject of the student’s choice in which the student takes a series of photographs and writes about it in a classic photo essay style and (2) a portfolio containing all of the photos taken in the course, the journal, and matted 5X7 enlargements of the student’s ten best photos. The course also includes field trips and workshops. Requirements include a 35mm film camera with manual controls (not a point and shoot or digital camera), purchase of a specific photography textbook, and completion of Composition 2 or permission from the instructor.

WTG 364 (FA 287) Screenwriting: Expanding Awareness — Translating the Language of Written Communication into the Language of Film and the World of the Visual
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: Discovering the Universal in the Particular — Conveying the Sense of Feeling at Home in Unique Places of the World
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 PHYSICS

FACULTY

• John Hagelin, Ph.D., Chair, Professor of Physics, Director of the Institute of Science, Technology and Public Policy
• David Scharf, Ph.D., Associate Professor of Physics, Mathematics, and Maharishi Vedic Science
• Kurt Kleinschnitz, Ph.D., Assistant Professor of Physics
• Rick Weller, Ph.D., Adjunct Assistant Professor of Physics
• Richard Wolfson, Ph.D., Adjunct Assistant Professor of Physics
• Johan Svenson, Adjunct Instructor of Physics and Mathematics
• Walid Bechara, Adjunct Research Professor of Physics

INTRODUCTION

It is said that, if you understand the laws of physics, you are halfway to understanding the world. It’s in that spirit – of physics as the basic core of today’s most important scientific disciplines – that Maharishi University of Management offers an exciting and comprehensive minor program in physics.

But the study of physics, as rigorous and compelling as it is as a field, also develops life-long problem-solving, computational and computer-related skills that enable a graduate to excel in the most demanding and cutting-edge areas of study and professional work.

At Maharishi University of Management, the physics minor is on the road to these discoveries. Whether the graduate steps into the fields of astronomy, chemistry or computer science, engineering, science writing, energy management or environmental policy (to name but a few fields that physics prepares you for) physics study at Maharishi University of Management can be the ticket to employment in an endless variety of fascinating professional adventures.

This path is all the more powerful due to the program’s emphasis on both the direct experience and theoretical understanding of human consciousness and its higher states – integral parts of the University’s physics curriculum. Down through the centuries, the most brilliant and creative physicists have emphasized human consciousness as the foundation for their discoveries. And an exciting momentum has built up over the past 30 years, as theoretical physicists have reached milestones toward a complete unified field theory of all the known force and matter fields of nature. Inspired by the guidance of His Holiness Maharishi Mahesh Yogi, the physicists at Maharishi University of Management have proposed that this complete unified field at the basis of the whole universe is the same as the Unified Field of Consciousness, the experience of which has been recorded in the ancient Vedic Literature and revived through the advanced technologies of consciousness, the Transcendental Meditation and TM-Sidhi programs.
Now, with the increasingly widespread recognition that consciousness is much more than a localized offshoot of brain functioning, the spotlight is even brighter on physics as a leading discipline in the field of consciousness studies. That same light is also focused on Maharishi University of Management, now taking a leadership role in the field of consciousness studies, especially as we begin to explore the true potential of higher states of consciousness. Which means our physics program is in the exciting and unique position of being able to explore new territory – the rich and fertile connections between consciousness, brain research and the study of physics.

There are too many universities where the study of physics is regarded as attainable by only an elite few. But at Maharishi University of Management, Consciousness-Based education nourishes and supports every student’s ability to understand the most advanced new theories, out of reach at many other universities. With a faculty committed to individual attention and learning styles, any conscientious student who wants to learn physics will succeed. Beginning with an understanding of the mathematical precision, so essential to embracing physical concepts, and taken in a step-by-step manner, with generous classroom support, no student need be left behind.

As they approach the conceptual breakthroughs of advanced physics, students embark on a journey that will take them to an entire new way of thinking, a journey that will take them beyond ordinary, waking-state experience and into the realm of higher states of consciousness, woven into the University’s academic program.

The experience of these higher states, coupled with a unique understanding of the entire process, makes the University’s physics students naturally feel at home with even the most sophisticated concepts and puts them in a rare position in the boundary-breaking world of the leading edge of physics.

**DEPARTMENTAL REQUIREMENTS**

**Graduation Requirements for the Minor in Physics**
To graduate with a minor in physics, students must successfully complete the preparatory Mathematics courses

- MATH 281 Calculus I
- MATH 282 Calculus II

And 20 units of Physics as follows:

- PHYS 210 Introduction to Classical Mechanics
- PHYS 230 Introduction to Electromagnetism
- PHYS 240 Introduction to Harmonics, Waves, Optics and EEG
- PHYS 250 Introduction to Modern Physics
- And any Physics course numbered PHYS 270 or higher
COURSES

All courses are 4 units unless otherwise indicated.

PHYS 101 Foundations of Physics and Cosmology: Discovery of the Unified Field and Its Practical Applications for Perfection in Life
This course gives a deep and non-mathematical understanding of the differences between classical and quantum physics. It explains the meaning and mechanics of unification and symmetry, and the main concepts of unified quantum field theories and superstring theory. It shows that at the basis of the universe lies a 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.

PHYS 210 Introduction to Classical Mechanics
Classical mechanics provides an accurate description of the objects and phenomena of everyday experience, and constitutes the basis of most of engineering, science and technology. In this course, students analyze the forces and motions of classical particles and extended bodies in space and time. Topics include the study of velocity and momentum as well as energy and forces, with particular emphasis on gravitation and the laws of conservation. Prerequisites: PHYS 101, MATH 281

PHYS 230 Introduction to Electromagnetism
Electrical forces largely determine the observable properties of matter in the whole range of science from atomic theory to cell biology. The integration of electricity and magnetism constitutes the first unified field theory, anticipating contemporary approaches by more than a century. In this course, students are introduced to electrostatic and electromagnetic fields, electric currents and electromagnetic interactions. Topics include Coulomb’s, Gauss’s, Ampere’s and Faraday’s laws, along with Maxwell’s equations. Prerequisites: PHYS 101, MATH 282

PHYS 240 Introduction to Harmonics, Waves, Optics and EEG
This course begins with mechanical aspects of harmonics, waves and sound. It then combines these principles with those of the electromagnetic field for the investigation of geometrical and physical optics. In addition, special attention is given to the analysis and interpretation of EEG brain wave patterns. Topics include simple harmonic motion, resonance, wave properties such as refraction, diffraction, interference, polarization and optical phenomena related to lenses and mirrors. Prerequisites: PHYS 101, MATH 282

PHYS 250 Introduction to Modern Physics
Quantum mechanics and Einstein’s theory of relativity are the major themes of this course. Topics include special relativity, the birth of quantum mechanics, Schrödinger’s equation, wave mechanics of one-dimensional problems and the hydrogen atom. Prerequisites: PHYS 101, MATH 282
**PHYS 270 Introduction to Astronomy**
In this course students learn about sky maps, astronomical observation and the whole universe. Topics include the history of astronomy, sky charts, telescopes, spectroscopy, sun and planets, stellar formation and evolution, black holes, galaxies, cosmology and the early universe. Prerequisite: PHYS 210

**PHYS 290 The Evolution of Physics: From Einstein to Maharishi**
Some of the most extraordinary, mind-expanding concepts of the past century have emerged from modern physics. This course is an engaging, minimally mathematical course, emphasizing the profound principles and concrete examples from physics that best illuminate the foundations of Maharishi Vedic Science. Topics will include the Principle of Least Action, Einstein’s Relativity Theory, the Meissner Effect, quantum measurement theory, the EPR paradox, Bell’s theorem, and quantum teleportation.

**PHYS 310 Classical Mechanics**
Students explore the formal structure of Newtonian mechanics with application to single-particle systems. Topics include kinematics, dynamics, the harmonic oscillator, three-dimensional motion, constraints, non-inertial systems, central force problems and scattering. Prerequisite: PHYS 210

**PHYS 330 Electromagnetism**
Students apply the calculus of vector fields to the study of electromagnetic fields and their sources. Maxwell’s equations and their application to relativistic and non-relativistic phenomena are examined in detail, along with the principles of physical optics. Prerequisite: PHYS 230

**PHYS 350 Relativity Theory**
This course discusses special relativity and introduces general relativity, including Riemannian geometry, Mach’s Equivalence Principle, Einstein’s field equation, the Newtonian limit, experimental tests, black holes and the structure of spacetime. Prerequisite: PHYS 250

**PHYS 360 Quantum Mechanics I**
**PHYS 361 Quantum Mechanics II**
Topics I: wave mechanics, one-dimensional potential, operator methods and the Dirac formulation, the harmonic oscillator, Schrödinger and Heisenberg representations, the classical limit and the WKB approximation.
Topics II: identical particles, quantum paradoxes and interpretations, angular momentum, central potentials and the hydrogen atom, electrons in electromagnetic fields, spin and general two-state systems, addition of angular momenta, the EPR paradox and Bell’s theorem, perturbation theory, the variational method, fine structure, atoms and molecules, emission and absorption of radiation scattering theory, density matrices and measurement theory. Prerequisites: PHYS 250, MATH 286
PHYS 370 Astrophysics
Topics include stellar structure, energy generation in stars, white dwarfs, neutron stars, black holes, the dynamics of star formation, the structure of the universe, cosmology and the Big Bang. Prerequisite: PHYS 270

PHYS 380 Mathematical Methods for Physicists
The intelligence of nature is encoded and expressed in the language of mathematics. This course is designed to develop and refine the mathematical skills needed for successful study in physics and related sciences. By making these mathematical skills second nature, the mind is freed to comprehend the deeper principles of Natural Law embedded in the formulas and equations. Prerequisite: MATH 282

PHYS 390 Methods of Experimental Physics
This course focuses on experimental research methods, giving students experience in designing and performing laboratory experiments. In addition to laboratory work in traditional areas such as mechanics and electromagnetism, students will be encouraged to design and carry out experiments in the EEG laboratory. Prerequisites: PHYS 210, PHYS 230

PHYS 390 Thermodynamics and Statistical Mechanics
Thermodynamics studies the transformations of energy in macroscopic systems. It is chiefly concerned with the general laws governing the transformation of heat into work and the effect of these laws on the thermal properties of bulk matter. Statistical mechanics derives these laws, as well as the more fundamental properties of bulk matter, from the dynamical behavior of underlying microscopic constituents. Prerequisite: PHYS 210

PHYS 420/CS 420 Numerical Analysis
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. Prerequisites: MATH 282

PHYS 425 Computational Physics
This course presents methods and principles for the application of computational tools to scientific and engineering problems. Students will gain practical experience in the sophisticated application of readily available and easy-to-use mathematical software and database tools to model physical systems and solve advanced physics problems. Prerequisites: CS 203, MATH 282

PHYS 460 Introduction to Quantum Field Theory
Prerequisite: PHYS 361
PHYS 490 Quantum Neuroscience
Investigation of the neural correlates of consciousness is an area of active research in neuroscience and consciousness studies today. Many researchers understand that consciousness is more than just a localized offshoot of the brain and that, therefore, it is plausible that the neural correlates of consciousness will involve a level of matter beyond classical physics. The investigation of the neural correlates of consciousness will likely involve advanced physics, including quantum theory. Hence quantum neuroscience has become a lively field of research. A review of contemporary publications in the field will demonstrate the need for Maharishi’s quantum mechanical, Consciousness-Based understanding of the human experience and physiology. The course will draw on evidence of the quantum theoretical nature of neurophysiology from the most advanced research in brain integration.
Prerequisite: PHYS 210

PHYS 499 Directed Study
(Variable units) Prerequisite: consent of the department faculty
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., D.W.P., Associate Chairman, Instructor of Physiology and Health
• 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
• Maxwell Rainforth, Ph.D., Assistant Professor of Physiology and Health and Statistics
• John Salerno, Ph.D., Assistant Research Professor, Assistant Director of the Institute for Natural Medicine and Prevention
• 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

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 education in the Maharishi 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 learn to utilize natural principles that support health. They learn how to enliven the body’s inner intelligence and thereby enhance the body’s own immune and self-repair mechanisms. They gain competence as health educators, in supporting 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 RejuvenationSM 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 course 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 Maharishi Peace Palaces, that are being built in major cities around the world.

For students who have a bachelor’s degree, it is possible to take the undergraduate courses in Physiology and Health as part of a Master of Arts degree in Maharishi Vedic Science with an emphasis in Physiology and Health.

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;
• Maharishi Self-PulseSM 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 TechnologySM 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 AstrologySM 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.

Special Advanced Standing for the Ph.D. in Physiology Degree
Students who already have attained an M.D. degree or M.S. or Ph.D. in Physiology may request special advanced standing toward the Maharishi University of Management Ph.D. in Physiology degree. Transcripts of previous graduate course work will be reviewed and credits will be applied where appropriate among the following areas: Maharishi Consciousness-Based Health Care, cell biology, molecular biology, biochemistry, general physiology, neurophysiology, anatomy, pathology, research methods, and statistics.

To be able to waive all course work for the Ph.D. degree, students must have at least 60 semester units of graduate coursework, including Maharishi Consciousness-Based Health Care courses, approved by the department’s graduate faculty, in addition to receiving special approval by the director of the program and the dean of the graduate school. In certain cases, students will be allowed to waive the comprehensive exam and directly register for dissertation proposal guidance.

Prerequisite Courses for the Bachelor of Arts or the Minor in Physiology and Health
• 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:

54 units of required PH core curriculum including the following required courses
• PH 221 Fundamentals of Maharishi Consciousness-Based Health Care (prerequisite to 300-level PH courses)
• PH 241 Discovery of Total Natural Law (Veda) in Human Physiology 1
• PH 242 Discovery of Total Natural Law (Veda) in Human Physiology 2
• PH 243 Discovery of Total Natural Law (Veda) in Human Physiology 3
• PH 260 Self-Pulse Diagnosis
• PH 261 Prevention
• PH 341 Diet, Digestion, and Nutrition
• PH 342 Maharishi YogaSM Asanas
• PH 343 Diet and Perfect Health
• PH 344 Restoring Balance 1
• PH 345 Restoring Balance 2
• PH 346 Restoring Balance 3

In addition, 8 units of electives in Maharishi Vedic Science or Sustainable Living are required to complete the major. It is recommended that students take these in their second year. 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 two prerequisite courses for entering the major are also required for taking the minor. They are as follows:
• CC 100 Science of Creative Intelligence
• PH 101 Physiology Is Consciousness

Special Option: Maharishi Transcendental Meditation program Teacher Training Course
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. This program may not be offered every year.
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 the Body’s Inner Intelligence to Create Perfect Balance and a Disease-Free 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: Natural Means to Establish Perfect Balance in the Body and Mind through Perfect Alliance with All the Laws of Nature
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 Discovery of Total Natural Law (Veda) in Human Physiology 1: The Study of the Limbs of the Veda (Vedanga) with Special Emphasis on Jyotish — The Science of the Past, Present, and Future
This course unfolds the historic discovery that the human physiology is an exact replica of all of the Laws of Nature contained in the ancient Veda and Vedic Literature. This course presents the essence of the entire field of modern objective science and ancient subjective science. It brings 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. This first course will investigate how Rik Veda — Total Knowledge of Natural Law in its most concentrated form — corresponds to the entire physiology, and especially the central nervous system. An overview of the structures and functions of the nervous system, the synaptic gap, the sensory, motor, and processing systems, and their precise correspondence with Sama Veda, Yajur Veda, and Atharva Veda will be presented. Also an in-depth discussion of the precise structural and functional relationship between the Vedanga, or “limbs of the Veda” with the structures of the autonomic nervous system, limbic system, and endocrine system is presented. (4 units)

PH 242 Discovery of Total Natural Law (Veda) in Human Physiology 2: The Study of the Upanga and Upaveda — The Development of Unity Consciousness
This course further elaborates the historic discovery that the human physiology is the exact replica of the total creative potential of Natural Law contained in the most ancient record of human knowledge, the Veda and Vedic Literature. This course will introduce the six Upanga or “subordinate limbs” of the Veda. They include Nyaya, Vaisheshika, Samkhya, Yoga, Karma Mimansa, and Vedanta. These Vedic texts provide intellectual understanding and technologies for direct experience of Total Natural Law in human consciousness. In addition, the Upaveda or subordinate Veda (including Ayur Veda, the science of lifespan) will be unfolded. The texts of Upaveda include Gandharva Veda, Dhanur Veda, and Sthapatya Veda. (4 units)

PH 243 Discovery of Total Natural Law (Veda) in Human Physiology 3: The Study of Brahmana, Pratishakhyas, and Devata — Enlivening the Most Fundamental Levels of Intelligence in Your Body and the Universe
This course continues the unfoldment of the discovery of Veda in human physiology. Here students will study the Brahmanas and Pratishakhyas, which are precisely expressed in the structures of the cells and tissues of the body, and specific structures and functions in the central nervous system and human brain. Areas of physiology studied include the spinal cord white and gray matter, and the six layers of the cerebral cortex. The study of the discovery of Veda in human physiology culminates in the knowledge that the total expression of Natural Law exists in every human being, including the qualities of Natural Law that administer cosmic life. This is the practical demonstration that every individual is truly cosmic. Yatha Pinde, tatha brahmande — the individual is cosmic! (4 units)
PH 244 Vedic Anatomy and Vedic Physiology 4: Discovery of Veda in Human Physiology
PH 245 Vedic Anatomy and Vedic Physiology 5: 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 Self-Pulse Diagnosis: Measuring the Impulses of the Body’s Intelligence and Restoring Balance in the Physiology through the Touch of Three Fingertips
Maharishi Self-Pulse diagnosis is the most ancient and most natural means of determining the level of balance or imbalance in the mind and body. This course presents Maharishi’s revival of this ancient technology to determine the state of the Inner Intelligence of the body. Everyone should learn pulse diagnosis to maintain his or her own health. Pulse diagnosis allows one to detect imbalances early, before they manifest as disease. Pulse allows one to precisely determine where the imbalance is and how to restore balance, and pulse is therapeutic in itself. Just taking the pulse increases the balance in the pulse and therefore the balance of the whole mind and body. Taking the pulse enlivens the connection between mind and body, consciousness and matter. (4 units)

PH 261 Prevention: Creating Perfection and Avoiding Disorder through the Principles and Practices of Maharishi Consciousness-Based Health Care — The Transcendental Meditation Technique, Pulse Diagnosis, Diet, Daily Routine, Seasonal Purification, and Alliance with All the Laws of Nature
The prevention course presents an overview of the whole discipline of Maharishi Consciousness-Based Health Care. In this course one learns how consciousness expresses as physiology, and how enlivening consciousness through all of the 40 approaches of Maharishi Consciousness-Based Health Care is the basis for restoring balance and creating perfect health. Prevention is much better than cure. Living life according to Natural Law is the means to “avert the danger that has not yet come.” This course gives all the principles and many practical points on how to live according to Natural Law. These include diet, daily and seasonal routine, an introduction to self-pulse, Maharishi Jyotish (the Vedic science of prediction), Maharishi Sthapathy Veda design or Vedic Architecture, and collective practice of the Transcendental Meditation and TM-Sidhi programs. (4 units)
PH 262 Diet, Digestion, and Nutrition: Imbibing Intelligence from Food and the Environment — Enlivening Strong Digestion and Selecting a Diet Ideally Suited to the Individual
Diet, digestion, and nutrition are fundamental to health. How we metabolize food and drink directly affects the strength, vitality, immunity, and longevity of the physiology. In this course detailed knowledge of the influences of foods on the physiology is described. Also the influence of consciousness on the process of digestion and nutrition is discussed. Different foods are categorized according to their influence on the three principal governing qualities of intelligence in the body: communication and movement, transformation, and structure. The balance of these three principles determines the balance, strength, immunity, and health of the body. And that balance is greatly influenced by the food that is taken, and the state of awareness of the one who is eating. This course provides very practical knowledge of what to eat, when to eat, and how to eat to maintain or restore perfect balance. (4 units)

PH 263 Maharishi Yoga Asanas: Vedic Exercise to Enliven Mind-Body Coordination to Support Pure Awareness, the State of Yoga
This practical course presents the knowledge and experience of enlivening the unified state of consciousness, or Yoga, through the physiological approach of Maharishi Yoga asanas. Maharishi has revived the essential understanding that Yoga means unified level of consciousness or Transcendental Consciousness, and that Yoga, one of the 40 aspects of the Vedic Literature, provides the technologies to unfold that experience. The physical postures of Maharishi Yoga asanas are traditional positions that enliven the connection between mind and body, consciousness and physiology. When done properly, Maharishi Yoga asanas help dissolve stress and give the experience of settledness and expansion in the direction of the experience of pure consciousness, or Yoga. This unique practical course includes regular practice of Maharishi Yoga asanas as well as the understanding of their specific effects on the mind and body. (4 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 work within one of our clinics or Maharishi spas and gain experience with all aspects of clinic operations: administration, patient education, and publicity. (Course has variable units.)

**PH 344 Restoring Balance 1: How Imbalance Arises and How to Restore Balance and Health through Maharishi Consciousness-Based Health Care**

The physiology is the expression of the body’s inner intelligence (Atma, the Self). The basic theme of this course is the elimination of the separation between the unbounded Self and the limited expressions of the relative. This separation is called the mistake of the intellect, or Pragya-Aparadha. All the approaches of Maharishi Consciousness-Based Health Care are capable of restoring wholeness to life and overcoming Pragya-Aparadha by using specific procedures of enlivening consciousness and the physiology. Wholeness means perfect balance of the relative expressions on the basis of fully awake self-referral consciousness. (4 units)

**PH 345 Restoring Balance 2: Vedic Pathophysiology and Restorative Procedures for the Mind and the Digestive and Respiratory Systems**

This course further elaborates the themes of balance and imbalance in specific physiological systems, including the digestive system (annavaha srotas or food-carrying channels), respiratory system (pranavaha srotas or air-carrying channels), and cardiovascular system (rasavaha and raktavaha srotas, channels carrying plasma and blood). Health educators learn to recognize the basic imbalances and learn the fundamentals of how balance can be restored through Maharishi’s technologies of consciousness, diet, exercise, daily and seasonal routine, herbs, Maharishi Vedic Vibration technology, Maharishi Rejuvenation therapy, and other modalities. They learn
to give lectures and answer questions on these topics. The students continue to refine their pulse-diagnosis skills as well. (4 units)

**PH 346 Restoring Balance 3: Vedic Pathophysiology and Restorative Procedures for the Cardiovascular, Musculoskeletal, and Integumentary Systems**

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 Maharishi 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 toward 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
• 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
• David Scharf, Ph.D., Associate Professor of Maharishi Vedic Science, Mathematical Sciences, and Physics
• Patricia Oates, Ph.D., Assistant Professor of Maharishi Vedic Science
• David Pohlman, Ph.D., Assistant Professor of Maharishi Vedic Science
• Evan Finkelstein, Ph.D., Assistant Professor of Maharishi Vedic Science
• Jean-Marie Karst, M.S., Instructor of Maharishi Vedic Science
• Isabelle Matzkin, M.A., Adjunct Assistant Professor 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 Department 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 10-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
• 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.
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 the 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 and Maharishi Vedic Science with emphasis on writing and speaking skills.

The Bachelor of Arts Degree
• Coverage of all the major themes of the Maharishi Vedic Science program including higher states of consciousness, collective consciousness, 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 10-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, MVS 202, 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 208 Fundamentals of Maharishi Vedic Science (4 units)
• MVS 210 Veda and Vedic Literature in Maharishi Vedic Science (4 units)
• MVS 222 Sanskrit 2 (or equivalent)
• MVS 240 EEG, Brain and Enlightenment (4 units)
• MVS 300 Science of Being (4 units) or MVS 302 & MVS 303 Bhagavad-Gita (8 units)
• MVS 308 Research Design (4 units)
• MVS 309 Fundamentals of World Peace (4 units)
• MVS 390 Senior Capstone Knowledge-Integration Project (4 units)
• MVS 391 Senior Capstone Writing and Speaking Project (4 units)

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

Option 1 — Reading Vedic Literature
• MVS 223 Sanskrit 3
• MVS 321 Reading the Vedic Literature 1
• MVS 322 Reading the Vedic Literature 2
• MVS 323 Reading the Vedic Literature 3

Option 2 — TM Program Teacher Training*
• MVS 490 Transcendental Meditation Program Teacher Training — Part 1
• MVS 491 Transcendental Meditation Program Teacher Training — Part 2
• MVS 492 Transcendental Meditation Program Teacher Training Program Fieldwork Internship

Option 3 — TM Program Research Internship*
• MVS 497 Transcendental Meditation Program Research Internship (24 units)

*Choosing Option 2 or 3 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 1 — 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 *Transcendental Meditation* Program Teacher Training Program Teaching Internship
- MVS 497 *Transcendental Meditation* Program Research Internship

plus up to 48 units from the following:
- MVS 490 *Transcendental Meditation* Program Teacher Training — Part 1
- MVS 491 *Transcendental Meditation* Program Teacher Training — Part 2
- MVS 495 *Transcendental Meditation* Program Governor Training
- MVS 498 *Transcendental Meditation* Program Minister Training

plus
- MVS 308 Research Design
- MVS 309 Fundamentals of World Peace
- MVS 390 Senior Capstone Knowledge-Integration Project
- MVS 391 Senior Capstone Writing and Speaking Project

The remaining units to be chosen from the following:

- MVS 208 Fundamentals of Maharishi Vedic Science
- MVS 210 Veda and Vedic Literature in Maharishi Vedic Science
- MVS 221 Sanskrit 1
- MVS 222 Sanskrit 2
- MVS 240 EEG, Brain and Enlightenment
- MVS 300 *Science of Being*
- MVS 304 Applications of Maharishi Vedic Science
- MVS 307 Practicum in Maharishi Vedic Science

**Requirements for the Minor in Maharishi Vedic Science**

To graduate with a minor in Maharishi Vedic Science, students must successfully complete any five Maharishi Vedic Science courses higher than MVS 192.
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 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 Transcendental Meditation Program Teacher Training — Part 1
• MVS 491 Transcendental Meditation Program Teacher Training — Part 2
• MVS 492 Transcendental Meditation Program Teacher Training Program Fieldwork Internship
MVS 497 Transcendental Meditation Program Research 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 10-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 two more units of Forest Academies. Students are encouraged to take the fall and spring weekend World Peace Assemblies. (Please refer to “Degree Requirements” in “Academic Policies.”) In addition, students must complete 38 units of course work as follows:

- MVS 403: Physiology, Consciousness, and the Veda (4 units)
- MVS 461: Maharishi Self-Pulse Reading (4 units)
- MVS 509: Bhagavad Gita
- MVS 518: Capstone — Celebrating Perfection in Education (4 units)
- MVS 525 and 526: Sanskrit (4 units)
- MVS 540: Principles of Maharishi Vedic Science (2–4 units)
- MVS 544: Constitution of the Universe (2 units)
- MVS 552: Developing Brahman 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 525 and 526: Sanskrit (3 units or more as necessary to read Devanagari script)
- MVS 403: Physiology, Consciousness, and the Veda (3 units)
- MVS 509: Bhagavad Gita (3 units)
- MVS 544: Constitution of the Universe (3 units)
- MVS 552: Developing Brahman Consciousness (3 units)
- MVS 540: Principles of Maharishi Vedic Science (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 three 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 Physiology and Health**
  For those individuals who already have a B.A. or B.S., and have taken the undergraduate courses in Physiology and Health, they can receive a master’s in MVS with a specialization in Physiology and Health by taking 20–30 units of course work selected from the following:
  • MVS 509: Bhagavad Gita (4 units)
  • MVS 518: Capstone — *Celebrating Perfection in Education* (4 units)
  • MVS 534: Readings in Vedic Literature (4 units)
  • MVS 544: Constitution of the Universe (4 units)
  • MVS 552: Developing Brahman Consciousness (4 units)
  • MVS 555: Invincible Defense and World Peace: Maharishi’s Absolute Theory of Defense (4 units)

• **Concentration in Reading the Vedic Literature**
  20–30 units of course work selected from the following:
  • MVS 525 Sanskrit and Maharishi Vedic Science
  • MVS 526 Sanskrit
  • MVS 527 Advanced Sanskrit
  • MVS 534 Readings in Vedic Literature

**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 Practicum in Maharishi Vedic Technologies
- **Concentration in Educational Applications of Maharishi Vedic Science**
  20–30 units of:
  - MVS 581 Practicum in Consciousness-Based Education

**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 403: Physiology, Consciousness, and the Veda (3 units)
  - MVS 509: Bhagavad Gita (3 units)
  - MVS 518: Capstone — *Celebrating Perfection in Education* (3 units)
- 9 units of:
  - MVS 525 and 526: Sanskrit (3 units)
  - MVS 534: Readings in Vedic Literature (3–4 units)
  - MVS 540: Principles of Maharishi Vedic Science (3 units)
  - MVS 544: Constitution of the Universe (3 units)
  - MVS 552: Developing Brahman 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 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 1
• MVS 602 Special Topics 2
• MVS 603 Special Topics 3
(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 — Theory and Application
- MVS 618 Scientific Research on the Technologies of Maharishi Vedic Science
- MVS 680 Maharishi Vedic Science 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).

**COURSES**

**Undergraduate Maharishi Vedic Science Courses**

**MVS 100 The Transcendental Meditation Program: Developing the Total Potential of the Human Brain**
All students begin their studies at Maharishi University of Management by learning the Transcendental Meditation technique, a simple, natural, effortless procedure to develop full human potential and culture experiences of higher states of human consciousness. This course will cover the nature of the practice of the Transcendental Meditation technique, scientific research, and its applications in individual life and society. Personal instruction in the Transcendental Meditation technique will be included in this course. The laboratory component of this course will include twice-daily group practice of the Transcendental Meditation technique.
MVS 102 Introduction to Sanskrit and Maharishi Vedic Science: Learning the Language of Nature and Understanding Principles of Natural Law

“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 Appreciation: Living the Music of Life, Enlivening Harmony in Nature

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 Sanskrit and Maharishi Vedic Science (Advanced): Reading the Language of Nature and Understanding Principles of Natural Law

“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: Realizing Your Full Human Potential in the Growth of Enlightenment to its Pinnacle in Unity Consciousness**
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 208 Fundamentals of Maharishi Vedic Science: Veda — the Self-Referral Dynamics of Consciousness Underlying the Individual and the Universe**

**MVS 210 Veda and Vedic Literature in Maharishi Vedic Science: Sequential Expression of Natural Law, the Constitution of the Universe (Prerequisite: MVS 208)**
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 220 Constitution of the Universe: Fulfilling the Ideals of Man-Made Constitutions to Create Ideal Quality of Life**
In this course students will compare and contrast the Constitution of the Universe and man-made constitutions, and understand how implementation of the Global Country of World Peace’s programs to fully enliven the Constitution of the Universe in individuals and nations can bring fulfillment to the highest ideals of man-made constitutions. By the end of this course students will be able to explain how Rik Veda and the Vedic Literature function as the Constitution of the Universe, have analyzed national constitutions to see the extent to which they embody historical and sociological factors or timeless principles, analyzed sample national constitutions and current events to see if its ideals have been accomplished, analyzed how research on the individual and social benefits of the Transcendental Meditation and TM-Sidhi program brings fulfillment to the stated goals of specific national constitutions, using the Constitution of India book as a model, analyzed the UN charter as an example of a global constitution in light of the Constitution of the Universe, and will be able to explain how countries can align their national constitutions with the Constitution of the Universe. (4 units)
MVS 221 Sanskrit 1: The Language of Nature — Learning the Vedic Sounds in Devanagari Script
Students receive a sequential introduction to the proper pronunciation and reading of classical Sanskrit. In addition, students study Maharishi’s explanation of the role of Sanskrit, as the language of Nature, in his Vedic Science. (4 units)

MVS 222 Sanskrit 2: Enlivening the Language of Nature Within — Learning to Read the Vedic Literature
Students read selected Vedic expressions and chapters from the Bhagavad Gita to develop fluency in reading from the Devanagari script. Students deepen their understanding of the role of reading Sanskrit, as the language of Nature, for cultivating higher states of consciousness. (4 units) Prerequisite: MVS 221 or MVS 102

MVS 223 Sanskrit 3: Letting Your Awareness Flow in the Sequence of Vedic Sounds, the Language of Nature
Students read the Bhagavad Gita and, after gaining experience in the correct pronunciation and the ability to read Devanagari text, begin reading the Upanga and the Upanishad. (4 units) Prerequisite: MVS 222 or MVS 192

MVS 225 Comparative Religion: Branches of the Tree of Life Part I
Students will explore universal principles of life expressed by Maharishi Vedic Science and the religions of Judaism, Christianity, and Islam. The course will provide students the opportunity to study the following topics: The existence and nature of God; the main purpose of human life; the ultimate cause of all problems and suffering; turning within: the technology of transcending; the development of higher states of consciousness; and the creation of heaven on earth. (4 units)

MVS 240 EEG, Brain, and Enlightenment: Brain Functioning Underlies Conscious Processing, States of Consciousness, and Enlightenment
Brain functioning underlies conscious processing, states of consciousness, and enlightenment. You will learn how to record EEG (brain waves) and other physiological measures (breath rate, heart rate, and skin conductance), will learn the brain signatures of the practice of the Transcendental Meditation technique and of higher states of consciousness, and will conduct original research testing a research question that you generate during the course. (4 units)

MVS 300 Science of Being and Art of Living: Maharishi’s Guide to Life in Enlightenment
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 to live one’s full potential, in thought, speech, action, and relationships, and God realization. (4 units)
MVS 301 Source Documents in Maharishi Vedic Science: The Unfoldment of Pure Knowledge in Maharishi’s Writings
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 Bhagavad-Gita — Chapters 1–3: The Principles of Dharma, the Eternal Nature of Life, and Effortlessness of Transcending as the Basis of Right Action

MVS 303 Bhagavad-Gita — Chapters 4–6: The Roles of Action and Silence, Knowledge and Experience, in Rising to Higher States of Consciousness
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 a Stress-Free, Harmonious, Prosperous, and Enlightened Society
In this course, students examine applications of Maharishi Vedic Science to education and rehabilitation, government and defense, or business and industry. Then they review research documenting the effectiveness of the technologies of Maharishi Vedic Science in these areas. (variable 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 Research Design and Outcomes on the Transcendental Meditation Program: Verifying a Paradigm Shift in Human Potential
As a precise, systematic, and effective method for developing human consciousness, the Transcendental Meditation and TM-Sidhi programs have given rise to a substantial scientific research program. This course reviews contemporary methods of research 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 World Peace: Creating Coherence in Collective Consciousness as the Basis for World Peace
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 312 Field Experience: Applying the Principles You Have Learned to Improve Quality of Life in Society
During this course students will work on campus or in nonprofit educational institutions authorized to hold courses in the Transcendental Meditation technique. Students will help organize courses, apply their lecture and/or checking skills, and help with expansion projects for these institutions. (variable units — may be repeated) Prerequisite: Consent of the instructor

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

MVS 321 Reading the Vedic Literature 1: Cultivating Total Brain Functioning for Higher States of Consciousness

MVS 322 Reading the Vedic Literature 2: Aligning Individual Behavior with the Perfect Sequential Unfoldment of Cosmic Law

MVS 323 Reading the Vedic Literature 3: Enlivening the Essential Nature of the Physiology as Veda and Vedic Literature

MVS 324 Reading the Vedic Literature 4: The Secret Path to Perfection in Life
During these courses you will read the classical texts of Vedic Literature in the Devanagari script. The texts are read for the sound value, enjoying benefits in consciousness and in physiology. You will begin each series of this course with a major division of the Vedic Literature. (4 units) Prerequisites: MVS 222 or the ability to read Devanagari script; permission of the instructor

MVS 330 Transcendental Meditation-Sidhi Course: Learning to Harness Total Natural Law to Work for You and Fulfill Your Desires
Course description in “Special MVS Studies” at end of this section.
MVS 340 Maharishi Gandharva Veda Musicianship: The Sounds and Silence of Nature
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 390 Senior Capstone Knowledge-Integration Project: Unifying the Diverse Themes of Maharishi Vedic Science in Your Holistic Awareness
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 Capstone Writing and Speaking Project: Giving Expression to the Integrated Structure of Knowledge in Your Consciousness
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 Advanced Topics in Maharishi Vedic Science: Exploring the Branches of Maharishi Vedic Science and Their Practical Technologies
Students explore advanced topics in Maharishi Vedic Science under the guidance of faculty and eminent Vedic scholars. Topics may include seminars on selected research themes, selected branches of the Vedic Literature, and Maharishi Technologies and the research on their applications. (4 units — may be repeated)

MVS 403 Physiology, Consciousness, and the Veda: Awakening Your Total Brain Potential
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. (3–4 units)

MVS 408 Professional Development in Maharishi Vedic Technologies: Learning and Applying the Technologies of Maharishi Vedic Science in Society
This course is designed for students who are taking part in professional training programs in Maharishi Vedic Technologies. (Variable 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: Perfecting Your Ability to Flow in Silence and Give Expression to the Unexpressed in Sound and Song
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 461 Maharishi Self-Pulse Reading: Assessing the Body’s Inner Intelligence through the Touch of Three Fingers on the Pulse
This course provides the theory and practical technique for detecting balance and imbalance in the body through the Maharishi Self-Pulse program. Students gain a thorough understanding of how the intelligence within the physiology is reflected in the pulse. The course also describes measures to correct imbalances before disease arises. Students not only learn to detect states of physiological balance and imbalance; they also learn how the Maharishi Self-Pulse program can create a balancing influence in any area of imbalance, spontaneously enhancing physiological integration. (variable units)

MVS 465 Maharishi Sthapatya Veda Design: Architecture in Harmony with Natural Law
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 Transcendental Meditation Program Teacher Training — Part 1
Course description in “Special Maharishi Vedic Science Studies” at end of this section.

MVS 491 Transcendental Meditation Program Teacher Training — Part 2
Course description in “Special Maharishi Vedic Science Studies” at end of this section.

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

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

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

MVS 498 Transcendental Meditation 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 Chapters 1–3: The Principles of Dharma, the Eternal Nature of Life, and Effortlessness of Transcending as the Basis of Right Action

MVS 511 Bhagavad-Gita Chapters 4–6: The Roles of Silence and Action, Knowledge and Experience, in Rising to Higher States of Consciousness
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 518 Capstone — Celebrating Perfection in Education: Synthesizing Your Year of Study and Inner Growth and Preparing for the Future
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. (3–4 units)

MVS 520 Advanced Study in Maharishi Vedic Science: Analyzing the Fabric of Immortality
This course is designed for students who have completed the Department’s Vedic Science offerings and wish to reexamine themes from these courses in light of more recent findings in the discipline. Possible topics include: Veda and Vedic Literature, the self-referral dynamics of consciousness, and the discovery of Veda and Vedic Literature in the human physiology. Also, recent books and lectures will be used. (variable 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 and Maharishi Vedic Science: Learning the Language of Nature and Understanding Principles of Natural Law
MVS 526 Sanskrit: Learning to Read the Vedic Literature to Enliven the Language of Nature Within (Prerequisite: MVS 525)

MVS 527 Advanced Sanskrit: Letting Your Awareness Flow in the Sequence of Vedic Sounds, the Language of Nature (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 530 Readings in Vedic Literature: Accelerate Growth to Enlightenment
In this course students read texts of Vedic Literature for the sound value, enjoying the benefits in consciousness and in physiology. Texts include the Bhagavad-Gita, Ramayana, and selected Upanishads. (variable units — may be repeated)

MVS 534 Readings in Vedic Literature
In this course, students will read the Vedic Literature in the original Devanagari script. They will keep a journal of their experiences while reading and during the day. This course includes the option for extended practice of the Transcendental Meditation and TM-Sidhi programs. (variable units — may be repeated)

MVS 539 Maharishi Gandharva Veda Musicianship: Learning the Sounds and Silence of Nature
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 Principles of Maharishi Vedic Science: The Self-Referral Dynamics of Consciousness
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, Rik Veda — the Constitution of the Universe, and Vedic Devata in the human physiology. (4 units)

MVS 544 Constitution of the Universe
The Constitution of the Universe is the most fundamental level of Natural Law, underlying the whole universe — manifest and unmanifest — and its holistic value is available in the Samhita of Rik Veda. The self-referral dynamics of its sequential unfoldment is a process of symmetry-breaking, recently glimpsed by contemporary unified quantum field theory. This course will show how the historical development of the unified quantum field theory has been intimately concerned with resolving the apparent opposition between observer and observed. In this context, the student can
readily understand how Maharishi Vedic Science completes and enriches the most sophisticated discoveries of advanced physics. (2–4 units)

**MVS 548 Academic Writing: Harnessing the Deepest Level of Language to Express Total Knowledge**
This course is structured to develop and refine students’ writing abilities through repeated rewriting of extended versions of their class papers. (variable units — may be repeated)

**MVS 552 Developing Brahman Consciousness: Growing toward the Supreme Pinnacle of Human Evolution — All Experience Unified in the Self**
This course covers Maharishi’s precise description of higher states of consciousness that arise naturally and spontaneously through practice of the Transcendental Meditation and TM-Sidhi programs. Personal experience, scientific research, and the record of ancient Vedic texts are used to understand higher states of consciousness. (3–4 units)

**MVS 553 Discovery of Veda and Vedic Literature in Human Physiology: How Consciousness Creates Your World — Physiology Is Consciousness**
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. (3–4 units)

**MVS 555 Invincible Defense and World Peace: Maharishi’s Absolute Theory of Defense — Averting the Birth of An Enemy**
You will examine how to create prosperity and invincibility for every nation and produce a permanent state of world peace. Topics will include: the structure and function of the Constitution of the Universe — the Government of Nature, the significance of Collective Consciousness and its affect on government, Maharishi’s Global Country of World Peace, and scientific research on the Vedic technologies that align individual and global awareness with the infinite intelligence and creative power of Nature’s Government. (4 units)

**MVS 563 Maharishi Vedic Science, Sound, and Gandharva Veda Music: Locating the Source of Gandharva Veda in the Self-Interacting Dynamics of Consciousness**
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 580 Practicum in Maharishi Vedic Technologies: Bringing Health and Wholeness to the Community
Students expand and apply their growing knowledge of Maharishi Vedic Science by functioning as professional technicians delivering such programs as the Maharishi Vedic Approach to Health preventive health and rejuvenation programs. (variable units — may be repeated)

MVS 581 Practicum in Consciousness-Based Education: Structuring Knowledge in the Consciousness of the Student
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 Presentations to All Levels of Society: Knowledge Becomes Knowledge When Applied in Action
This course gives students the opportunity to integrate knowledge gained in the program by making presentations on Maharishi Vedic Science in different areas of society. Areas may include business, education, health, government, defense, rehabilitation, or agriculture. Students present a written report on their project. (variable units) Prerequisite: consent of the Department faculty and the Academic Standards Committee

MVS 591 Writing Skills: Generating the Perfect Flow of Speech to Express Total Knowledge
Students enhance the skills needed to write about 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: Investigating the Infinity of Points within Wholeness
Students explore topics in Maharishi Vedic Science under the guidance of University faculty and eminent Vedic scholars. Topics may include the Maharishi Jyotish program, the Maharishi Vedic Approach to Health program, Vedic Engineering, and Maharishi Gandharva Veda music. (variable units — may be repeated)

MVS 599 Directed Study
(variable units) Prerequisite: consent of the Department faculty

MVS 601 Special Topics 1
MVS 602 Special Topics 2
MVS 603 Special Topics 3
MVS 604 Special Topics 4
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 611 Research Methods: Learning the Self-Referral, Self-Correcting Nature of Science
Students survey basic approaches to research such as quantitative, qualitative, historical, clinical, and philosophical methods of analysis. Topics include logical and practical considerations in experimental design and measurement, writing literature reviews, and selecting research topics, as well as research ethics and such non-experimental methods as computer simulation, textual analysis, and survey research. (variable units)

MVS 612 Research Principles, Logic, and Methods — Theory and Application
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: Locate the Patterns Underlying Diversity
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: Identifying Reliable Knowledge through Repeatable Research
This course will review research on the technologies of Maharishi Vedic Science, including key studies in the six-volume series of Collected Papers on the Transcendental Meditation and TM-Sidhi Program as well as more recent studies. The course will focus on the evaluation of the studies in light of research design considerations as well as the development of the ability to describe and answer questions about key studies. (variable units)

MVS 621 Specialized Research Paper: Testing and Validating Models in Maharishi Vedic Science
In this course students gain experience in conducting research and writing a publishable paper investigating models in Maharishi Vedic Science. The final paper should be of suitable scientific quality that it could be submitted for publication in a peer-reviewed journal. (variable units)

MVS 630 Readings in Vedic Literature: Accelerate Growth to Enlightenment
In this course students read texts of Vedic Literature for the sound value, enjoying the benefits in consciousness and in physiology. Texts include the Bhagavad-Gita, Ramayana, and selected Upanishads. (variable units — may be repeated)
MVS 635 The Discovery of Veda and Vedic Literature in Human Physiology: The Individual Is Cosmic
This course studies the historic discovery of the Veda and Vedic Literature in human physiology, brought to light by 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: Enlivening the Collective Understanding of Concepts in Maharishi Vedic Science
The Maharishi Vedic Science graduate seminar includes a review of current research topics in the major disciplines and their relationship to the principles of Maharishi Vedic Science. Each session focuses on a particular discipline and its relationship to Maharishi Vedic Science and is led by senior graduate faculty. (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 Practicum in Consciousness-Based Education: Structuring Knowledge in the Consciousness of the Student
This course gives students the opportunity to integrate research skills and teaching skills by assisting the faculty in teaching a Forest Academy — a two-week period of study of particular themes of 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: Preparing a Fertile Ground for Demonstration of the Knowledge You Have Gained
This course provides the time necessary to prepare for the qualifying examination, which demonstrates research competence. It may be in the form of a research proposal, or in another form at the discretion of the program faculty. (variable units — may be repeated) Prerequisite: successful completion of the core curriculum

MVS 698 Directed Research: Investigating the Laws of Nature Responsible for Life Around Us
(variable units) Prerequisite: consent of the Department faculty and the Academic Standards Committee

MVS 699 Directed Study: Investigation into Fundamental Principles in Nature
(variable units) Prerequisite: consent of the Department faculty
MVS 700 Preparation of Dissertation Proposal: Structuring the Foundation of Your Dissertation Research
Having passed to doctoral candidacy, students prepare a proposal for a doctoral dissertation for acceptance by their major professor and dissertation guidance committee. (variable units — may be repeated for credit) Prerequisites: Ph.D. candidate status and consent of the dissertation advisor

MVS 701 Dissertation Research: Scholarly Investigation into Models in Maharishi Vedic Science
Students conduct original research and prepare their dissertations during their third and fourth years in the program. (0.5–2.5 units — may be repeated each semester) Prerequisites: approval of the dissertation proposal and consent of the dissertation committee

Forest Academy Courses

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: Understanding and Experience of the Source, Course, and Goal of Creative Intelligence in Your Own Pure Consciousness as the Basis of All Knowledge and Success in Life
In recent years there has been a cry for a unified framework for human knowledge. The Science of Creative Intelligence (SCI) 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 SCI course.

Through regular practice of the Transcendental Meditation technique, students begin to utilize the unlimited potential of their own creative intelligence. SCI 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 405 Cross-Cultural Courtesy: Being at Home Everywhere and in Every Situation — “The World Is My Family”
Maharishi Vedic Science reveals the laws of nature underlying courteous behavior. Expansion of consciousness gives rise to an appreciation of the finest qualities of those around us, and we develop a natural graciousness, but in order to feel confident that we are not inadvertently making someone uncomfortable, we need to master the basic rules of etiquette. In this global age students need to understand the differences in etiquette they may encounter as their professional lives bring them into contact with other cultures. This course will cover rules of etiquette that apply in everyday interactions, special occasions, the workplace, entertaining and traveling in the United States and in other countries. Students will have an opportunity to practice what they
learn not only in role play, but by actually preparing for and hosting a formal meal for their classmates.

FOR 410 Discovery of the Veda and Vedic Literature in Human Physiology: Discovering the Laws of Nature in the Structure and Function of Your Own 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 Consciousness and the Vedic Literature in Maharishi Vedic Science: How the Self Interacts with Itself to Create the Veda, the Laws of Nature Structuring the Universe
This course introduces, through Maharishi’s videotaped lectures and writings, the understanding of how the self-interacting dynamics of consciousness is the Veda and Vedic Literature, the total potential of Natural Law that gives rise to the universe. (2 units)

FOR 428 Creating Peace: Enlivening the Orderliness and Peace of the Unified Field to Create Permanent World 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: Developing Purity of Consciousness and Aligning Behavior with Natural Law as the Foundation of Success in Every Area of Life
Success in life is based on profound knowledge that guides action to produce the desired achievement to bring fulfillment. This course explores key themes of knowledge that highlight the contributions of Maharishi Vedic Science and Technology to individual and professional success and fulfillment in life. (2 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: Transcending the Field of Activity as the Basis for Right Action and Fulfillment in Life
This course investigates the explanation in Maharishi Vedic Science of the role of action in the development of higher states of consciousness and how action performed from the
level of pure consciousness spontaneously gains the support of all the Laws of Nature for maximum success. (2 units)

**FOR 433 Consciousness and Physiology: Understanding Human Physiology as an Expression of the Same Laws of Nature That Structure Your Consciousness**
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 the Veda and Vedic Literature in human physiology. (2 units)

**FOR 434 The Creative Process: Tracing Human Creativity to the Infinite Creativity of Natural Law — Developing the Unbounded Source of Your Own Creativity**
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: Experiencing the Laws of Nature that Create Both You and the Universe**
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 and World Peace: How Maharishi’s Technologies of Consciousness Can Create Peace for the World Family**
This course explores the principles and dynamics of collective consciousness and introduces the evidence verifying beneficial changes in individual and social life produced by the group practice of the Transcendental Meditation and TM-Sidhi programs. (2 units)

**FOR 437 Becoming a Leader: Strengthening Your Relationship with Your Self to Rise to True Leadership**
Delving into Maharishi’s knowledge of leadership, students hear leaders interpret their leadership experiences, and leadership consultants speak on the success of Consciousness-Based leadership. Students examine their own experiences of leadership and discover the principles of consciousness at work in those experiences. They also consider how to apply this knowledge of leadership in their future career. (2 units)
FOR 438 Ideal Relationships: Improving Your Relationships by Exploring the Principles of Natural Law that Operate in All Relationships
We live our lives in relationships, beginning with our mother, father, and family, expanding to our friends, spouse, and children, our business associates, our fellow citizens, and on to all the people of the world. Handling these relationships with wisdom, appropriateness, and love is central to our good fortune. The Science of Creative Intelligence and Maharishi Vedic Science provide insights into how all relationships have their source in the self-referral dynamics of consciousness, our own Self — and guidelines for ensuring that our relationships are in accord with the natural evolution of life in accord with Natural Law. The course features tapes of Maharishi, guest presentations, group projects, and practical knowledge of etiquette. (2 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: From Heightened EEG Coherence to 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 Assessment: The Touch of Three Fingers on the Pulse — Finding and Correcting Imbalance and Creating Health
Maharishi has encouraged every individual to learn the Maharishi Self-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 Maharishi Consciousness-Based Health Care: Creating Perfect Health by Understanding the Human Physiology as the Expression of Veda and Vedic Literature
This course presents the wholeness of the Maharishi Vedic Approach to Health, which is rooted in the historic discovery of the Veda and 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: Discovering the Structure and Function of Veda and Vedic Literature in Your Major Field of Study
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: How Entertainment Can Serve as a Powerful Means of Developing Consciousness
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: Studying the Words of an Enlightened Teacher to Promote Your Own Enlightenment
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 Design: Architecture and City Planning to Create Environments in Harmony with Natural Law That Bring All Good in Life
Maharishi Sthapatya Veda design 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. (2 units)

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: Textbook for the Science and Technologies of Consciousness
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) (may be repeated for credit)
FOR 456 Prevention
This course offers a holistic, prevention-oriented approach to good health that integrates principles from the 40 areas of Veda and 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 to Promote Growth to Higher States of Consciousness
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: The Growth of Higher States of Consciousness as Described in the Vedic Literature
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: Governing Human Life by the Same Cosmic Principles That Nature Uses to Govern the Ever-Expanding Galactic Universe Without a Problem
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 the Maharishi Technology of ConsciousnessSM. (2 units)

FOR 466 Presenting Consciousness-Based Education: Expressing the Principles of Education for Enlightenment
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: Creating World Peace from the Least Excited State of Your Own Consciousness
In this Forest Academy, students participate in a World Peace Assembly that allows them to refine their own consciousness while creating coherence in national consciousness through the Maharishi Technology of Consciousness. (0.5 units — may be repeated)
FOR 500 The Science of Creative Intelligence: Understanding and Experience of the Source, Course, and Goal of Creative Intelligence in Your Own Pure Consciousness as the Basis of All Knowledge and Success in Life

This is the foundation of our Consciousness-Based education program. The Science of Creative Intelligence 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: Mastering the Techniques of Consciousness-Based Education to Deliver Education for Enlightenment

This course prepares 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 Transcendental Meditation 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: Learning to Harness Total Natural Law to Work for You and Fulfill Your Desires**
  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 Transcendental Meditation Program Teacher Training — Part 1**
  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 Transcendental Meditation Program Teacher Training — Part 2**
  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 Transcendental Meditation Program Teacher Training Program Fieldwork Internship
This course allows students to learn and perfect the ability to expound the knowledge for developing consciousness as the Unified Field of Natural Law in the individual and in society. (2–8 units) Prerequisites: MVS 490, prior consent of the Department faculty, approved study plan, and consent of the Academic Standards Committee

MVS 493 Transcendental Meditation Program Teacher Training Program Teaching Internship
In this course, students who have qualified as teachers of the Transcendental Meditation technique and the Science of Creative Intelligence program work full time for at least 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 Transcendental Meditation 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 Transcendental Meditation 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 Transcendental Meditation 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

• Anne Dow, Ph.D., Chair, Associate Professor of Mathematics
• Catherine Gorini, Ph.D., Dean of Faculty, Professor of Mathematics
• David Scharf, Ph.D., Associate Professor of Mathematics, Physics, and Maharishi Vedic Science
• David Streid, Ph.D., Assistant Professor of Mathematics
• Eric Hart, Ph.D., Adjunct Associate Professor of Mathematics and Mathematics Education
• Johan Svenson, Adjunct Instructor of Mathematics and Physics
• John Price, Ph.D., Visiting Professor of Mathematics

INTRODUCTION

Mathematics is the exact study of abstract patterns and relationships. The objects that mathematicians study, such as numbers, operations, shapes, and relationships, are abstract and underlie all physical reality, but have no physical reality themselves, existing only in the consciousness of the mathematician. Thus, mathematicians study the functioning of intelligence itself.

In their work, mathematicians refer back to the principles of intelligence in their own consciousness and are able to discover the same principles of order and intelligence that govern all areas of life. Thus, mathematics is able to provide the basic language for all other sciences and has applications in every area of life.

Students who study mathematics at Maharishi University of Management learn to see the connections between the functioning of their own intelligence and mathematical knowledge. They acquire 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.
Note: Students who graduate from Maharishi University of Management with a Bachelor of Science in Mathematical Sciences may be able to complete the Master of Science in Computer Science in less than one year. Students enrolling in the Bachelor of Science in Mathematical Sciences who intend to pursue this avenue should consult the Department of Computer Science regarding their best choice of computer science courses during their undergraduate program in mathematical sciences. Entrance requirements and graduation requirements for the Master of Science in Computer Science can be found in that section of the catalog.

DEPARTMENTAL REQUIREMENTS

Entrance Requirements for the Bachelor of Science Degree in Mathematical Sciences and the Minors in Mathematical Sciences and Mathematics
Before entering the mathematical sciences major, the mathematical sciences minor, or the mathematics minor, students must successfully complete Functions and Graphs 2 (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 as follows.

12 units of required courses:
• MATH 281 Calculus 1
• MATH 282 Calculus 2
• CS 201 Computer Programming 1

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 1
• MATH 353 Probability and Statistics 1 or MGT 314 Statistics

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 Calculus
• MATH 272 Discrete Mathematics
• MATH 353 Probability and Statistics 1 or MGT 314 Statistics
• CS 201 Computer Programming 1
• CS 203 Computer Programming 2

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: From the Empty Set to the Boundless Universe of All Sets — Exploring the Full Range of Mathematics and Seeing Its Source in Your Self
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) No prerequisite
MATH 152 Elementary Algebra: Using Variables to Manage All Possible Numbers at the Same Time and Solve Practical Problems
The infinitely flexible language of algebra is used to quantify and model mathematical patterns and relationships. Topics include operations on algebraic expressions, linear equations, the coordinate plane, inequalities, factoring, and simple quadratic equations. (4 units) No prerequisite

MATH 153 Intermediate Algebra: Using Variables to Manage All Possible Numbers at the Same Time and Solve Practical Problems
This course extends Elementary Algebra to develop further algebraic models. Topics include polynomials, rational and radical expressions, quadratic equations, complex numbers, and graphing in the coordinate plane. (4 units) Prerequisite: MATH 152

MATH 161 Functions and Graphs 1: Name and Form — Locating the Patterns of Orderliness That Connect a Function with Its Graph and Describe Numerical Relationships

MATH 162 Functions and Graphs 2: Name and Form — Learning to Relate the Shape of a Graph to Its Corresponding Function
A mathematical function quantifies the relationship between two related quantities and can be used to model change. Functions and their graphs are essential to all branches of mathematics and their applications. (4 units each) Topics 1: domain and range, average rate of change, graphs, functions (linear, exponential, logarithmic, and quadratic), and applications. Prerequisite: MATH 153 Topics 2: 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: Mathematical Structure and the Transcendental Source 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) Prerequisite: CC 100 The Science of Creative Intelligence

MATH 266 Geometry for the Artist: Applying Abstractions of Shape and Form to Create Beautiful Concrete Images
Geometry, the study of shape and form, is an essential tool for the visual artist. Topics 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: From Point to Infinity — Using Properties of Shape and Form to Handle Visual and Spatial Data
Geometry gives an understanding of shape, form, and structure that has many applications in mathematics, science, and technology. In-depth study of Euclidean and non-Euclidean geometries and their applications. (4 units) Prerequisite: MATH 162

MATH 272 Discrete Mathematics: Unified Approaches to Managing Discrete Phenomena in Computer Science and Other Disciplines
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 1: Derivatives as the Mathematics of Transcending, Used to Handle Changing Quantities
MATH 282 Calculus 2: Integrals as the Mathematics of Unification, Used to Handle Wholeness
MATH 283 Calculus 3: Unified Management of Change in All Possible Directions
Calculus, one of the most useful areas of mathematics, is the study of continuous change. It provides the language and concepts used by modern science to quantify the laws of nature and the numerical techniques through which this knowledge is applied to enrich daily life. Using the mathematics computer laboratory, students gain a clear understanding of the fundamental principles of calculus and how they are applied in real-world situations. (4 units each)

Topics Calculus 1: limits, continuity, derivatives, applications of derivatives, integrals, and the fundamental theorem of calculus. (Prerequisite: MATH 162)
Topics Calculus 2: techniques of integration, further applications of derivatives, and applications of integration. (Prerequisite: MATH 281)
Topics Calculus 3: infinite series, functions of several variables and their derivatives, gradient, directional derivatives, vector-valued functions and their derivatives, the Jacobian matrix, and chain rule. (Prerequisite: MATH 286)

MATH 286 Linear Algebra 1: Linearity as the Simplest Form of a Quantitative Relationship
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 4: 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 2: Unified Approaches to Linear Transformations
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: Describing Evolving Systems and Predicting Their Future
The most concise mathematical expression that describes a continuously changing physical system is a differential equation, which uses derivatives to quantify all possible states of an evolving system in one equation. Topics include first-order differential equations, second-order linear differential equations, power-series solutions, Laplace transforms, numerical methods of solution, and systems of differential equations. (4 units) Prerequisite: MATH 283

MATH 310 Mathematical Problem Solving: Systematic Techniques for Using Mathematics to Solve Problems
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: Transcending the Real Numbers to a Simpler and More Unified Numbering System
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 Orderly Patterns in Random Events to Predict Future Outcomes
Probability provides precise descriptions of the laws underlying random events, with applications in quantum physics, statistics, computer science, and control theory. Topics include permutations and combinations, conditional probability, random variables, discrete and continuous distributions, expectation, and the central limit theorem. (4 units) Prerequisite: MATH 282

MATH 353 Probability and Statistics 1: Methods for Deriving Dependable Knowledge from Incomplete Information
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 2: Methods for Deriving Dependable Knowledge from Incomplete Information
The topics of Probability and Statistics 1 are studied more deeply, with emphasis on their mathematical foundations. (4 units) Prerequisites: MATH 353 and MATH 283

MATH 370 Mathematical Logic: Mathematical Criteria for Establishing Accurate Forms of Knowledge
Mathematical logic is the mathematical description of the structure and function of the symbolic language of mathematics. This course develops a rigorous symbolic language, suitable for expressing all mathematical concepts, demonstrates the soundness and completeness of the language, and shows the inherent limitations of such formal systems indicated by Gödel’s Incompleteness Theorems. (4 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 1: Knowledge Is for Action
MATH 411 Seminar in Applied Mathematics 2: 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) Prerequisite: consent of the instructor

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 1: Locating the Finest Impulses of Dynamism within the Continuum of Real Numbers

MATH 424 Real Analysis 2: Developing a Conceptual Foundation for Calculus

Analysis is the mathematically rigorous development of calculus based on the theory of infinite sets. The analysis sequence begins with the application of the infinitary methods of set theory to construct the uncountable continuum of real numbers and unfold its topological structure, and then shows how the basic principles of calculus can be logically unfolded from this set-theoretic understanding of the continuum. (4 units each)

Topics 1: infinite sets, completeness, open sets, closed sets, compact sets, connected sets, and continuous functions. Prerequisite: MATH 283
Topics 2: properties of continuous functions, differentiation, mean value theorem, Riemann integral, numerical sequences and series. Prerequisite: MATH 423

MATH 431 Algebra 1: Algebraic Operations as the Self-Interacting Dynamics of a Mathematical System

MATH 432 Algebra 2: The Integration and Interaction of Two Algebraic Operations on a Mathematical System

Algebra is the study of the structures given to sets of elements by operations or relations as well as the structure-preserving transformations between these sets. (4 units each)

Topics Algebra 1: 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 2: 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: Mathematics Unfolding the Path to the Unified Field — the Most Fundamental Field of Natural Law

Set theory provides a unified foundation for the diverse theories of modern mathematics based upon the single concept of a set. Topics include axioms of set theory, ordinals, transfinite induction, the universe of sets, cardinal arithmetic, large cardinals, and independence results. (4 units) Prerequisite: MATH 370

MATH 436 Foundations of Mathematics: The Unified Field as the Basis of All of Mathematics and All Laws of Nature

This course introduces recent developments 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 to topology and analysis; applications of set theory to 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: The Laws that Govern the Self-Interacting Dynamics of Numbers and Their Application
Students focus on formal abstract models of computation and capabilities of abstract machines in relation to their increasing ability to recognize more general classes of formal languages. Topics include formal grammars, finite-state machines, equivalence of finite-state machines, right-linear and left-linear grammars, pushdown automata, context-free languages, Turing machines, unsolvable problems, and recursive functions. (4 units) Prerequisite: MATH 272

MATH 499 Directed Study
(variable units) Prerequisite: consent of the department faculty
ROTATING UNIVERSITY

SPECIAL FEATURES

The Rotating University program offers courses of study abroad, usually of four to six weeks’ duration. The purpose of these courses is to develop “international citizens,” individuals capable of acting spontaneously in accord with the Laws of Nature in any culture. Most courses focus on academic topics relevant to the culture. Some include the study of local language and geography 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.”

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, Filipo 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 coursework before they are required to enroll in the SCI course.
2) A maximum of 8 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 Department of Maharishi Vedic Science 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 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 master’s 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. A student may participate in this program for a maximum of seven years.

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
Anyone who wants 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

FOR 100 The Science of Creative Intelligence (This is the first course taken at the University and is a prerequisite for all other courses.)
MVS 102 or MVS 192 Sanskrit and Maharishi Vedic Science
PH 130 Introduction to Physiology and Health
PHYS 110 Foundations of Physics and Cosmology
PH 101 Physiology Is Consciousness
WTG 191 College Composition 1 (may be waived based on the results of a diagnostic assessment)
WTG 192 College Composition 2 (Students may petition to waive based on transfer credits.)
ESS 101 Health-Related Fitness

Plus 16 units of 100-level courses that may include WTG 191, WTG 192, MATH 152, MATH 153, MATH 161, MATH 162, and MATH 266

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 in Nature
FA 301 Drawing 1
FA 311 Painting 1
FA 341 Ceramics 1
FA 351 Sculpture 1
ESS 332 and 333 Movement and Improvisation I and II
ESS 337 Introduction to Physical Theater

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 World Civilizations
Some Rotating University courses (verify with the Registrar)
**Applied Social Sciences (4 units)**
Any education, business, or government course
Many Sustainable Living courses including:
- SL 210 Ideal Human Relationships
- SL 215 Effective Thinking
- SL 220 Leadership, Team-Building, and Creativity
- SL 330 Hazards of Genetic Engineering
- SL 346 Vedic Architecture and Green Architecture
- SL 445 Environmental Law
- SL 450 Environmental Planning and Landscaping
- MVS 308 Research Design
- MVS 309 Peace Studies
- MVS 555: Invincible Defense and World Peace
- Any ESS Leadership course

**Natural and Applied Sciences (4 units)**
Any computer science, biology, chemistry, Physiology and Health, or physics course
Some Sustainable Living courses including:
- SL 200 Field Ecology
- SL 205 Physiology, Health, and the Environment
- SL 420 Solar Energy and Engineering
- ESS 336 Movement Science

**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 1 ½ 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.)
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 Project or Capstone Course (This may be included in the major.)
Majors that include a senior project are: Sustainable Living, Maharishi Vedic Science, Management, Fine Arts, Education, and Literature. Students in other majors take a Senior Capstone course.

Instructional Grade Point Average (GPA)
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
(Students 35 years of age or older on entry to the University are exempt from this requirement.)

Assessment Tests
Assessment tests are required both upon entry to the University and during the student’s senior project course or Senior Capstone course.

Requirements for a Certificate

Forest Academies
Required course:
FOR 100 Science of Creative Intelligence (This is the first course taken at the University and is a prerequisite for all other courses.)
plus an additional Forest Academy for each semester in which the student is enrolled for at least 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
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.)

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 (This course is the first course taken at the University and is a prerequisite for all other courses.)

plus an additional Forest Academy for each semester in which the student is enrolled for at least 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
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.)

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 *(This is the first course taken at the University and is a prerequisite for all other courses.)*

plus an additional Forest Academy for each semester, 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**
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.)

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. Students who have reached the candidate stage are awarded Ph.D. assistantships, which entail this teaching or research.

**Advanced Course Work**
Advanced courses will be prescribed by the thesis advisor and advisory committee to ensure that the student will have comprehensive knowledge of a major field and related subjects. The courses the student is required to take will depend upon prior academic background in relation to the selected graduate program and area of research interest.

**Original Research for a Dissertation**
Each student working toward a doctor of philosophy degree must conduct original research as the basis for a dissertation that makes a significant contribution to knowledge. The research is to be under the guidance of the thesis advisor and the advisory committee, and requires their approval. All doctoral students must be registered during each block in which they are working on their doctoral dissertation, whether or not they are in residence on campus. It is the policy of the University to permit and facilitate dissertation research by international students in their home countries, whenever feasible.

**Written Dissertation and Abstract**
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 64 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 50% of instructional course work 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 the University for more than one year will be under the new graduation requirements listed in the current Catalog when they return to the University.

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 38 units of upper-division course work. Graduates of Maharishi School of the Age of Enlightenment may receive 2 units of Advanced Placement credit for each year of attendance at Maharishi School for 10th grade through 12th grade.
Second Bachelor’s Degree
Students with a prior bachelor’s degree may enroll for a second bachelor’s degree. They may transfer up to one-half of the courses in the major on a course-by-course basis, 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 (This is the first course taken at the University and is a prerequisite for all other courses.)
d. MVS 102 or 192 Sanskrit and Maharishi Vedic Science
e. MVS 202 Higher States or MVS 220 Constitution of the Universe
f. One Forest Academy for each semester enrolled at least four blocks
g. 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 “Incomplete” 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 (other than transcripts) 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; or
• 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 three 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 block of your RC course, but are not withdrawing from the instructional course, you must fill out an RC course withdrawal form. These are available outside the RC Office, Dreier 112. You may withdraw from one block of RC per semester if needed.

3. Partial block withdrawals — If you are only enrolled in part of a block, please contact the RC Director before the block begins to make special arrangements for your RC course grading.

4. 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.
4. Attendance for Research in Consciousness is required during Directed Studies.

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 22 to 28 units in each semester, 22 units of instructional courses and 3 to 6 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, have officially withdrawn from the University, or who have been suspended must apply for readmission by completing an “Application for Readmission” form with the Office of Admissions. Readmission is not automatic; applicants are subject to admissions review. Applications should be 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**

<table>
<thead>
<tr>
<th>000–099</th>
<th>Technical Training or Certificate Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>100–199</td>
<td>Undergraduate First-Year Courses</td>
</tr>
<tr>
<td>200–399</td>
<td>Undergraduate Upper Division Courses</td>
</tr>
<tr>
<td>400–499</td>
<td>Undergraduate Advanced Upper Division</td>
</tr>
<tr>
<td></td>
<td>Courses (open to some graduate students)</td>
</tr>
<tr>
<td>500–599</td>
<td>Graduate Courses</td>
</tr>
<tr>
<td>600–799</td>
<td>Advanced Graduate Courses</td>
</tr>
</tbody>
</table>
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</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</td>
</tr>
<tr>
<td>B-</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
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</tr>
<tr>
<td>C</td>
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<tr>
<td>C-</td>
<td>1.70</td>
</tr>
<tr>
<td>NC</td>
<td>0.00</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>AH</td>
<td>4.30</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>B</td>
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<tr>
<td>C</td>
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</tr>
<tr>
<td>NC</td>
<td>0.00</td>
</tr>
<tr>
<td>NR</td>
<td></td>
</tr>
</tbody>
</table>

(A with Honors)
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.” In the year that a student graduates, a change of grade must be received by the Registrar one month before the student graduates.

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 AH.

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 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 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. 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 3 units per semester. Sidhas and Governors receive 1.0 semester unit per block, up to 6 units per semester.
RESEARCH IN CONSCIOUSNESS COURSE 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 (group program) sessions.

- Students are graded for their attendance at group program sessions during the entire block — Monday through Saturday of each week.
- Students practicing the TM-Sidhi program are also graded on their Yogic Flying performance.
- Credit is earned for each group program session attended. A full explanation of procedures applied to RC attendance is available from the RC Office.
- For Meditators: Grades are based on the number of group program sessions.
- For Sidhas: Grades are based on the number of group program sessions attended and Yogic Flying.
- Extra credit toward attendance may be earned by attending group program on Sundays and over the long weekends between most blocks.
- RC course grades are based on each student’s participation in the course over an entire semester. Each block will receive a letter grade, then all block grades for the semester will be averaged together for a final semester grade. Thus, if circumstances during one block lead to a lower grade, a student may still attain a good grade for the semester by having higher grades in other blocks in that semester.
- The semester RC course grade goes into a separate grade point average (GPA) reserved for Research in Consciousness courses.
- In order to qualify for graduation, students must achieve at least a “C” grade in the RC course each semester. If students receive less than a “C” in one semester in the RC course, they will be placed on RC Alert in order to indicate the need for improvement in this area.
- Students will be required to make up enough group programs to bring all semester RC course grades up to a “C” at least 30 days before graduation.
- For information on the procedures for withdrawing from individual blocks of RC and how non-passing RC course grades 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.

DAILY ACTIVITY GRADUATION REQUIREMENT 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.

This activity graduation requirement extends to every academic block in which students are registered. This daily fitness program is an individualized flexible program that is designed and implemented by each student. Participation in this program is a graduation requirement and is monitored with an activity chart called “The Mod Log.” At the end of
every academic block, the Mod Log sheet is returned to the office of the Director of the Undergraduate Health and Fitness Program in the Department of Exercise and Sport Science.

To help students develop and implement a well-rounded fitness program, each student is given a health-related fitness assessment at the beginning of every semester. The fitness assessment establishes a reference point that allows the student to monitor fitness changes and progress throughout the year. The faculty in the Department of Exercise and Sport Science are available to assist the students to plan and implement their individualized health and fitness program.

In addition to the daily activity requirement, all students must complete a knowledge-based graduation requirement entitled “Health-Related Fitness.” This course should be completed during the first year.

**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.

**Instructional 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.

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 pass each RC course for 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.”

In the semester that a student graduates, all missed RC course grades must be made up at least one month before graduation.

**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 Instructional GPA 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 Departmental Advisor may 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 Instructional Grade Point Average is 3.0. Students who fail to meet the standards set by the department may be required to withdraw at the end of any block.

**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 for U.S. applicants (international students see the section titled “International Student Admissions”). 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.

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**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**

A certificate program awards a student a certificate of achievement but not a formal degree.

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, U.S.A.

• Visa Procedures
Once the application for admission is approved, a University acceptance letter and a U.S. Immigration Service SEVIS I-20 form will be mailed to the applicant. A prospective international student should not make plans to enter the United States before 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 e-mailing 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 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 Description</th>
<th>Fee</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>
<tr>
<td>Standard Program 1/4 Time (2 to 5 units)</td>
<td>$3,000</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.

TUITION CHARGES PER SEMESTER FOR NONSTANDARD PROGRAMS

<table>
<thead>
<tr>
<th>Program Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s in Business Administration</td>
<td>$3,600</td>
</tr>
<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>
</tr>
<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>Weeks in a Semester</th>
<th>Room</th>
<th>Meals</th>
<th>MSV Housing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twelve or more</td>
<td>$1,400</td>
<td>$1,600</td>
<td>$750 Additional</td>
</tr>
<tr>
<td>Six to eleven</td>
<td>700</td>
<td>800</td>
<td>300 Additional</td>
</tr>
<tr>
<td>Two to five</td>
<td>400</td>
<td>350</td>
<td>150 additional</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. 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 $420 per semester for six months of required health insurance unless otherwise insured (proof of other insurance required within two weeks of initial semester registration). Health insurance is not prorated for partial enrollment, except for three-month increments (approximately $210) 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 previous page). Take, for example, a student who originally registered for 22 units and has charges and aid as a full-time student; 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.

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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.
**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.

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* 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:

\[
\begin{align*}
$12,215 \text{ original charges} & \quad \text{\$855 recalculated charges (7\% of \$12,015)} \\
- \$4,800 \text{ original scholarship} \quad & \quad - \$336 \text{ recalculated scholarship (7\% of \$5,115)} \\
- \$11,615 \text{ original federal loans} \quad & \quad - \$815 \text{ remaining federal loans (see below)} \\
= \$4,200 \text{ (original cash to student)} & \quad = \$296 \text{ (recalculated allowable cash for student)}
\end{align*}
\]

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):

\[
\begin{align*}
\$4,365 \text{ original federal unsubsidized Stafford loan} & \quad \$0 \text{ no remaining unsubsidized Stafford loan} \\
+ \$4,250 \text{ original federal subsidized Stafford loan} \quad & \quad + \$0 \text{ no remaining subsidized Stafford loan} \\
+ \$3,000 \text{ original federal Perkins loan} \quad & \quad + \$815 \text{ remaining Perkins loan} \\
= \$11,615 \text{ original federal loans} & \quad = \$815 \text{ remaining federal loans}
\end{align*}
\]

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 beginning of Financial Section) 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.

MVS 497 RESEARCH INTERNSHIP

Students with financial need attending MVS 497 at the Thousand-Headed PurushaSM program or Thousand-Headed Mother DivineSM program facilities will receive scholarship toward tuition so that the difference is equal to what facility charges. For example if six months of MVS 497 costs $6,000 at the facility, then Maharishi University of Management tuition is $12,000 and scholarship is $6,000. Maharishi University of Management will keep $3,000, send the facility $3,000, leaving $3,000 that the student pays the facility. U.S. students may be eligible for federal grants and loans. International students with financial need may have a loan from the University for 75\% of the amount
the University retains (75% of $3,000 in the example above) providing the student is
taking at least 12 units in a semester of MVS 497. (maximum 24 units)

**COURSES TAKEN DURING JULY AND AUGUST**
Special procedures and extra charges apply for courses taken from July 1 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.

**SPECIAL STUDENTS NOT SEEKING A DEGREE**
Special students who are not seeking a degree may take up to eight units a semester at the rate of $350 per unit, with housing and meals at the rate of $200 per week (financial aid, including scholarship, will not be available).

**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.

**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 above) is charged for any other course taken away from Fairfield, including internships, fieldwork, thesis, projects, Maharishi Vedic Science special studies, and other studies, even when the source of course work is not primarily taught by University faculty.

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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, 2005.
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ADJUNCT FACULTY

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CLINICAL FACULTY

Veronica Butler
Clinical Associate Professor of Physiology and Health • B.S., M.D., University of Michigan, 1972, 1976

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Adjunct Professor of Research • B.A., Johns Hopkins University, 1980 • M.D., Johns Hopkins University, 1983

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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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Helmuth Trefftz
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SPECIAL FACULTY

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Susan Levin Dillbeck
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ACADEMIC CALENDAR 2005–2006

FALL SEMESTER
All Blocks begin at 7:00 a.m. and end at 7:00 p.m.

FALL REGISTRATION
All New Students Fri., Aug. 19
All Continuing Students Sat., Aug. 20

SCIENCE OF CREATIVE INTELLIGENCE COURSES
New Undergraduates Mon., Aug. 22–Thurs., Sept. 29
New Graduate Students Mon., Aug. 22–Fri., Sept. 16

FOREST ACADEMY Mon., Aug. 22–Fri., Sept. 2
BLOCK 1 Mon., Sept. 5–Thurs., Sept. 29
BLOCK 2 Mon., Oct. 3–Thurs., Oct. 27
BLOCK 3 Mon., Oct. 31–Wed., Nov. 23
BLOCK 4 Mon., Nov. 28–Thurs., Dec. 22
BLOCK 5 Mon., Jan. 9–Thurs., Feb. 2

FALL HOLIDAYS—NO CLASSES
Thanksgiving Holiday: Wed., Nov. 23, 12:00 p.m.–Sun., Nov. 27
Winter Holiday: Thurs., Dec. 22, 2:30 p.m.–Mon., Jan. 9

SPRING SEMESTER
All Blocks begin at 7:00 a.m. and end at 7:00 p.m.

SPRING REGISTRATION
New Students Fri., Jan. 20
All Continuing Students Mon.–Sat., Jan. 30–Feb. 4
Readmit Students Fri., Feb. 3

SCIENCE OF CREATIVE INTELLIGENCE COURSES
All New Students Mon., Jan. 23–Fri., Feb. 17

FOREST ACADEMY Mon., Feb. 6–Fri., Feb. 17
BLOCK 6 Mon., Feb. 20–Thurs., Mar. 16
BLOCK 7 Mon., Mar. 20–Sat., April 1
BLOCK 8 Mon., Apr. 10–Thurs., May 4
BLOCK 9 Mon., May 8–Thurs., June 1
BLOCK 10 Mon., June 5–Thurs., June 29

Commencement Sat., July 1, 1:00 p.m.

SPRING HOLIDAYS—NO CLASSES
Spring Break: Sat., April 1, 2:30 p.m.–Sun., Apr. 9
Note: Students in non-standard programs may have class or holidays at times other than those listed here.