MAHARISHI UNIVERSITY OF MANAGEMENT

CATALOG

2010–2011

Undergraduate and Graduate Programs

CONSCIOUSNESS-BASED EDUCATION

FAIRFIELD, IOWA
Letters of inquiry about Maharishi University of Management should be addressed to:

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Maharishi University of Management
Fairfield, Iowa 52557

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EQUAL OPPORTUNITY

Maharishi University of Management and its educational programs, staff positions, and benefits are available to all people without distinction as to gender, age, race, religion, color, national or ethnic origin, handicap, or veteran’s status. Institutions of higher education are required by law (Title VI and Title VII of the Civil Rights Act of 1963, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990) to provide this broad access to their educational programs and to serve society in a way that treats, with equal dignity, the diversity of individuals and groups which comprise our society. Inquiries concerning Title IX, Section 504, and the Americans with Disabilities Act should be directed to the General Counsel’s Office, Maharishi University of Management, Fairfield, Iowa 52557, (641) 472-1175.

IMPORTANT NOTICE

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

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

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

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

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

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

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

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

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

NONDISCRIMINATION

Maharishi University of Management does not discriminate on the basis of gender, race, color, or national or ethnic origin.
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Message from the Founder

MAHARISHI MAHESH YOGI

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

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

“As a result of this educational approach, students grow in the awareness that all streams of knowledge are but modes of their own intelligence. They come to feel at home with everyone and everything. Their creative genius blossoms with increasing confidence and self-sufficiency. They cease to violate Natural Law, and grow in the ability to accomplish anything and spontaneously to think and act free from mistakes — the fruit of all knowledge.”
Maharishi University of Management was founded by His Holiness Maharishi Mahesh Yogi in 1971 to make education complete, so that every student enjoys great success and fulfillment in life. By integrating professional excellence and development of higher consciousness, education at the University unfolds the creative genius of its students, and prepares them to be leaders of their nations, competent to create a prosperous, progressive, and peaceful world.

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

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

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

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

As president of this University, I 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.
INTRODUCTION TO THE UNIVERSITY

THE MISSION OF THE UNIVERSITY

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

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

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

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

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

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

We meet our goals of developing educational excellence and improving the quality of life principally by helping students achieve specific outcomes during their academic programs. Three of these 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

Our unique approach to education enables students to feel increasingly comfortable with all fields of knowledge — to recognize the interconnections among fields of knowledge and the connection between knowledge and themselves. We also expect that all students will 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, we will develop new knowledge through research and will disseminate that knowledge through publication of scholarly works. In disseminating knowledge, we will also assist other educational organizations, nationally and internationally, whose purposes are consistent with our mission. The primary responsibility for scholarship and service lies with our faculty. Their progress is assessed in terms of their contributions to peer-reviewed publications, to our own publications, and to the development of curricula and instructional materials.
ABOUT THE UNIVERSITY

Maharishi University of Management is accredited by The Higher Learning Commission and is a member of the North Central Association of Colleges and Schools (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.

The University is also a member of the Iowa Association of Independent Colleges and Universities (www.iaicu-icf.edu • 515-282-3175).

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 ScienceSM. Students come from almost every state and more than 130 countries around the world, representing nearly every culture, race, and religion. The student body is a world family, living in peace and harmony, excited about knowledge, openhearted and friendly, and dedicated to making the world a better place.

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

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. Our program also emphasizes development of health and fitness, enlightened attitudes, and progressive behavior.

SPECIAL FEATURES

• Development of Consciousness courses, which include the required twice-daily practice of the Transcendental Meditation program or the Transcendental Meditation and TM-Sidhi programs, as well as supporting programs. These are taken by all students throughout their education.

• A First-Year Program, which includes required courses in human physiology, physics, math, and writing.

• Distribution requirements in the Fine Arts, Humanities, Applied Social Sciences, and Mathematics.

• An exercise program in which students are tested for their fitness at the start 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-credit course that introduces students to the principles of proper rest, nutrition, and time-management.

• The Rotating University Program, our study abroad option that complements our global mission by offering students the opportunity to study in foreign countries. Courses have been taught in Greece, Australia, New Zealand, Switzerland, Italy, South Africa, and India. The purpose of the program is to give students the experience of other cultures in some of the world’s most beautiful locations.

• A two-credit 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 practice of the Transcendental Meditation technique, and for those
qualified, the TM-Sidhi program. The Forest Academies also provide the opportunity for exploring the application of Maharishi Vedic Science to areas ranging from the arts to the sciences.

- 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.
- Separation of courses by gender in certain large courses.

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

**GENERAL EDUCATION GOALS**

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 to implement our general education goals and objectives in all programs and courses. This Center also oversees an assessment program that continuously monitors the progress toward achieving these goals and outcomes.

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

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

All classes are organized around universal principles of Maharishi Vedic Science. 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.
GENERAL EDUCATION COURSES FOR UNDERGRADUATES

The undergraduate general education courses at Maharishi University of Management provide 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 undergraduate 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.

Besides other course work, students who are enrolled in the undergraduate program receive instruction in Self-Pulse Assessment, or Maharishi Nadi Vigyan. This simple and profound technology from Maharishi Consciousness-Based Health CareSM 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.

COURSES

FOR 108 Self-Exploration and Transcending (2 credits)
This forest orients you to the university and to Consciousness-based education. You will learn the Transcendental Meditation technique, and begin to explore the theoretical foundation for higher states of consciousness available through TM practice. If you already practice Transcendental Meditation, this forest will include a review of the principles and mechanics of the practice, based on your experience and questions.

STC 108 Science and Technology of Consciousness (4 credits)
This course discusses the full range of consciousness from individual experience to a fundamental field of intelligence that underlies all of life and how this is unfolded through Consciousness-Based education. As part of this course you will participate in 3-4 day base camp that focuses on team building, group processes, and leadership skills.
FOR 109 Self-Exploration and Transcending — Advanced Seminar (2 credits)
In this seminar students will select a fundamental principle, concept or theme from Maharishi Vedic Science, research it, and lead the class discussion on their topic. This course will include extensive reading of the Vedic Literature, discussion of advanced concepts from selected readings and videotapes, and extended Development of Consciousness for deeper experiences.

STC 109 Science and Technology of Consciousness: Advanced Seminar (4 credits)
This course gives the student extended time to read the Vedic Literature in Sanskrit and to explore higher states of consciousness both experientially and theoretically. As part of this course you will participate in 3-4 day base camp that focuses on team building, group processes, and leadership skills.

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

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 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 facts of brain structure and function in light of Maharishi Vedic Science and the Discovery of Veda and Vedic Literature in human physiology. We will examine how our brain constructs reality at every moment and how 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 learn 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 credits)
FOR 103 Health-Related Fitness: Physical Activity to Promote Longevity and Fitness for Life
This course presents the latest knowledge from Western science and the Maharishi Consciousness-Based Health Care program concerning the optimum daily routine for establishing the foundation for lifelong excellent health and growing enlightenment. The major focus will be on the details of the ideal routine of sleep, diet, exercise, meaningful activity, recreation and the importance of the regular experience of pure consciousness for optimum health and evolution. This course will combine both lectures and physical activity labs. (2 credits)

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 credits)

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 credits)

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 credits)

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 credits) Prerequisite: WTG 191 or appropriate assessment

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

**MVS 475 Senior Capstone Seminar**
In this two-week seminar, senior students from all majors reflect on their undergraduate education, in an interdisciplinary setting. This gives students an opportunity to integrate all aspects of their experience at Maharishi University of Management, including course work, extra-curricular activities, and personal development, and to articulate ways in which experience and understanding of Maharishi Vedic Science have deepened their knowledge. Growth in areas described by the university’s General Education goals is also assessed during this course. Prerequisite: last semester before graduation

**HUM 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 highlighting humanity’s quest for an ideal society. The course begins with the venerable Vedic civilization, continues with extraordinary videotapes, slide lectures, and interviews on many other cultures, and concludes by examining the possibilities for creating an ideal society today. By familiarizing students with many cultures in the light of their own consciousness, this course nurtures global citizens of the twenty-first century, at home in the world family. Topics include: Western and Vedic views of history, research on lost or forgotten ancient civilizations, and cultural history from prehistoric times to the present day. Students have the opportunity to do research on a topic of their choice. No textbook fees. (4 credits)
Plus major, distribution, Development of Consciousness, and Forest course requirements (see Academic Policies Section) and a course in mathematics selected from the following:

**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 credits)

**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 credits) **Prerequisite:** MATH 152

**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 credits) No prerequisite

**MATH 161 Functions and Graphs I**
**MATH 162 Functions and Graphs II**
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 credits 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
FOREST ACADEMY and SCIENCE AND TECHNOLOGY OF CONSCIOUSNESS 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, students take the Science and Technology of Consciousness course (STC 108/109) as a prerequisite 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 a Forest Academy of their choice from those being offered at that time. To graduate with a bachelor’s or associate’s degree a student must successfully complete one Forest Academy for each semester enrolled. 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, students take the Science of Creative Intelligence (FOR 500). This course is a prerequisite to all subsequent course work at the University. To graduate with a master’s or doctoral degree, a student must successfully complete one Forest Academy for each semester enrolled, including FOR 500. One elective Forest Academy may be waived for students who are enrolled in degree programs of three or more semesters.

NOTE: Students 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.

**FOR 108 Self-Exploration and Transcending (2 credits)**
This forest orients you to the university and to Consciousness-based education. You will learn the Transcendental Meditation technique, and begin to explore the theoretical foundation for higher states of consciousness available through practice of the Transcendental Meditation program. If you already practice Transcendental Meditation, this forest will include a review of the principles and mechanics of the practice, based on your experience and questions.

**STC 108 Science and Technology of Consciousness (4 credits)**
This course discusses the full range of consciousness from individual experience to a fundamental field of intelligence that underlies all of life and how this is unfolded
through Consciousness-Based education. As part of this course you will participate in 3-4 day base camp that focuses on team building, group processes, and leadership skills.

**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 credits)
FOR 109 Self-Exploration and Transcending — Advanced Seminar (2 credits)
In this seminar students will select a fundamental principle, concept or theme from Maharishi Vedic Science, research it, and lead the class discussion on their topic. This course will include extensive reading of the Vedic Literature, discussion of advanced concepts from selected readings and videotapes, and extended Development of Consciousness for deeper experiences.

STC 109 Science and Technology of Consciousness: M.S.A.E. Track (4 credits)
This course gives the student extended time to read the Vedic Literature in Sanskrit and to explore higher states of consciousness both experientially and theoretically. As part of this course you will participate in 3-4 day base camp that focuses on team building, group processes, and leadership skills.

FOR 102 Advanced Seminar: Science and Technology of Consciousness.
In this seminar students will select a fundamental principle, concept or theme from Maharishi Vedic Science, research it, and lead the class discussion on their topic. This course will include extensive reading of the Vedic Literature, discussion of advanced concepts from selected readings and videotapes, and extended Development of Consciousness for deeper experiences. (4–6 credits)

FOR 103 Health-Related Fitness: Physical Activity to Promote Longevity and Fitness for Life
This course presents the latest knowledge from Western science and the Maharishi Consciousness-Based Health Care program concerning the optimum daily routine for establishing the foundation for lifelong excellent health and growing enlightenment. The major focus will be on the details of the ideal routine of sleep, diet, exercise, meaningful activity, recreation and the importance of the regular experience of pure consciousness for optimum health and evolution. This course will combine both lectures and physical activity labs. (2 credits)

FOR 399 Directed Study
(variable credits) Prerequisite: consent of the Department faculty

FOR 400 A Glimpse of Total Knowledge
This course is an introduction to various facets of Maharishi Vedic Science, including the Transcendental Meditation technique, Consciousness-Based education, Maharishi Vedic Organic Agriculture, Maharishi Vedic Architecture, Maharishi Ayurveda, Maharishi Gandharva Veda, and higher states of consciousness. Structured for Chinese students, the course includes a comparison of Maharishi Vedic Science and traditional Chinese culture, such as the Dao Te Ching.
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 Professor Tony Nader, M.D., Ph.D., under the guidance of Maharishi. (2 credits) *Prerequisite* for undergraduates: FOR 103

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 credits) *Prerequisite* for undergraduates: FOR 103

FOR 419 Inspiration through Film: Exploring the Fundamentals of Entertainment
This Forest Academy course will focus on films that have created an uplifting influence on society and attempt to isolate the fundamentals of inspiration and entertainment. Students will view select films from the past 75 years and discuss their messages and the impact they have had in the context of Maharishi’s theory of communication and their role in heralding the coming Age of Enlightenment. (2 credits)

FOR 420 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 credits) *Prerequisite* for undergraduates: FOR 103

FOR 422 Human Relations: Creating from any Group a Harmony of Differences
This Forest Academy explores one of the deepest aspirations of all civilized societies: to be a togetherness of differences. Special attention is given in the course to the school as a microcosm of the larger society, and to American society as a reflection of all modern societies. Students learn various team-building and tolerance-developing strategies that use the differences in any group and strengthen its harmony. They also study the application of Maharishi’s technologies for the development of individual and group
consciousness to the development of group coherence. (2 credits) Prerequisite for undergraduates: FOR 103

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

FOR 424 Professional Success: Skills in Action
The goal of this course is to familiarize students with soft skills, intra-personal and interpersonal, which determine a person’s ability to excel or at least fit in a particular social structure, such as a project team or a company. These skills include competencies in areas such as communication, personal habits, time-management, personal relations, etiquette, self-motivation, self-discipline, persuasion, etc. Furthermore, students will understand cultural orientation of the U.S. i.e., how people in the U.S. speak, act, negotiate and make decisions. Furthermore, students will learn how these skills arise from their common source in the eternal Laws of Nature as explained by the Science of Creative Intelligence.

FOR 426 Maharishi Vedic Observatory: Connecting Human Consciousness and the Cosmos
The Maharishi Vedic Observatory is unique in the world for its ability to display in one compact form the whole structure of the universe along with all the movements of the sun, the planets, and the stars. It is the only example in existence today of this timeless knowledge that was once in every culture around the globe. Students will explore the profound knowledge in this Vedic observatory, learn how to use the instruments, and gain a glimpse of other ancient structures that sought to unite heaven and earth, such as Stonehenge, Maachupichu and others in Mexico, China, Egypt, India, and Southeast Asia. Ancient Vedic literature, as illuminated by Maharishi, reveals that a Vedic Observatory connects the structure of the universe and the structure of our own awareness. Students will enjoy an experience of the correspondence of the individual’s
inner intelligence to the orderly intelligence of the universe as displayed in the planets and stars, which helps restore health to the mind and body.

FOR 427 World Art and Media: How Painting, Sculpture, Architecture, and Film Mirror Consciousness
In this course students discover how art and media from many cultures express universal qualities, principles, and structures of consciousness. Topics explored in art and media include: transcending, self-referral, creativity, archetypes or structures of awareness, qualities of pure consciousness (the Unified Field of Natural Law), principles such as the coexistence of opposite values, and the art of living in higher states of consciousness. Includes a field trip to a meditating artist's gallery. (No field trip fee.)

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 credits) Prerequisite for undergraduates: FOR 103

FOR 429 Maharishi’s Principles of Success: Developing Purity of Consciousness and Aligning Behavior with Natural Law as the Foundation of Success in Every Area of Life
Success in life is based on profound knowledge that guides action to produce the desired achievement to bring fulfillment. This course explores key themes of knowledge that highlight the contributions of Maharishi Vedic Science and Technology to individual and professional success and fulfillment in life. (2 credits) Prerequisite for undergraduates: FOR 103

FOR 430 Topics in Maharishi Vedic Science
This course presents the knowledge in Maharishi Vedic Science, as formulated by its Founder, Maharishi Mahesh Yogi, and as applied to all streams of knowledge by the University faculty. (2 credits — may be repeated) Prerequisite: consent of the Department faculty; Prerequisite for undergraduates: FOR 103

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 credits) Prerequisite for undergraduates: FOR 103

FOR 433 Women, Wisdom and the World: Exploring the lives of Great Women, including Us
Through the writings of great women throughout time, and the knowledge of Maharishi Vedic Science, this course for women will look at those essential qualities springing from the deepest part of ourselves, and how developing them creates an innate and natural wisdom that becomes central to who we are as individuals. How we apply, and equally important, how we protect these qualities in the world is what makes a woman great and what brings her fulfillment in every area of her life. Prerequisite for undergraduates: FOR 103, ladies only.

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 IntelligenceSM 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 credits) Prerequisite for undergraduates: FOR 103

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 credits) Prerequisite for undergraduates: FOR 103

FOR 436 Collective Consciousness and World Peace: How Maharishi Technologies of Consciousness Can Create Peace for the World Family
This course explores the principles and dynamics of collective consciousness and introduces the evidence verifying beneficial changes in individual and social life produced by the group practice of the Transcendental Meditation and TM-Sidhi programs. (2 credits) Prerequisite for undergraduates: FOR 103
FOR 437 Becoming a Leader: Strengthening Your Relationship with Your Self to Rise to True Leadership
Delving into Maharishi’s knowledge of leadership, students hear leaders interpret their leadership experiences, and leadership consultants speak on the success of Consciousness-Based leadership. Students examine their own experiences of leadership and discover the principles of consciousness at work in those experiences. They also consider how to apply this knowledge of leadership in their future career. (2 credits)
Prerequisite for undergraduates: FOR 103

FOR 438 Ideal Relationships: Improving Your Relationships by Exploring the Principles of Natural Law That Operate in All Relationships
We live our lives in relationships, beginning with our mother, father, and family, expanding to our friends, spouse, and children, our business associates, our fellow citizens, and on to all the people of the world. Handling these relationships with wisdom, appropriateness, and love is central to our good fortune. The Science of Creative Intelligence and Maharishi Vedic Science provide insights into how all relationships have their source in the self-referral dynamics of consciousness, our own Self — and guidelines for ensuring that our relationships are in accord with the natural evolution of life in accord with Natural Law. The course features tapes of Maharishi, guest presentations, group projects, and practical knowledge of etiquette. (2 credits)
Prerequisite for undergraduates: FOR 103

FOR 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 credits)
Prerequisite for undergraduates: FOR 103

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 credits)

Prerequisite for undergraduates: FOR 103

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 credits — may be repeated)

Prerequisite for undergraduates: FOR 103

FOR 442 Maharishi Self-Pulse Assessment: The Touch of Three Fingers on the Pulse — Finding and Correcting Imbalance and Creating Health
Maharishi has encouraged every individual to learn the Maharishi Self-PulseSM program as a technology for structuring more ideal health for themselves and their entire family. This course is the most comprehensive course offered to date. During the course the following topics are discussed:

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

FOR 445 Maharishi Consciousness-Based Health Care: Creating Perfect Health by Understanding the Human Physiology as the Expression of Veda and Vedic Literature
This course presents the wholeness of the Maharishi Vedic Approach to Health, which is rooted in the historic discovery of the Veda and Vedic Literature in human physiology, brought to light by Professor Tony Nader, M.D., Ph.D., under the guidance of Maharishi. Students learn:

• how the intelligence of Nature, as expressed in the Veda and Vedic Literature, forms the basis of the structure and function of the physiology, and
• how human physiology forms a perfect replica of Nature’s intelligence, the Constitution of the Universe.
This knowledge, together with the technologies that arise from it, represents the complete knowledge of perfect health — and the key to perfection in every area of life. (2 credits)
Prerequisite for undergraduates: FOR 103

FOR 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 credits) Prerequisite for undergraduates: FOR 103

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 Professor 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 credits) 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 credits) Prerequisite for undergraduates: FOR 103

FOR 449 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 credits) Prerequisite for undergraduates: FOR 103
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 credits — may be repeated) Prerequisite for undergraduates: FOR 103

FOR 4531 Reading the Vedic Literature and Gandharva Veda
This Forest Academy explores Gandharva Veda, the Vedic Literature that deals with music, dance, and theater. Students will read in Sanskrit excerpts from the principal Vedic text — the Natya Shastra; and from one of its commentaries — the Sangita Ratnakara. Included is regular listening to Maharishi Gandharva Veda music, both recorded and live, as well as study and discussions on the powerfully harmonizing and integrating effects of music on the physiology and environment. (2 credits) Prerequisite for undergraduates: FOR 103

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 credits) (may be repeated for credit) Prerequisite for undergraduates: FOR 103

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 credits) Prerequisite for undergraduates: FOR 103

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 credits) Prerequisite for undergraduates: FOR 103
FOR 459 Health-Related Fitness: Physical Activity to Promote Longevity and Fitness for Life
This course presents the latest knowledge from Western science and the Maharishi Consciousness-Based Health Care program concerning the optimum daily routine for establishing the foundation for lifelong excellent health and growing enlightenment. The major focus will be on the details of the ideal routine of sleep, diet, exercise, meaningful activity, recreation and the importance of the regular experience of pure consciousness for optimum health and evolution. This course will combine both lectures and physical activity labs. (2 credits)

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.  
*Prerequisite* for undergraduates: FOR 103

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 credits) *Prerequisite* for undergraduates: FOR 103

FOR 463: Ramayana
In this course students will study the Ramayana, one of the great epics of the Vedic Literature. Students will read the Ramayana in Sanskrit and English, and will see videos of the Ramayana created by Ramanand Sagar. Students will see videotapes by Maharishi on topics related to the Ramayana, and will participate in presentations on the Ramayana. (2 credits) *Prerequisite*: instruction in the TM-Sidhi program, and for undergraduates FOR 103

FOR 464 The Upangas and the Development of Consciousness: The Growth of Higher States of Consciousness as Described in the Vedic Literature
This course explores the Upangas, 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 Upangas in Sanskrit and English; memorize Vedic expressions emphasized by Maharishi from two of the six branches of
Upangas, Yoga Sutras, and Brahma Sutras; study lectures by Maharishi on the Upangas; and explore the correlations between the Upangas and human physiology discovered by Professor Tony Nader, M.D., Ph.D. (2 credits) Prerequisite for undergraduates: FOR 103

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 credits) Prerequisite for undergraduates: FOR 103

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 credits) Prerequisite for undergraduates: FOR 103

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

FOR 469 Maharishi on God and Religion
This two-week course will focus on Maharishi’s knowledge on the nature of God, religion, prayer, ritual, scripture, spiritual development, devotion and service, the relationship between science and religion, right and wrong, the kingdom of God on Earth,
and the state of God-realization. The course includes extended group practice of Maharishi Transcendental Meditation and TM-Sidhi programs, including Yogic Flying. *Prerequisite* for undergraduates: FOR 103

**FOR 470 Maharishi Vedic Science and Sustainability**

In this course our focus is: “Seed to Seed: Food, Agriculture and You.” The goal of the course is to understand the role of Vedic organic food preparation for the development of higher states of consciousness. We explore what makes food Vedic organic, with tapes from Maharishi and other experts. We visit two farms and the MUM kitchens. The dangers of genetically modified foods are analyzed. Each student receives a food plant to nurture. The course is suitable for all MUM students. The syllabus of this course can be seen at seedtoseed.wikispaces.com. (2 credits) *Prerequisite* for undergraduates: FOR 103

**FOR 472 Vedanta and Quantum Physics**

In this forest academy, students will study in detail the parallels between Shankara’s Vedanta and quantum physics. Students will read in Sanskrit and in English from the three sources of Vedanta — the Brahma Sutra, Upanishads, and Bhagavad-Gita. In addition, students will view tapes by Maharishi on Vedanta and read selections from his writings on Vedanta. Students will compare the main principles of Vedanta to the principles of quantum physics. *Prerequisite* for undergraduates: FOR 103

**FOR 473 Parliaments of World Peace**

In this forest academy, students will view lectures made by Maharishi in March and April of 2006. This historic set of talks, called the Parliaments of World Peace, offers an opportunity to grasp Maharishi’s understanding of many areas of society: agriculture, architecture, health, education, government, management, art, religion, and defense. *Prerequisite* for undergraduates: FOR 103

**FOR 474 Maharishi’s Supreme Knowledge of Enlightenment**

This special forest academy for Sidhas will focus on a series of remarkable talks that Maharishi gave to the Invincible America Assembly. These are the latest and most profound discussions of experiences of higher states of consciousness that Maharishi had waited years to reveal. This course is designed for those who want to dive deep into knowledge and experience with Maharishi’s most current guidance.

**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 credits — may be repeated)

Prerequisite for undergraduates: FOR 103

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

FOR 598 Faculty Training Course: 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 credits) Prerequisite: consent of instructor

FOR 700 Vedic Science Research: Using Maharishi Vedic Science to Illustrate Fundamental Principles in Dissertations
This course provides an opportunity for 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 credits, may be repeated) Prerequisite: Students must be in a doctoral program and have completed their Qualifying Exam.
DEPARTMENT OF ART

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
• Dale Divoky, B.F.A., Assistant Professor of Art
• Ceyrena Kay, M.L.A., Assistant Professor of Art
• Gurdon Leete, M.F.A., Assistant Professor of Art
• Gillian Brown, M.F.A., Adjunct Assistant Professor of Art
• Surya Gied, M.F.A., Adjunct Assistant Professor of Art
• Brian Smith, B.A., Adjunct Instructor of Art/Media and Communications

INTRODUCTION

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

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

The faculty support students’ enlivened creativity by encouraging them through their successes — a teaching method that strengthens the students’ natural inspiration. Our faculty, who exhibit and lecture around the country, have been recognized for excellence in both art-making and teaching. Our 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 beginning to become realities of creative expression and daily life for students at Maharishi University of Management.

Comments on our faculty and students by a Visiting Evaluator

Aribert Munzner, professor emeritus at the Minneapolis College of Art and Design, observed, “The faculty is a totally dedicated, professional community that reveals sensitivity and understanding of every student’s needs, exhibits professional competency in each of their respective areas 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.)
• Bachelor of Arts (B.A.) in Art
• Minor in Art
• Minor in Improvisational Dance/Movement

SPECIAL FEATURES

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

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

**Painting and Drawing Courses**

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

**Ceramics Courses**

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

**Sculpture Courses**

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

**Digital Media/Photography/Video**

• Explore the language of sight and sound and its relation to the inner value of consciousness. Creatively apply computer, photographic, and video technologies in well-equipped digital media and photo labs.
• Become proficient in software applications for photo image editing, Web page design, video editing, video composting, special effects, 3-D modeling, and graphic design.
• Enjoy project-oriented study that supports both fine art and commercial orientations using professional quality equipment.

• The industry demand for skilled computer artists in website design, feature films, television, 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 and New Media 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.

• Explore the outer boundaries of photography by integrating traditional photography methods (aperture, shutter speed, focus, film speed) with new possibilities presented by using computer technologies to explore layering, adding text, hand drawing, or other digital manipulation.

**Video and Media and Communications Courses**

• Explore contemporary digital techniques in video production using powerful Macintosh computers and camcorders for video and the Web. Write, direct and produce your own videos.

• Video students can take courses in photography, video production, narrative, documentary filmmaking, the history of film, computer graphics, and digital editing, and may participate in internships working at video production and design companies — preparing them for careers in the fields of film, video, animation, advertising, and Web design.

**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.

DEPARTMENTAL REQUIREMENTS

Programs Offered

Students in other majors are invited to take electives in art or to pursue a Minor in Art. Students may take a B.A. in Art, or a B.A. in Art with an Emphasis in Music. Both of these 48-credit majors allow students to do another 48-credit major for a double major. For students who want to create a foundation for a potential career in the arts, we recommend the Bachelor of Fine Arts (B.F.A.), a professional degree program. Our B.F.A. allows students to specialize for three months in advanced studio courses in one of these areas: painting and drawing, ceramics, sculpture, or digital media, completing personal projects under the guidance of faculty who are experts in the area of specialization. During this time, students find their own voice within the visual language of their chosen field. Students develop a fine arts portfolio or undertake commercial art projects that may offer income or lead to employment after graduation.

Graduation Requirements for the Bachelor of Fine Arts (B.F.A.)

(For general University requirements, please refer to Degree Requirements in Academic Policies.) The requirements for the B.F.A. degree are 76 credits of course work as follows:

4 credits of the first-year course:
• FA 141 Art and the Self

plus 12 credits of these required second-year courses:
• FA 201 Art in Nature
• FA 203 Understanding Art and Media
• FA 205 Principles of Design

plus 8 credits from the following art history courses:
• FA 381 Prehistoric to Medieval Art
• FA 382 Renaissance to Contemporary Art
• FA 383 Nineteenth, Twentieth and Twenty-First Century Art
• FA 384 Traditions of World Art

plus 4 credits of:
• FA 470 Visual Culture Seminar (contemporary art)

plus 8 credits of:
• FA 301 Drawing 1
• FA 302 Drawing 2
• FA 304 Drawing Studio

plus 28 credits from the following (Courses cannot be repeated to fulfill credits for the B.F.A.):
• FA 204 The Spiritual Quest in Media and Myth
• MC 284 Video Editing
• FA 291 Video and Time-Based Art
• FA 308 Screenprinting
• FA 311 Painting 1
• FA 312 Painting 2
• FA 316 Painting 3
• FA 331 Photography 1
• FA 332 Photography 2
• FA 335 Digital Photography 1
• 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 355 Environmental Art
• FA 373 Visiting Artist Studio
• FA 398 Fieldwork
• FA 460 Design and Sustainability Seminar
• FA 461 Design and Sustainability Studio
• MC 282 Video Production
• MC 363 Web Design and Web Animation 1
• MC 365 Web Design and Web Animation 2

Up to 20 credits in Media and Communications may be counted toward the 28 elective credits in the B.F.A., from these courses:
• MC 300 Narrative
• MC 316 Creative Filmmaking (8 credits)
• MC 368 Graphic Design for the Web
• MC 366 Graphic Design for Media and Communications 1
• MC 367 Graphic Design for Media and Communications 2

Plus 12 credits in one of these specialized areas:
• FA 485 Advanced Studio in Painting and Drawing
• FA 486 Advanced Studio in Sculpture
• FA 487 Advanced Studio in Ceramics
• Advanced studio courses in Media and Communications, approved by the academic advisor for the Department of Art. For example: MC 285 Advanced Video Production, MC 323 Advanced Video Editing, and MC 380 Media Projects.

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 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 able to take a course in Creative Musical Arts and Improvisational Dance/Movement as electives.

Graduation Requirements for the Bachelor of Arts (B.A.) in Art

48 credits of art courses including:

12 credits of these required courses:
• FA 203 Understanding Art and Media
• FA 205 Principles of Design
• FA 301 Drawing 1

plus 8 credits from the following art history courses:
• FA 381 Prehistoric to Medieval Art
• FA 382 Renaissance to Contemporary Art
• FA 383 Nineteenth, Twentieth and Twenty-First Century Art
• FA 384 Traditions of World Art
• FA 470 Visual Culture Seminar (contemporary art)

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

Plus 24 credits of electives in art, which may include up to 12 credits from these courses in Media and Communications:
• MC 300 Narrative
• MC 316 Creative Filmmaking (8 credits)
• MC 368 Graphic Design for the Web
• MC 366 Graphic Design for Media and Communications 1
• MC 367 Graphic Design for Media and Communications 2

*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 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.A. experience, students are able to take a course in Creative Musical Arts and Improvisational Dance/Movement as electives.

**Graduation Requirements for the Bachelor of Arts (B.A.) in Art with an Emphasis in Creative Musical Arts**

48 credits of art and music courses, including:

12 credits of required art courses:
• FA 203 Understanding Art and Media
• FA 205 Principles of Design
• FA 301 Drawing 1

Plus 8 credits from the following art history courses:
• FA 381 Prehistoric to Medieval Art
• FA 382 Renaissance to Contemporary Art
• FA 383 Nineteenth, Twentieth and Twenty-First Century Art  
• FA 384 Traditions of World Art  
• FA 470 Visual Culture Seminar (contemporary art)  

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

plus 20 credits of music courses from among the following music classes and music lessons/ensembles:

**Creative Musical Arts Classes:**  
• MUS 205 A New Approach to Music Theory  
• MUS 210 The Artistry of Songwriting  
• MUS 215 Music, Consciousness, and Veda  
• MUS 220 Music Appreciation  
• MUS 225 Creative Music Technology  
• MUS 230 Musicianship Across Cultures  
• MC 330 Radio and Web Broadcasting

**Music Lessons and Ensembles (offered evenings and weekends on a semester-basis):**  
• MUS 101 Basic Music Instruction (1/2 credit)  
• MUS 201 Intermediate Music Instruction (1 credit)  
• MUS 102 University Chorale (1 credit)  
• MUS 202 Chamber Singers of South-East Iowa (1 credit)

**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 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.

**Graduation Requirements for the Minor in Art**

To graduate with a minor, students must successfully complete 20 credits of course work as follows:
4 credits of one of these courses:
• FA 201 Art in Nature
• FA 141 Art and the Self

plus 4 credits of:
• FA 203 Understanding Art and Media

plus 12 credits of Art courses.

**Graduation Requirements for the Minor in Improvisational Dance/Movement**

To graduate with a minor in Improvisational Dance/Movement, students must successfully complete 20 credits of course work as follows (4 credits per course):

• ESS 332 Improvisation Dance/Movement 1
• ESS 333 Improvisation Dance/Movement 2
• ESS 334 Performance Laboratory
• ESS 336 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 credits 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 may be asked to submit a portfolio documenting examples of previous course work. Admission to the B.F.A. program is based on portfolio and GPA. Continued participation in the program requires a 3.0 GPA or higher.
COURSES

Undergraduate Courses

NOTE: Materials fees are an estimated cost for the supplies that the student needs to provide for that course. Lab fees are required payments that must be made before the class begins, or at the beginning of a class. Field trip fees are payable before the trip.

FA 141 Art 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, Vigee-Lebrun, Kollwitz, Escher, and others. Then they create their own. Through lectures and readings on art by Maharishi, students come to appreciate art from the deepest perspective — that all art originates within the Self of the artist, and they verify this from their own experience as artists. Topics include — principles of design and drawing. Students learn to use and combine the simple elements of line, shape, tone, and change of direction to foster self-expression. (2–4 credits)

FA 201 Art 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 credits)

FA 203 Understanding Art and Media: Culturing Aesthetic Sensibility by Appreciating Painting, Sculpture, Film and Animation as Expressions of the Heart, Mind and Universal Self
Art and media are crystallizations of consciousness. This course cultures a deep appreciation for painting, sculpture, film and animation through intellectual knowledge and direct experience. Slide lectures, discussions, readings, and workshops reveal that art is structured in the multilayered consciousness of the artist and the audience, and in the collective consciousness of the culture. The greatest art works give glimpses of the goal
of all creativity — the universal Self in higher states of consciousness — and thus continue to inspire people throughout time. Topics include: the fundamentals of art and media — creativity, form, function, and symbolism; the great achievements of sacred art; archetypes of consciousness in film and animation; and contemporary approaches to interpreting art and media. Course includes a field trip to an art museum and an artist’s gallery. Field trip fee: $20. (4 credits)

FA 204 The Spiritual Quest in Media and Myth: The Hero's Journey as the Evolution of Consciousness
Students explore their own spiritual quest in the light of the wisdom shared in great art and mythic stories, focusing on films. Drawing upon the insights of scholars of myth and Maharishi Vedic Science, students identify the universal stages of the quest archetype: the hero's journey as he or she evolves to higher states of awareness. In the culminating course project, students create their own myths that reflect their personal vision and the evolution of consciousness.

FA 205 Principles of Design: The Quest for Balance and Unity in Art and Life
This course provides the knowledge and practical experience of how visual elements are organized by principles universal to the fine and applied arts. Topics include — examining and applying design principles and vocabulary such as figure/ground, interdependence, symmetry, rhythm, shape, and texture; understanding how these principles and their components apply to the scope of the visual arts, including drawing, sculpture, ceramics, photography, graphic design, architecture, fabric design, and landscaping; and understanding and expressing how design principles can be correlated to the balance and order of the universe and to individual life and living. (4 credits)

FA 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/filmmaking, 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 that 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: $150. (4 credits)
FA 301 Drawing 1 — Drawing from Within: Engaging the Principles of Observation through the Action of Drawing
In this course, students develop powers of observation and imagination, abilities that are vital for all the arts. Students focus on establishing the use of principles of drawing through observational methods. Topics include — still life, figure drawing, interior and landscape. Art majors take drawing courses as they advance through the curriculum. Can be repeated for credit with permission of the instructor. Materials fee: $35. (1-4 credits)

FA 302 Drawing 2 — Drawing from Within: Exploring New Materials and Possibilities for Self-Expression
Students learn to use the power of drawing to convey a story, thus revealing in a visual narrative the sequential unfoldment of consciousness. Students engage the fundamental principles of drawing while introducing a variety of methods and materials; this sustains aesthetic unity while encouraging diversity in the discovery process and the resulting image. Taught in an open studio situation, the course allows the teacher to address both the general needs of the group and the specific needs of the individual student to advance in the experience of drawing as a means of self-expression. Materials fee: $35. (1-4 credits)

FA 304 Drawing Studio: Exploring Alternate Viewpoints
Students explore drawing with an emphasis on process, and its result, as a response to nature and the environment. Different applied viewpoints may include: illustration, graphics, animation, architecture, site-specific sculpture, industrial design, painting, sculpture. The theme of the course depends on the instructor. Materials fee: approximately $75, which includes field trips. Prerequisites: FA 301 or FA 201 or FA 351 or FA 532 or FA 205

FA 308 Screenprinting: Exploring the Multiple Image
Students explore images through silkscreen printing. Emphasis is on learning the process and developing possibilities with a multiple image derived from drawn, painted, collaged, printed and photographed images. Different applied viewpoints may include: illustration, graphic design, painting, sculpture, and ceramics. Materials fee: approximately $30. Prerequisites: One of these courses: FA 301, 205, 361, 304, 311, or 331.
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)
FA 316 Painting 3: Growth of the Artist through Refinement of Perception and the Expansion of the Methods and Materials of Painting

Painting expresses the artist’s connection with the deep laws fundamental to seeing and creating visual images. Students are immersed in the fundamentals of drawing and painting from nature and a variety of other subject matter. The curriculum addresses the students’ development of formal and technical skills along with a conceptual and critical understanding of the language of painting as preparation for independent studio work. Can be repeated for credit with permission of the instructor. (1–4 credits each)  
Prerequisite:  FA 311, 312 or consent of instructor

FA 331 Photography 1 — Capturing Moments of Light: Learning the Essentials of the Darkroom and Appreciating Photography as a Tool for Refined Artistic Expression

FA 332 Photography 2 — Capturing Moments of Light: Developing Photography as a Tool for Refined Artistic Expression

Students learn to use the photographic medium as a tool for exploring and expressing the finest values of awareness. Students develop their work by learning basic camera techniques and darkroom procedures, while they are also introduced to a broad range of fine art photography. Students 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 credits)  Prerequisite:  FA 331 or consent of instructor

FA 335 Digital Photography 1: Unlocking the Power of Light

Digital photography helps strengthen the connection between the photographer’s vision and the resulting images by providing nearly instant feedback and furnishing ever-subtler tools for self-expression. In this course, students learn foundational principles that underlie commercial digital photography, while using principles of consciousness to consolidate both the experience and understanding of digital photography. Topics include: mastering the digital camera, managing a digital work flow, color management in theory and practice, visualizing light and how to control it in the digital darkroom. Lab fee: $150. (1–4 credits)
FA 338: Photography and New Media: Exploring the Boundaries of Photography, Technology and Consciousness
This course explores the outer boundaries of photography by integrating traditional photography methods (aperture, shutter speed, focus, film speed) with new possibilities presented by using the computer to explore layering, adding text, hand drawing, or other digital manipulation. The use of scanners, digital cameras, and software programs such as Photoshop, and Illustrator, present a powerful capacity for the artist to create an integrated language of self-expression that starts with the photograph. Work is primarily done in the digital realm but will be supplemented and enriched by hand-drawing, scanned items/textures, etc. The course will start with a series of short exercises to introduce photography and digital manipulation techniques that the student is then expected to explore in a series of work that show a clear progression and development of techniques and themes. (4 credits) Prerequisites: One of the following courses: FA 331, FA 332, FA 335, FA 361, or FA 362, or consent of the Instructor

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

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

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

**Prerequisite:** FA341 and 342 or consent of instructor

**FA 344 Ceramics 4 — Shaping the Unmanifest: Developing Sculptural Possibilities in Ceramic Form**

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

**FA 351 Sculpture 1 — Bas Relief: Breathing Life into Matter**

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

**FA 352 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. **Prerequisite:** FA 351 (4 credits)

**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. Prerequisites: FA 351, FA 352 (4 credits)

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

In this studio course students gain knowledge of earthworks and land art from prehistoric civilizations to today’s contemporary artists, including Stonehenge, the Adena Serpent Mound, Robert Smithson’s Spiral Jetty, Maya Lin’s Wave Field and Viet Nam Memorial, Christo’s Running Fence, etc. Working individually and as a group, students explore a number of assignments/projects and create environmental art that considers the delicate balance between form, function and place. Course Fee: $25.

**FA 373 Visiting Artist Studio: Exploring the Relationship of Parts to Whole in the Work of Art**

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

**FA 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 prehistoric cultures and in the ancient civilizations of Egypt, Greece, Rome, Byzantium, and the European Middle Ages. In each of these cultures, the quest for immortality created art that continues to inspire human consciousness. Students also examine how contemporary artists have been influenced by art from these periods. *Topics include* — sacred sites that connected humanity with the cosmos, the Mother Goddess archetypes in art and culture, the development of styles in Egyptian and Greek art and how they mirror stages in the evolution of consciousness, and the creation of a heavenly kingdom on Earth in Christian art and architecture. A highlight of the course is a 4-5 day field trip to a major art center such as New York, St. Louis or Kansas City. Field trip fee: $195 (or more). (4 credits)
FA 382 Renaissance to Contemporary Art: The Search for Integration in Art and Life from the Renaissance to Modernism and Post-modernism, including an Emerging Art of Expanded Awareness

Students focus on the most inspiring creations of Western art and architecture from the 1400s to the twenty-first century. They discover how artists have expressed both sacred and secular values in their quest for perfection in art and fulfillment in life. This epoch’s vast amount of art is comprehended in terms of cultural paradigms — the world view and ideal of art. The four major paradigms covered are: Renaissance, Modernism, Deconstructive Post-modernism, and Revisionary Post-modernism — an art of expanded awareness. Topics include — the transformation of art and consciousness in each paradigm; the integration of spirit and matter in Renaissance art; how the art of the past has influenced modern artists; and the styles, symbols, cultural values, and aspects of awareness expressed in the major paradigms. A highlight of the course is a 4-5 day field trip to a major art center such as Chicago. Field trip fee: $195. (4 credits)

FA 383 Nineteenth, Twentieth and Twenty-First Century Art: Awakening to the Search 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 transition 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 4-5 day field trip to a major art center such as Chicago. Field trip fee: $195. (4 credits)

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

Students journey through the glorious traditions of world art, including Indian, Chinese, Islamic, African, and Native American art. All traditions reflect both unique cultural values and universal values, such as the aspiration to embody the wholeness of life in higher states of consciousness. Students also explore how the arts of these cultures continue to inspire modern artists. There will be an opportunity for students to explore a topic of their choice in a research paper. Topics include — The world views of traditional cultures compared to the world view of the modern West; the nature and functions of sacred art; and the embodiment of forces of nature in Indian art, Taoist and Buddhist painting and sculpture, Islamic design and architecture, African masks and ritual objects, and Native American art and artifacts. A highlight of the course is a 4-day field trip to a
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 credits of Art courses, and approval by the major advisor one month before the course begins. (variable credits)

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 credits)

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 faculty. (1–4 credits)

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

FA 460 Design and Sustainability Seminar: Exploring Current Issues Seeking Design in Harmony with Nature
This course explores current issues of sustainable design through reading, writing and lively discussions. The purpose of this course is to answer “What is Sustainability?” and “How can design help us achieve it?” We then use discussion and writing to help further our own thinking on the subject. The student leaves with a broad understanding of how various people have answered these questions as well as being able to put forth and defend their own answer. This course serves as the theoretical foundation for the Design
and Sustainability Studio. Potential topics: communities, agriculture, architecture, energy, fashion, landscape, aesthetics, ecology, technology. (4 credits)

**FA 461: Design and Sustainability Studio: Developing Design Skills to Create Projects in Harmony with Nature**
Using the theoretical framework developed during the Design and Sustainability Seminar, students will develop design skills through the context of a specific project. (4 credits) **Prerequisite:** FA 460 or consent of the Instructor

**FA 470 Visual Culture Seminar: Deepening Artistic Experience and Intellectual Understanding for Creative Growth**
Students examine the vocation, role, and responsibility of the contemporary artist and art critic in the light of their own artistic aspirations. This seminar focuses primarily on art criticism to develop the integration of intellectual understanding and studio practice. The concentrated experience of reading and writing about art cultures the habit of going more deeply into the substance of works of art, which nurtures the ability to more clearly apply and realize the highest values of visual expression. A highlight of the course is a field trip to a major art center, such as Chicago, Los Angeles or New York. Field trip fee: $250–500 (or more). (4 credits)

**FA 485 Advanced Studio in Painting and Drawing: Finding a Personal Voice in the Language of Painting and Drawing**
Students have the opportunity to build on the experience of previous painting courses through the further development and deeper understanding of their own expression with paint. The focus of this course is to allow the student to form a strong personal direction and develop a personal conceptual framework in their studio exploration in painting. **Topics include** — exploring different methods and materials in painting, research in the history and current developments in the field of painting. Lab fee: $45. **Prerequisites:** FA311, FA312, FA 313. May be repeated for credit. (4 credits)

**FA 486 Advanced Studio in Sculpture: Finding a Personal Voice in the Language of Sculpture**
Students have the opportunity to build on the experience of previous sculpture courses through the further development and deeper understanding of their own expression in three-dimensional form. The focus of this course is to allow students to form a strong personal direction and develop a personal conceptual framework in their studio exploration of 3D media. **Topics include** — exploring advanced methods and materials in clay, plaster, wax, resin, etc. Students will also be engaged in researching the history and current developments in the field of sculpture. Lab fee $35 (**Prerequisites:** FA 341, 342, 343). May be repeated for credit. (4 credits)
FA 487 Advanced Studio in Ceramics: Finding a Personal Voice in the Language of Ceramics
Students have the opportunity to build on the experience of previous ceramics courses through the further development and deeper understanding of their own expression in clay. The focus of this course is to allow the student to form a strong personal direction and develop a personal conceptual framework in their studio exploration in ceramics. Topics include — exploring advanced methods and materials in clay and glaze, firing kilns, research in the history and current developments in the field of ceramics. Lab fee $45. (Prerequisites: FA 341, 342, 343). May be repeated for credit. (4 credits)

Graduate Courses
We do not currently offer a graduate program. Occasionally we will offer graduate-level courses to qualified students.

FA 591 Directed Study in Art Applications: Applying Knowledge to Structure Success in the Arts
In this course the student covers material selected by the faculty according to the needs and program of study of the student. (1–2 credits — 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 credits — 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 credits)
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 credits)

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 credits)

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 credits)
FACULTY

- Victoria Alexander Herriott, J.D., LL.M., Co-chair, Associate Professor of Law and Government, Director of the BA program
- Scott R. Herriott, Ph.D., Co-chair, Professor of Management
- Kenneth Cavanaugh, Ph.D., Professor of Applied Statistics
- Dennis P. Heaton, Ed.D., Professor of Management, Director of the Ph.D. Program, Dean of Distance Education and International Programs
- Andrew Bargerstock, Ph.D., CPA, Associate Professor of Management, Director of the Accounting Professionals MBA Program
- Rachel Goodman, Ph.D., Associate Professor of Management, Director of Career Development, Director of the Minor in World Peace
- Jane Schmidt-Wilk, Ph.D., Associate Professor of Management
- Yunxiang Zhu, MBA, D.W.P. (honoris causa), Professor of Management, Associate Dean of Asian Expansion
- David Goodman, Ph.D., Associate Professor of Management, Director of the MBA program
- William W. Graff, MBA, CPA, CMA, Assistant Professor of Accounting
- Bruce McCollum, Ph.D., Assistant Professor of Management
- Sabita Sawhney, MBA, Assistant Professor of Business Administration
- Paul Stokstad, MA, MPW, Assistant Professor of Business Administration
- Richard Thompson, Ph.D., Assistant Professor of Management, Associate Dean of Distance Education and International Programs
- Kenneth West, MBA, Assistant Professor of Management
- Miriam Claes, MBA, Instructor of Business Administration
- Manjunath Rao, MBA, CMA, Instructor of Accounting
- John Revolinski, MPA, Instructor of Public Administration
- Ravi Subramaniam, MBA, Instructor of Accounting
- Liang Sun, MBA, Instructor of Business Administration and Director of the International Site at Beijing, China
- Steven Totino, BA, CPA, Instructor of Accounting
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 active learning projects that take the student into the real world of business.

The bachelor’s program develops the knowledge needed by an entrepreneur and culminates in the presentation of a business plan developed by the student. In the MBA program, students apply their knowledge to improve the performance of an organization. The Ph.D. in Management prepares 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 and its organizing power. The founder of our university, Maharishi Mahesh Yogi, explained that Natural Law automatically manages the infinitely complex and evolving universe without strain and without mistakes. By studying the theoretical and practical aspects of Maharishi Vedic Management, including the Transcendental Meditation program, students personally grow in better health, clearer thinking, greater creativity, moral development, and wisdom. They integrate the study of contemporary developments in the discipline with the practice of the Transcendental Meditation program and their experience of the source of the infinite organizing power of Natural Law, which is available in the Transcendental Consciousness of anyone.

Research has shown that a natural result of the practice of the Transcendental Meditation technique is an appreciation for one’s environment and more harmonious interpersonal relationships. As a result, students in the business department have a broadened awareness of their place in the world and understand the importance of making a positive, sustainable 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 write business plans for their own entrepreneurial ventures. Students in the MBA program consult with local businesses and organizations to improve their business processes.
• **Ethics and Sustainability** — The curriculum explores issues of ethical integrity, social responsibility, and environmental sustainability to prepare business leaders to be stewards of society and the environment.

• **Management by Natural Law** — Management training at Maharishi University of Management makes use of the latest discoveries about how Natural Law administers all levels of creation, and trains students to gain the support of Nature, good fortune, to enable them to most easily fulfill their goals.

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

**DEGREE PROGRAMS**

**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 the experience of starting and growing companies by studying and creating business plans.

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

**MBA in Sustainable Business**
Because society increasingly recognizes the importance of sustainability, new opportunities abound, but an entrepreneurial approach is necessary to recognize and implement them. The curriculum of Maharishi University of Management offers a range of business courses to train students to create new businesses that offer life-sustaining products and services. Issues of ethical integrity, social responsibility, and environmental sustainability are integrated into all the business courses.
Maharishi University of Management embraces the vision that business can be “green both ways,” making money and operating in harmony with Nature. Examples of green business and “natural capitalism” — often referred to as “the next industrial revolution”—are integrated throughout the MBA curriculum.

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

- **Self Sustainability** — Developing your full mental potential, physical health, and leadership abilities through Consciousness-Based education
- **Sustainable Entrepreneurship** — Creating successful “green” businesses that produce real value for society
- **Sustainable Business Solutions** — Learning techniques of continuous process improvement to sustain business success—serving the evolutionary needs of customers while eliminating waste for the business and the environment
- **Sustainable Management** — Practicing the interpersonal and organizational skills needed to successfully carry out transformational change
- **Sustainable Living** — Gaining advanced knowledge and experience in renewable energy production, renewable fuels, energy-saving devices and methods, organic agriculture, waste management, and the other principal fields of sustainable living

The MBA is a general management degree requiring a minimum of 42 graduate credits. For students with no prior study in business, the MBA includes 18 credits of additional study in the various business *functions*: managing people and organizations, accounting, finance, marketing, operations, and business law, for a total of 60 credits.

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

**Evening-Weekend MBA Program**

This program offers an opportunity for students to earn their MBA degree while working full-time in an internship position at Maharishi University of Management or with a local company. At the Fairfield, Iowa campus, these students take 25 credits per year in the evenings and on weekends rather than the normal 42 credits per year for daytime
students. By studying in the evenings, their internship work during the day becomes a form of curricular practical training for which they can get academic credit by integrating and applying the knowledge they learn in class. As a result, this program can be completed in two and a half years.

**Masters in Accounting and Business Management Program**

The Masters in Accounting and Business Management Program is one of the accelerated MBA programs offered to experienced business people. It requires seven months of intensive on-campus coursework followed by a required component of authorized, credit-bearing, Curricular Practical Training, along with continued academic coursework at a minimum of 6 credits per semester. This 53-credit program is designed for students with a strong academic background and professional experience in accounting. The course work for the MBA builds on this background and is intended to prepare students for a career as a Certified Management Accountant (CMA) or Certified Public Accountant (CPA).

**Executive MBA Program**

Like the Masters in Accounting and Business Management Program, the Executive MBA is an accelerated version of the MBA, requiring at least 50 credits, that is designed for experienced managers and policy makers. At the request of a client organization, the faculty of Maharishi University of Management can create specialized tracks of the MBA program tailored to the needs of a specific corporation, nonprofit, or public sector organization.

**Graduate Certificate Program**

A Graduate Certificate can be earned by taking 16 or more credits in one of the areas of specialization or by adding enough courses to an area of concentration to earn at least 16 credits in that area of concentration. Students may earn a Graduate Certificate after they have completed the requirements for the MBA.

**Ph.D. in Management**

The doctoral 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. program in Management 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 corporate education.

The Ph.D. in Management requires at least four semesters of full-time study. As part of the required course work, students undertake a written comprehensive exam and written and oral qualifying exam. When a student successfully completes the 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 College Composition II (WTG 192). A course in statistics (MGT 314) is a prerequisite for the Entrepreneurship 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, 52 credits of course work in business administration must be completed as follows:

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

**Required: Four courses (14 credits) in *Skills for Success in Personal and Professional Life***
- MGT 201 Business Communication Skills
- MGT 220 Principles of Economics
- MGT 314 Statistics for Business and the Environment
- one Forest Academy course (FOR 101 or higher) on a business-related subject such as Vedic Management, leadership, or creativity (2 credits)

**Required: Five courses (20 credits) in the *Business Foundations* module***
- MGT 425 Marketing Management
- MGT 430 Financial Management
- MGT 428 Business Law and Ethics
- MGT 429 Human Resource Management
- MGT 482 Management and Organization

**Required: Five courses (18 credits) in the *Entrepreneurship* module***
- MGT 346 Career Strategies (2 credits)
- MGT 402 Managing for Sustainability
- MGT 315 Financial Accounting
- MGT 404 Managerial Accounting
- MGT 432 Entrepreneurship Project

After completing at least 40 credits in the Business major, students may interview for business positions and earn internship credit of up to 16 credits of elective credit toward their bachelor’s degree. Students at Maharishi University of Management have a particular advantage in the competition for internships nationwide. The block calendar of month-to-month study makes it easy for a student to take off one or more months and work full-time on a business project at any time of the year. Such internships are an opportunity for students to apply the knowledge gained in the Business Administration major in a workplace setting.

**Graduation Requirements for the Minor in Business***

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

To graduate with a minor in government, students must complete 20 credits of course work consisting of at least 8 credits of government (GOV) courses. Eligible MGT courses are those in the following list:

• MGT 340 International Law and Global Environment
• 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 credits of course work from the following:

• GOV 280 International Relations and Peace
• MGT 405 Cross-Cultural Communication
• MVS 302 Bhagavad-Gita — Chapters 1–3
• MVS 303 Bhagavad-Gita — Chapters 4–6
• MVS 304 Application of Maharishi Vedic Science
• MVS 307 Practicum in Maharishi Vedic Science
• MVS 330 Transcendental Meditation-Sidhi Course
• SL—P101 Sustainable Global Environment
• MGT 340 International Law and Human Rights
• MGT 402 Managing for Sustainability
• MGT 403 World Peace Project
• LIT 207 The Bhagavad-Gita
• LIT 266 The Peace Film
• LIT 370 Literature and the Environment

MASTER OF BUSINESS ADMINISTRATION DEGREE

Entrance Requirements for the Master of Business Administration Degree

The Master of Business Administration (MBA) degree is offered in a Standard Format for students without specific training or work experience and in two Accelerated MBA formats that have more restrictive admission requirements and permit the completion of the degree with a lower number of total credits, typically in two years of part-time study.
MBA Standard Format
Applicants must have a bachelor’s degree. Acceptance is based upon the quality of undergraduate performance, aptitude test scores, 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 may be substituted for the TOEFL test. The Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE) is recommended but not required. Before enrolling for the first semester of the MBA, students should be familiar with principles of economics from a prior college course or from reading a Principles of Economics textbook. Knowledge of college algebra is strongly recommended for acceptance into the program. Students who do not have the prerequisite knowledge of mathematics will be required to take MGT 417 Mathematics for Business in a summer session prior to their first semester or as a foundational course.

Graduation Requirements for the MBA Degree (Standard Format)

MBA students must complete a total of 60 semester-hour credits, consisting of 18 credits to fulfill the MBA Distribution Requirement and 42 credits in specialization, concentration, university requirements, and elective courses, as follows.

University Requirement (6 or more credits)
To graduate with an MBA, students must successfully complete all general requirements for a master’s degree, including the introductory course MVS 500 Science of Creative Intelligence (4 credits) or its equivalent in the first semester at M.U.M. and one Forest Academy course (1-2 credits, designated FOR in the catalog) in each subsequent semester. (Please refer to “Degree Requirements” in “Academic Policies.”)

MBA Distribution Requirement (18 credits)
As a preparation for meeting the requirement of a specialization or several concentrations, each MBA student must demonstrate a basic competence in the foundational fields of business. This is demonstrated by having a total of 18 credits earned by taking at least 2 semester-hour credits in each of five of the following six fields:
- Marketing
- Accounting
- Financial management
- Business law and ethics
- Leadership, the management of people or organizations
- Management of operations or quality.
Students may fulfill the MBA Distribution Requirement in whole or in part by having completed equivalent undergraduate course work at an accredited university and earned a grade of at least B.

Students who have taken graduate course work in business administration at another university and have not used those credits for a degree may apply to have those credits transferred to M.U.M. and used as specialization, concentration or elective credits, up to a maximum of 18 credits.

**MBA Depth Requirement: Specialization or Concentrations** (16-18 credits)
All MBA students in the Standard Format must complete either a specialization or three concentrations. A specialization is a depth of study in one cross-functional field consisting of at least 16 credits. Examples of specialization topics are business process improvement, sustainable business, entrepreneurship, international business, public management, or industry-specific focuses such as communications & media, health care administration, and so on. Each specialization must include a seminar or capstone course in which there is a substantial requirement of research and writing. Specializations will be noted on the student’s transcript and diploma. Examples of two specialization options are shown below.

*Specialization Courses in Sustainable Business*
- MGT 402 Managing for Sustainability (4 credits)
- MGT 501 Organizational Change for Sustainability (4 credits)
- MGT 5165 Measuring and Reporting on Sustainability (2-4 credits)
- MGT 531 Sustainable Technologies (2-4 credits)
- MGT 5313 Socially and Environmentally Responsible Management (2-4 credits)
- MGT 5314 Modeling Sustainable Technologies (2 credits)
- MGT 5552 Employee Health and Wellness (2 credits)
- MGT 5681 Socially Responsible Investing (2-4 credits)
- MGT 5881 Sustainable Community Development (2-4 credits)
- MGT 5312 MBA Capstone Project (4 credits) *

*Specialization Courses in Business Process Improvement*
- MGT 518 Operations Management (2-4 credits)
- MGT 524 Statistics for Business Process Improvement (4 credits)
- MGT 567 Managing for World Class Quality (2-4 credits)
- MGT 502 Business Process Improvement (4 credits)
- MGT 509 Performance Improvement Project (4 credits)
A concentration is a depth of study in an area of business, typically in one of the business functions, beyond that which is covered in the Distribution Requirement. MBA students may fulfill the Depth Requirement by taking three concentrations of at least 6 credits each. With the prior approval of the MBA program director, MGT 598 Internship (2 credits) may apply to any concentration according to the subject of the internship report. A concentration may be taken from any of the Specialization areas listed above. Other concentrations include the following:

**Concentration Courses in Marketing**
- MGT 573 Advertising (2-4 credits)
- MGT 574 Marketing Research (4 credits)
- MGT 575 Internet Marketing (2–4 credits)
- MGT 5751 Analytics for Internet Marketing (2-4 credits)

**Concentration Courses in Human Resource Management**
- MGT 583 Mediation and Negotiation (2-4 credits)
- MGT 501 Organizational Change for Sustainability (2-4 credits)
- MGT 555 Human Resource Development (2–4 credits)
- MGT 535 Needs Analysis and Program Evaluation (4 credits)
- MGT 581 Employment Law (2-4 credits)
- MGT 5551 TM Program Teacher Training (2-4 credits; may be repeated)
- MGT 566 Human Resource Strategy (2-4 credits) *

**Concentration Courses in Financial Management**
- MGT 531 Sustainable Technologies (2 credits)
- MGT 551 Corporate Finance (2-4 credits)
- MGT 562 International Finance (2-4 credits)
- MGT 5681 Socially Responsible Investing (2 credits)

**Concentration Courses in International Business**
- MGT 529 Logistics and Supply Chain Management (1-4 credits)
- MGT 562 International Finance (2-4 credits)
- MGT 569 International Business (2-4 credits)
- MGT 579 International Marketing (2-4 credits)
- MGT 583 Mediation and Negotiation (2-4 credits)
- MGT 5859 US and International Accounting Practices (2-4 credits)

**Electives**
Elective courses may be taken from any concentration offered by the department. With the permission of the department chair, a maximum of 8 elective credits may be taken as
courses designated 400-level or above in other departments of the University or as 300-level courses in Sustainable Living.

**Electives in Sustainable Living (Fairfield, Iowa campus)**

- SL—G220 Environmental Planning and Landscaping (4 credits)
- SL—G201 Ecology (4 credits)
- SL—E201 Renewable Energy (4 credits)
- SL—G139 Sustainable Living Workshop (4 credits)
- SL—G370 Environmental Law (4 credits)
- SL—G280 Ethnobotany (4 credits)
- SL—A101 Organic Agriculture (4 credits)
- SL—G101 Permaculture Design (4 credits)
- SL—G140 Earth Systems (4 credits)
- SL—P101 Sustainable Global Environment (4 credits)
- GOV 420 Economic Analysis of Environmental Policy (4 credits)

**Accelerated MBA Programs**

Maharishi University of Management offers two accelerated MBA programs, the Masters of Accounting and Business Management, and the Executive MBA. These are designed for specific types of students who have substantial training or experience in business, management, or leadership. The accelerated MBA programs therefore have special admission requirements. These programs tend to be offered in a cohort model wherein students are admitted in a batch and take the same set of courses together. The minimum of 53 credits required in the accelerated MBA programs is typically completed in two or two-and-a-half years of study.

An accelerated MBA program has a core foundational requirement of approximately 22 credits. This ensures that the MBA graduates will have grasped each of the principal business functions—accounting, finance, operations, marketing, and human resource management—and that they are competent in the supporting fields of business law, business research, and information systems. The core also ensures that graduates understand the foundations of management in the Science of Creative Intelligence or Maharishi’s Unified-Field Based Management.

The elective portion of an accelerated MBA is approximately 28 credits and will reflect the specific needs of the target group.
Entrance Requirements for the Masters in Accounting & Business Management

Applicants must have an undergraduate degree or equivalent and at least two years of full-time paid professional work in accounting or training in accounting that includes intermediate accounting and auditing. Preference is given to students who have an undergraduate or master’s degree in accounting, finance, or business with a grade point average of 3.0 on a 4.0 scale or second division rank. English proficiency is required and will be assessed by the Maharishi University of Management Admissions Office. Applicants who do not demonstrate English fluency will be required to take the TOEFL test and score at least 550 (paper-based) or 213 (computer-based) if a student’s native language is not English. The Graduate Management Admission Test (GMAT) is not required but is highly recommended.

Graduation Requirements for the Masters in Accounting & Business Management

To graduate with an MBA degree under this option, students must successfully complete all general requirements for a master’s degree including Research in Consciousness. (Please refer to “Degree Requirements” in “Academic Policies.”) Degree requirements for the Masters in Accounting and Business Management Program are a minimum of 53 credit credits, plus participation in the Research in Consciousness program.

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

Students need a minimum of 53 credits of academic credit across the three elements as follows:

• Foundational Studies (18 credits)
The Science of Creative Intelligence (4 credits), MBA Forest Academy (2 credits), and at least 10 credits covering at least five of the six foundational subjects in business administration, i.e., marketing, accounting, finance, operations, information systems, and human resource management. In addition, students will take a course in Career Strategies (2 credits) that will train students about what they need to secure a curricular practical training position.
• **Advanced Studies (26 credits)**
Students are encouraged to study for the four parts of the CPA exam (16 credits) or the two parts of the CMA exam (8 credits). Additional advanced courses include finance, industry analysis, business process improvement, and lean accounting.

• **Practicum (9 credits)**
At least 9 credits of MGT 591 Practicum Away coincident with curricular practical training (CPT) in a full-time accounting-related position.

The Department of Business Administration offers two specialization tracks for graduates and for students currently enrolled in the Masters in Accounting & Business Management (AccMBA). Students may choose between a “Specialization in Lean Accounting” or a “Post-graduate certificate in Lean Accounting” depending on whether they have completed their graduation requirements for the AccMBA.

The Lean Accounting specialization requires 12 credits of academic course work, after completing the regular AccMBA degree requirements. No additional on-campus study is required. The program is one year in length and curricular practical training (CPT) will be authorized for that length of time. Specialization students will not graduate until they have completed the required 12 credits of distance education courses.

**The Post-Graduate Certificate Program in Lean Accounting**

This certificate program is open to anyone holding the Masters in Accounting & Business Management (AccMBA) degree from MUM. Candidates must have already graduated or have completed all AccMBA degree requirements and be eligible to graduate at the next graduation date. The Post-Graduate Certificate program is one year in length and requires 12 credits of coursework (from the six courses listed below) and at least 8 credits of authorized Curricular Practical Training (CPT) during which the student will participate in a project to implement lean accounting innovations in the workplace.

To complete the Certificate, 12 credits from the following six courses are required. (Each semester three courses will be offered on a rotating basis.) It is advised that students complete all six courses in two successive semesters.

- MGT 5853 Systems for Developing Organizational Excellence (2 or 4 credits)
- MGT 5854: Lean Management Principles (2 credits)
- MGT 5855 Lean Accounting I (2 credits)
- MGT 5856 Lean Accounting II (2 credits)
- MGT 5857 Cases in Lean Management and Accounting (2 or 4 credits)
- MGT 5858 Implementing Lean Accounting in Organizations (2 or 4 credits)
• Students are required to take MGT 5858 in conjunction with duly authorized CPT where they actively participate in a kaizen event to implement process improvements in some aspect of an accounting system, and submit a final paper describing the event process and its outcome.

**Entrance Requirements for the Executive MBA Program**

Applicants must have an undergraduate degree or equivalent and at least three years of managerial or professional work experience, preferably including at least one year supervising employees. GMAT or equivalent entrance test is recommended but not required. Acceptance is based upon the quality of prior academic performance and other forms of professional development, ability to work well with others, and achievements in one’s profession. English proficiency is required and will be assessed by the Maharishi University of Management Admissions Office. Applicants who do not demonstrate English fluency will be required to take the TOEFL test and score at least 550 (paper-based) or 213 (computer-based) if a student’s native language is not English.

**Graduation Requirements for the Executive MBA Program**

To graduate with an MBA degree under this option, students must successfully complete all general requirements for a master’s degree. (Please refer to “Degree Requirements” in “Academic Policies.”) The Executive MBA program is typically designed for a specific client or for a particular type of participant. As such, it is offered as a cohort program in which all elective options are rare. For the Executive MBA, participants must complete 50 credits of course work as follows:

**MBA Distribution Requirement** (18 credits)
Consistent with the nature of the MBA as a general management degree, each Executive MBA participant will achieve a basic competence in the foundational fields of business. This is demonstrated by having a total of 18 credits earned by taking at least 3 semester-hour credits in each of five of the following six fields:
- Marketing
- Accounting
- Financial management
- Business law and ethics
- Leadership, the management of people or organizations
- Management of operations or quality.

**Courses Emphasizing Personal Development** (8 credits)
- MGT 5001 Success Without Stress (2 credits)
- MGT 510 Natural Law Based Leadership (2 credits)
and any courses designated FOR (1-2 credits each).
Depth Requirement—Specialization Courses (16 credits)
Specialization courses are drawn from the general course catalog or are developed as needed according to the interests of the group taking the Executive MBA.

Other Courses (8 credits)
Courses outside the specialization, or deeper study within the specialization, may be offered in the Executive MBA.

PH.D. IN MANAGEMENT DEGREE

Entrance Requirements for the Ph.D. Degree in Management

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

• MBA, master’s degree in a business-related field, or a master’s degree and substantial business-related work experience
• GMAT or GRE exam
• A substantial research paper as evidence of academic writing. The paper may have been submitted for required course assignments or thesis in the student’s master’s degree program. This should be a paper written by the student alone, not a project by a team of students. Such writing samples may be accepted as substitutes for scores on 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 the following degree requirements.

Core Management Courses (14 credits, all 4 courses are required)
• MGT 601 Organizational Behavior Theory and Research
• MGT 606 Socially and Environmentally Responsible Management
• MGT 607 Assessment and Evaluation
• MGT 655 Human Resource Development

**Research Methods (24 credits, 6 courses;** a maximum of one course may be waived by prior study; additional courses may be required by the dissertation adviser as appropriate to the student’s research)

• MGT 524 Data Analysis for Managers (4 credits)
• MGT 630 Analysis of Variance (4 credits)
• MGT 631 Multiple Regression Analysis (4 credits)
• MGT 632 Causal Inference in Quasi-Experiments (4 credits)
• MGT 635 Experimental Research Design (4 credits)
• MGT 636 Qualitative Research Design (4 credits)

**Professional Development (4 credits)**
• MGT 692 Seminar in Writing (2 credits)
• MGT 693 Seminar in Teaching (2 credits)

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

**Qualifying Examinations and Dissertation Research (22 credits minimum)**

• MGT 689 Preparation for Comprehensive Examination (4 credits, may be repeated for credit until the comprehensive examination is completed)
• MGT 690 Preparation for Qualifying Examination (4 credits, may be repeated for credit until the qualifying examination is completed)
• MGT 700 Preparing the Dissertation Proposal (4 credits, may be repeated for credit until dissertation proposal is accepted)
• MGT 701 Dissertation Research (2.5 credits per block; may be repeated for credit until dissertation is completed)

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

Graduation Requirements for the Bachelor of Arts Degree in Business in Conjunction with the International Program Site in Beijing, China

To graduate with a B.A. in Business, students must successfully complete 128 credits of course work, including credits for Development of Consciousness. These credits include course work accepted for transfer credit from our collaboration partner in Beijing, Overseas Chinese College (OCC) of Capital University of Economics and Business. The requirements for the Business major are the same as those described above in this chapter of the catalog: At least half of the credits for business courses in the B.A. must be taught by Maharishi University of Management.

The program is designed for students to complete the B.A. in business at M.U.M.’s campus in the United States. Part of the M.U.M. program may be offered at the campus of OCC in Beijing. The general education graduation requirements for this program are the same as for other students attending Maharishi University of Management USA, as published in the Academic Policies chapter of this catalog.

Transfer credit from OCC will be applied to the M.U.M. degree according to the following policies. The maximum transfer credit for two years of study at OCC is 70 credits. Of these credits, a maximum of 20 credits can be counted for courses from OCC’s English department.

In some cases, students may need further study of English as a Second Language when enrolling with M.U.M., which may delay completion of their degree requirements.

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 credits)
MGT 201 Business Communication Skills: Creating a Frictionless Flow of Communication between Sender and Receiver through Effective Presentations and Writing

Effective communicators are skilled at both informing and inspiring other people. This course provides instruction and practice in making oral and written presentations based on the principle that ideal communication is a frictionless flow that nourishes both sender and receiver. Topics include word processing and presentation software; library and Internet research skills; oral presentations; writing letters, reports, proposals, and manuals; and the principles of ideal communication. (4 credits) Prerequisites: WTG 192

MGT 203 Personal Finance

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 credits) Prerequisite: MATH 153 or MATH 170

MGT 314 Statistics for Business and the Environment: Discovering the Orderly Patterns and Relationships at the Basis of Nature’s Functioning

Statistics offers powerful quantitative tools based on the underlying orderliness of Nature to support improved decision-making in business and environmental management. Statistics is the art and science of finding meaningful patterns and relationships in data (data analysis), generating useful data (data production), and drawing valid conclusions from data (statistical inference). In this course you will learn how to use key graphical and numerical tools of data analysis, how to effectively present your findings, and evaluate the validity of your conclusions. Environmental applications and case studies will be emphasized. Topics include: graphical and numerical tools for summarizing and describing data, modeling data with probability distributions, sampling and surveys, designing experiments, hypothesis testing for means and proportions, correlation analysis, and modeling relationships using regression analysis. (4 credits) Prerequisite: MATH 153 or equivalent.
MGT 315 Financial Accounting: Using the Self-Referral Mechanism of Financial Statements to Structure an Organization’s Progress and Prosperity
Accounting systems provide financial information to guide management planning, decision-making, and control. Financial statements are essential for reporting to management, stockholders, creditors, and the government. Topics include fundamentals of bookkeeping, internal control, generally accepted accounting principles, inventory valuation, receivables and payables, depreciation, amortization, stocks and bonds, inflation accounting, and the interpretation and analysis of financial statements. (4 credits) Prerequisite: MATH 153, MATH 170, or MGT 314

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

MGT 399 Directed Study
(variable credits) Prerequisite: consent of the department faculty and the Academic Standards Committee

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

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

**MGT 403 World Peace Project: Applying the *Consciousness-Based* Approach to Peace**

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

**MGT 404 Managerial Accounting: Creating Self-Referral Feedback Mechanisms to Provide Data for Informed Decision-Making**

This course provides analytic tools and techniques to assist management in planning, decision-making, and control. Topics include cost-volume-profit analysis, manufacturing costs, job order and process costing, standard costing and variance analysis, variable and full costing, fixed and flexible budgets, responsibility accounting, direct and absorption costing, and the behavioral implications of management accounting systems. (4 credits)

*Prerequisites:* MGT 315 or MGT 426 and MGT 314

**MGT 405 Cross-Cultural Communication: Understanding and Appreciating Differences to Create a Frictionless Flow of Communication**

Ever increasing globalization makes it imperative that students understand the different cultures in their world. This course provides frameworks useful in classifying cultures and understanding cultural norms and traditions. Analyzing case studies and participating in workshops and presentations enable students to establish patterns of behavior that facilitate cross-cultural communication. (2–4 credits)

**MGT 408 Preparation for Professional Examination**

Examinations administered by professional associations provide a standard assessment of learning in specific professional areas. This course provides an opportunity for students to review the material covered by specific professional examinations and to practice taking sample examination questions. (4 credits)
MGT 414 Taxation: Calculating the Individual and Corporate Contribution to Government Activities to Bring Fulfillment to the Goals of Society
State and federal taxation are instruments of social policy. The principles of taxation must be considered in the planning and decision-making process of every organization whether profit or nonprofit. This course surveys basic tax concepts and their use in individual and organizational tax planning. Topics include social policy implications of taxation, concepts of income, tax reporting, taxpaying entities, deductions, property transactions, and gain or loss recognition. (2–4 credits) Prerequisite: WTG 192, MGT 220

MGT 418 Sustainable Economics: Increasing the Flow of Wealth through Attunement with the Laws of Nature
Many of the old models used in both micro and macroeconomics are based on a world view that is not sustainable. Students will learn the new models that are emerging as the standards for life in a sustainable civilization—these include local living economies, alternative monetary systems, ecological economics, other forms of capital such as environmental, human, social and organizational. Students will use these concepts to design a society that mimics nature and does not consume and discard the resources upon which true wealth is based. (4 credits) Prerequisite: MGT 220

MGT 422 Business Economics: Achieving Prosperity and Progress by Unfolding the Full Potential of Creative Intelligence
The aim of this course is to prepare the student to analyze the functions of business that depend on economic analysis, principally marketing, finance, operations management, and strategic management. At the completion of this course, students should understand rational economic decision making and have a special appreciation for human resource development as the basis for unleashing the economic potential of firms and nations. (4 credits) Prerequisite: MGT 220

MGT 425 Marketing Management: Creating a Positive Influence to Attract, Satisfy, and Retain Customers
Marketing is the process of creating exchanges that satisfy individual and organizational objectives. Topics include consumer behavior, market research, market segmentation, competitive positioning and strategy, advertising, pricing, distribution and channel management, selling techniques and sales force management, and new product development. Students conduct an industry analysis and write the marketing section for their business plan. (4 credits) Prerequisites: MGT 200, MGT 314 and WTG 192
MGT 428 Business Law and Ethics: Learning to Act in Accord with Natural and National Law — Supporting Business Interactions through Contracts, Torts, and Agency Law

Law is a tool of progress. It creates the legal form of the business and enables business people to communicate clearly. It facilitates their commercial relationships and averts problems before they arise. Familiarity with business law and the natural laws upon which it is based promotes success for the individual and society. Topics include contracts, torts, agency, bankruptcy, secured transactions and property (real, personal, and intellectual property.) Students learn to select the most appropriate form of organization for their business and draft simple contracts. (4 credits) Prerequisite: MGT 200

MGT 429 Human Resource Management: Designing Systems to Attract, Retain, Motivate, and Nurture the Organization’s Most Precious Resource

People are an organization’s most important asset. Success comes from organizing and managing people to produce the products and services that customers value. This survey course exposes students to the full array of human resource functions: human resource planning, recruitment and selection, training, performance management, compensation, unions, and upholding employer/employee rights and responsibilities. The students become familiar with the role of human resource department staff in designing human resource systems, as well as the critical role line managers and supervisors play in using these systems effectively to attract, retain, and motivate employees. Students also design a comprehensive human resource section for their business plan. (4 credits) Prerequisite: MGT 200

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 will develop capital requirements, plan the raising of capital, and develop a cash flow design for their business plan project. (4 credits) Prerequisites: MATH 153, MGT 315
MGT 432 Entrepreneurship Project: Integrating the Principles of Management to Start a Sustainable Business
This capstone course enables entrepreneurs or intrapreneurs to dynamically integrate the knowledge of the Entrepreneurship Module in the creation of their business plan to manifest their intention. Students evaluate sample business plans, review and give feedback on classmates’ business plans, and revise and present their own business plan to faculty and mentors. (4 credits) Prerequisites: MGT 200, MGT 404, MGT 425, MGT 430, and WTG 192

MGT 440 Intermediate Accounting 1: Developing Broad Comprehension of Accounting Principles and Sharp Focus in their Application for an Accurate Financial Statement
MGT 441 Intermediate Accounting 2
MGT 442 Intermediate Accounting 3
This course sequence provides a technical analysis of how generally accepted accounting principles (GAAP) are applied in the presentation of published financial statements. The interplay of government, the accounting profession, and the conceptual framework of accounting at the basis of formulating GAAP demonstrate how collective consciousness interacts within itself to create steps of social evolution. References are made to technical statements and pronouncements that are the sources of GAAP, covering a variety of specific topics such as accounting for leases, pensions, and inter-period income tax. (4 credits) Prerequisite: 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
MGT 446 Auditing 2
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 credits) Prerequisite for MGT 445 is MGT 442. Prerequisite for MGT 446 is MGT 445.

MGT 449 Accounting Applications: Using Computerized Accounting Systems to Do Less and Accomplish More
Modern financial management utilizes computerized accounting packages for efficient record keeping, safeguarding of assets, customer service, and financial analysis. This
course reviews current computerized accounting packages and applies them to case situations. (2–4 credits) **Prerequisite:** MGT 315

**MGT 450 Leadership: Intelligence Gives an Evolutionary Direction to Change**
The qualities and principles of ideal leadership are identified, examined and developed through the examples of great leaders in history. This course provides the opportunity to measure how a dynamic executive in either the public or private sector can apply the principles of Management by Natural Law. (4 credits) **Prerequisites:** MGT 200, MGT 482.

**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 credits) **Prerequisites:** MGT 315, MGT 314, MGT 430

**MGT 462 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 credits) **Prerequisite:** MGT 430

**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 credits. (4 credits) **Prerequisite:** MGT 442
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 credits)
Prerequisites: MGT 420 and MGT 430

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 credits)

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 credits)
Prerequisites: MGT 425 and MGT 314, WTG 192

MGT 478 Advertising: Promoting 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 credits) Prerequisite: MGT 425

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 credits)

Prerequisite: MGT 200

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

MGT 494 Investment Management: Profiting from the Principle That the Nature of Life Is to Grow
Successful investing provides enormous rewards in terms of freedom and financial security. Investing is a process of using capital or money to increase individual or corporate net worth. Topics covered include how to use equity and debt securities, options and futures, and modern portfolio theory to develop strategic and tactical capabilities. Students will create a model portfolio based on both fundamental and technical analyses of current and historical market conditions and will read books from leading investors and benefit from guest lecturers. Prerequisite: MGT 430

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

MGT 499 Directed Study
(variable credits) Prerequisite: consent of the department faculty
Graduate Courses

MGT 5001 Success Without Stress: Managing Oneself to Engage the Managing Intelligence of Nature
This course introduces participants to the fundamental themes in the MBA program. We locate the source of every person’s creative intelligence in the most settled state of their consciousness and learn, through understanding and direct experience, how the full potential of consciousness can be unfolded in a simple and natural manner. We explore the implications for innovative thinking, personal health, interpersonal behavior and coherence in organizations and society. Key ideas in the course are grounded in empirical research and illuminated by the unified understanding of Natural Law that is emerging from modern physics. (2 credits)

MGT 501 Organizational Change for Sustainability: Creating an Ideal Society
Leadership means accomplishing through others. Implementing successful change in organizations requires process skills in facilitating the performance of individuals and teams. The development of coherence in the collective consciousness of the organization provides for frictionless flow of communication and implementation. Topics include 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 credits)

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

Prerequisites: MGT 427, MGT 524, and MGT 567.
MGT 503 Global Strategic Management: Broadening Awareness to Think Globally and Act Locally
Almost all product markets are now affected by global competition. This course presents the main ideas of strategic thinking in a global context. Students apply the concept of competitive advantage to nations as well as firms. They look at market segmentation worldwide, not just in their home environment. They see supply chains reaching around the globe, and they look at the development of knowledge within countries as the basis for economic development and the globalization of purchasing power. (2–4 credits)
Prerequisites: MGT 404, MGT 425, MGT 430

MGT 5041 Creating an Ideal Society through the Science and Technology of Consciousness: Scientifically Validated Programs to Enrich All Areas of Individual and National Life
This course provides understanding of how the Science and Technology of Consciousness provides a practical, effective, scientifically validated body of knowledge that can help fulfill the highest ideals of individual and national life, including: • unfolding their inner creative potential and developing total brain functioning, students can achieve their own goals and contribute fully toward the highest goals of national life • gaining holistic health and a society free from disease and weakness • developing cultural integrity and social integration for peace in the nation • promoting well-being through Natural Law-Based agriculture and architecture • and achieving national prosperity through enlivening creativity in national consciousness. (2 credits)

Knowledge is the basis of action, action is the basis of achievement, and achievement is the basis of fulfillment. This course surveys the fundamental knowledge of management through the key ideas of the various business functions as they relate to the holistic knowledge of the Unified Field of Natural Law, which is the essence of all disciplines. Students experience the integration of marketing, finance, operations, accounting, and human resources either by managing a computer-simulated business over eight “years” or by researching a company. Understanding of that experience comes through readings, lectures and class discussions. (2 credits)

MGT 509 Performance Improvement Project: Business Activity in Accord with Nature’s Law of Least Action
Students will learn the practical and managerial skills for implementing sustainability through value based process improvement in both large and small organizations. The course is based around implementing Lean Thinking in real world situations. Students
will act as junior consultants under the guidance of experienced faculty. They will learn to define value from the perspective of all the stakeholders, how to map value streams, identify waste, and facilitate Kaizen-based process improvement events. They will assist with all aspects of policy deployment, which ensures that the ongoing process improvement reflects strategic business objectives while shifting the organization towards full sustainability. (4 credits) **Prerequisite:** MGT 502

**MGT 510 Natural Law-Based Leadership: Developing Higher Consciousness for Greater Responsibility and Leadership**

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

**MGT 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. (2–4 credits)

**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 Law that underlie them. (2–4 credits)

**MGT 5131 Taxation: Calculating Individual and Corporate Contributions to Government Activities to Bring Fulfillment to the Goals of Society**

State and federal taxation are instruments of social policy. The principles of taxation must be considered in the planning and decision-making process of every organization whether profit or nonprofit. This course surveys basic tax concepts and their use in individual and organizational tax planning. Topics include social policy implications of taxation, concepts of income, tax reporting, taxpaying entities, deductions, property transactions,
and gain or loss recognition. Students explore this course in the light of the relationships between man-made, national laws and the eternal principles of Natural Law that underlie them. (4 credits)

**MGT 515 Financial Accounting: Using the Self-Referral Mechanism of Financial Statements to Structure an Organization’s Progress and Prosperity**
Accounting systems provide financial information to guide management planning, decision-making, and control. Financial statements show the current standing and recent activities of the firm to management, stockholders, creditors, and the government. Topics include the fundamentals of bookkeeping and generally accepted accounting principles applied to inventory valuation, receivables and payables, depreciation of physical assets, amortization of loans, and stocks and bonds, with implications for the interpretation and analysis of financial statements. (2–4 credits) *Prerequisite:* MATH 153

The course explores the fundamental laws of nature that structure success in financial accounting. Content covered includes knowledge of alternative business organizations, economic concepts, financing and working capital, information technology, and management accounting. Topics covered in CPA Exam Part 1. (4 credits) *Prerequisite:* MGT 442

**MGT 5152 Auditing for Financial Accountants: Utilizing the Principle of the Second Element to Verify Financial Statements**
As independent auditors, CPAs verify the fairness of corporate financial statements and thereby enhance the confidence of those making investment decisions. Auditors play the role of the Second Element by dispelling doubts about the truthfulness of financial statements. Topics include audit engagement planning, verification and testing of internal controls, and evidence sampling, collection and testing. In addition, the various types of audit report formats are examined. Topics covered in CPA Exam Part 2. (4 credits) *Prerequisite:* MGT 442

**MGT 5153 GAAP for Financial Accounting: Reflecting Collective Coherence in the Field of Accounting**
Students explore and gain the knowledge of generally accepted accounting principles (GAAP) for business enterprises, not-for-profit organizations, and governmental entities, and the skills needed to apply that knowledge. GAAP is seen as a reflection of collective consciousness that specifies rules for financial reporting. Topics covered in CPA Exam Part 3. (4 credits) *Prerequisite:* MGT 442
MGT 5154 Ethical & Regulatory Environment for Financial Accountants: Following the Path to Right Action
Man-made laws are created to restore the path to right action and meet social needs. In this course, students gain knowledge of legal and ethical responsibilities required for professional accountants. Topics include business law concepts (such as contracts and agency) as well as specific laws (such as the Sarbanes-Oxley Act). In addition, the course covers federal taxation for individuals, partnerships and corporations. Topics covered in CPA Exam Part 4. (4 credits) Prerequisite: MGT 442

MGT 5155 Lean Management and Organizational Excellence: Utilizing Nature’s Principle of Least Action to Improve Organizational Performance and Productivity
This course examines key principles and methods of creating and sustaining performance excellence in both service and manufacturing organizations through application of the “Lean Enterprise” and “Lean Six Sigma” performance-improvement systems. Best practices of world-class companies will be examined through readings, case studies, and management simulations. Topics include: principles and practices of lean management as developed by Toyota; Lean Six Sigma; value stream mapping; simplifying business processes and reducing the seven types of waste; identifying performance metrics; kaizen events and other approaches to business process improvement; lean accounting; application of lean management to environmental management and sustainability. (4 credits)

MGT 516 Managerial Accounting: Creating Self-Referral Feedback Mechanisms to Provide Data for Informed Decision-Making
This course provides analytic tools and techniques to assist management in planning, decision-making, and control. Topics include cost-volume-profit analysis, manufacturing costs, job order and process costing, standard costing and variance analysis, variable and full costing, fixed and flexible budgets, responsibility accounting, direct and absorption costing, and the behavioral implications of management accounting systems. (2–4 credits) Prerequisites: MGT 515

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

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

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

**MGT 5163 Preparation for Certified Public Accountant Exam**

(4 credits, may be repeated for up to 16 credits)

**MGT 5165 Measuring and Reporting on Sustainability: Attention Enlivens Action in Accord With Natural Law**

The new goal of sustainability requires new metrics for measuring and reporting its achievement. This course reviews measures used in “triple bottom line” reporting, carbon footprint assessment, the Global Reporting Initiative, the ISO 14001 environmental management standard, and the exemplary efforts of individual firms such as Wal-Mart’s Sustainability Index. (2–4 credits)

**MGT 517 Data Analysis for Managers: Harnessing nature’s organizing power by using computer technology to support decision-making**

The tools of managerial data analysis enable managers to transform raw data into useful knowledge of business performance in every functional area of business by identifying meaningful patterns and relationships in business data. Increased knowledge of business processes provides a foundation for improved business decision-making and enhanced business performance. Topics include: principles of statistical thinking for management; numerical and graphical tools for describing and analyzing business data; applications of probability and probability distributions; hypothesis testing for business decision-making; applied multiple regression for analyzing business performance and operations through case studies using real data. (2–4 credits) *Prerequisite:* MATH 153 or MATH 170
MGT 518 Operations Management for Sustainable Business: Managing an Organization’s Inputs, Transformations, and Outputs to Structure Automation in Administration
Operations management is concerned with the process of transforming inputs into higher-value outputs with maximum efficiency. Topics include process design; quality management and control; lean production; supplier certification; capacity planning, facilities, and scheduling; and inventory management including materials requirements planning. Students research facility and personnel requirements, along with production and delivery plans including milestone dates for their business plan. (2-4 credits)
Prerequisite: MATH 153, MGT 404

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

MGT 5202 The National Economy: Adapting Economic Principles to Maintain Cultural Integrity
This course introduces managers to the dynamics of the national economy as it affects business activity and as it is influenced by business and governmental decisions. Topics include aggregate supply and demand analysis; fiscal and monetary policy; money and banking; the business cycle and macroeconomic forecasting; economic growth; international economic relations; and national economic development. (2 credits)

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 trees for choice under uncertainty. Models are typically solved using Microsoft Excel. (2–4 credits) Prerequisite: MGT 517

MGT 5232 Accounting for Decision Makers
Principles of financial and managerial accounting are treated in this course from the perspective of the manager who uses accounting reports rather than the accountant who creates them. The course focuses on the interpretation and analysis of financial statements, generally accepted accounting principles as reflected in the audit process and
audit standards, internal control mechanisms, standard costing and variance analysis, cost-volume-profit analysis, and budgeting. (2–4 credits)

**MGT 524 Statistics for Business Process Improvement: Knowledge has Organizing Power**
Students will learn key principles of data analysis and statistical thinking that underlie contemporary management approaches to improving business performance and quality through business process improvement, such as the Six Sigma and Lean Six Sigma system employed by leading companies worldwide. Topics include: review of one- and two-sample hypothesis tests for means and proportions, quantifying process performance using process capability analysis, statistical process control, modeling relationships between process variables using bivariate and multiple regression, and introduction to two-level factorial experiments for improving business performance. (4 credits)
*Prerequisite:* MATH 153 and MGT 517 or equivalent.

**MGT 528 Legal and Social Environment of Business: Action in Accord with Natural and National Law**
Law guides progress in business. It creates the legal form of the business and enables business people to communicate clearly. It facilitates their commercial relationships and averts problems before they arise. Familiarity with business law and the natural laws upon which it is based promotes success for the individual and society. This course reviews the essential concepts of business law and ethics as managers encounter them. Topics include contracts, torts, agency, bankruptcy, secured transactions, and real, personal and intellectual property. (2–4 credits)

**MGT 529 Logistics and Supply Chain Management: Creating the Whole that is More than the Sum of Its Parts**
In recent years, companies have broadened their focus from internal process improvements to inter-organizational improvements in logistics and communications along the supply chain. With particular attention to issues in international supply chains, this course covers the logistics of transportation and distribution; Internet-based information systems for order placement, tracking and delivery; metrics for evaluating supply chain performance; and methods for “greening” the supply chain. (2–4 credits)
*Prerequisite:* MGT 518 or equivalent.

**MGT 531 Sustainable Technologies: Manifesting the Channels of Wholeness**
Students explore the rapidly growing field of emerging technologies for renewable energy, transportation, construction, and waste treatment—in order to select one that they will go deeply into during their capstone project. (4 credits)
MGT 5311 Seminar in Sustainable Business: Source, Course, and Goal of Knowledge
This course is one of the capstone options for the Sustainable Business specialization. Students read on a subject of their choice under the guidance of the professor and present the results of their research orally to the class in stages during the course and in a final written report to the professor. (4 credits)

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

MGT 5313 Socially and Environmentally Responsible Management: Developing Inner Intelligence to Promote Socially Responsible Action
An increasing number of organizations are concerned about social and environmental responsibilities in the context of sustainable development, and are interested in developing tools to improve their performance and accountability in these areas. This course introduces students to these issues with emphasis on current research in these fields. The key to sustainable progress is to align individual and collective consciousness with total Natural Law available in the Self of everyone. Topics include business ethics, stakeholder influences, corporate social responsibility, environmental management, natural capitalism, triple bottom line reporting. (2–4 credits)

MGT 5314 Modeling Sustainable Technologies: Knowledge is the Basis of Action
Any business proposal involving sustainable technologies must analyze the performance and economics of the technology. This course trains the student in the use of software tools, such as RETscreen for modeling sustainable technologies. (2 credits)

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

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 credits)

MGT 5401 Enterprise Resource Planning
In this course, business students learn how Enterprise Resource Planning (ERP) systems permit integration of business functions into one seamless information system. Students receive in-depth training as business functional analysts in finance and control through a specific ERP software application. They will learn a five-step ERP implementation methodology: project preparation, business blueprint, realization, final preparation, and implementation. Then, students apply what they have learned to a business scenario via a simulation. Students experience how business process mapping provides the fundamental, integrated intelligence for all ERP systems. (4 credits). Prerequisite: Managerial Accounting at the level of MGT 404 or 5232.

MGT 541 Management Information Systems: Utilizing the Principle That Action Anywhere Is Felt Everywhere
Students explore basic concepts of accounting system design and development, including terminology related to systems, networks, electronic commerce, and ERP systems. This course develops hands-on skills with software programs utilized by management accountants including Excel spreadsheets, Access databases and PowerPoint presentations. Students will learn advanced tools such as how to use Excel pivot tables, a technique for extracting and analyzing data with greater insights. (2–4 credits)
MGT 548 Electronic Commerce
The Internet is a platform for communication that is instantaneous, nearly costless, and can reach both large populations and narrowly targeted groups. This changes the way firms work with their customers, their supply chains, and even their internal operations, and it creates opportunities to measure the effectiveness of tactics as never before. This course surveys server and hosting options, network and telephony protocols, markup languages, Web development tools, and electronic commerce packages and analyzes the current best practices in distribution, pricing, and product customization made possible through electronic commerce. 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 credits) Prerequisite: MGT 430

MGT 550 Financial Management: Intelligently Directing the Flow of Funds to Achieve the Organization’s Strategic Goals
Financial management provides an intelligent direction to the flow of funds for maximizing firm value. This course introduces techniques and concepts necessary to effectively manage the financial resources of any organization in order to achieve strategic goals. Topics include the time value of money, stock and bond valuation, the CAPM model of risk and return, capital investment decisions, the analysis of financial statements, and cash flow forecasting, and the sources of funding for a business. (2–4 credits) Prerequisites: MATH 153, MGT 515

MGT 5502 Financial Management: Intelligence Gives an Evolutionary Direction to Change
This course for experienced managers reviews the basic ideas of discounted cash flow analysis and then covers Sharpe’s CAPM explanation of investors’ expected rate of return with applications to share pricing and share issuance. Principles of financial decision-making and capital budgeting are taught using cases and examples. (2 credits) Prerequisite: MATH 153

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 credits)  

**MGT 555 Human Resource Development: Unfolding the Full Potential of the Individual**  
The development of human resources is the most significant responsibility of managers in the knowledge economy. This course surveys the practices of employee training and development, examines research on ways to unfold the creative intelligence of personnel, and looks at the higher stages of human development required for higher levels of managerial responsibility (2-4 credits).  

**Prerequisite**: MGT 429  

**MGT 5551 Transcendental Meditation Program Teacher Training**  
This course comprises the Transcendental Meditation Program Teacher Training Course, providing the knowledge and experience of consciousness as the basis of life and preparing one to present the knowledge to others. It also gives an opportunity for personal development through deeper personal experience of the Unified Field of Natural Law and understanding of the Science of Creative Intelligence. Participation in the course does not automatically qualify a student to graduate as a teacher of the Transcendental Meditation program. Further training and fieldwork may be needed before graduation as a teacher. (variable credits)  

**Prerequisites**: STC 108/109 or FOR 500 and other prerequisites as established by MVED  

**MGT 5552 Employee Health and Wellness: The Basis for Success and Fulfillment**  
The current popularity of employee wellness programs demonstrates that corporate decision makers have a growing understanding of the connection between behavior, health and productivity. This course will review best practices of assisting employees to improve diet, increase exercise, reduce substance abuse and overcome the harmful effects of stress. The course will also examine the effect that such programs can have on the overall health of the company. (2 credits)  

**Prerequisite**: MGT 429.  

**MGT 561 Compensation and Benefits**  
This course introduces students to organizational compensation, reward, and benefit programs and the theories of employee behavior used in their design and implementation. Topics include techniques to address external competitiveness (e.g., wage surveys, pay policies), internal consistency (e.g., work analysis and evaluation), recognition of employee contributions (e.g., individual and group merit programs), system administration (e.g., policies and communication), required and optional benefit programs (2–4 credits).  

**Prerequisite**: MGT 429.
MGT 562 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 credits)

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 a competitive advantage. Students learn about the processes that explain work behaviors, and how to promote behaviors to implement focused business strategy using staffing, development, and reward systems. The course shows how development of individual and collective consciousness produces effective HRM. Case studies and HR planning exercises relate the course to the students’ business goals. (2–4 credits)

MGT 567 World-Class Quality and Performance: Improving Quality and Performance through Improving the Quality of Brain Functioning of Every Manager
In this course students learn key principles and concepts that underlie contemporary management approaches to analyzing business processes, improving business performance and quality, increasing customer satisfaction and loyalty, and promoting sustainable continuous improvement. These approaches include the “Lean Enterprise” approach developed by Toyota and the Six Sigma system for reducing defects and improving business performance. Best practices by world-class companies will be examined through readings and case studies. Applications to environmental management and sustainability will be emphasized. Topics include: the contribution of Deming, Juran, and other quality management pioneers; building customer satisfaction and loyalty through improved quality and performance; human resource management in world-class companies; process management and analysis; tools for business process improvement; best practices in managing for sustainability; building and sustaining organizations committed to world-class quality and performance. (4 credits) Prerequisite: MGT 518

MGT 568 Advanced Investment Practices: Profiting from the Principle That the Nature of Life Is to Grow
Successful investing provides enormous rewards in terms of freedom and financial security. This course presents modern portfolio theory and covers how to evaluate equity and debt securities, real estate, and commodities, and how to use insurance, options, and
futures to hedge risk. Students create a model portfolio based on both fundamental and technical analyses of current and historical market conditions. (2–4 credits) Prerequisite: MGT 430

MGT 5681 Socially Responsible Investing: Guiding Resources Toward Sustainable Business
Socially responsible investing screens companies according to their industry and operational practices, looking for the businesses that will be sustainable in the long run. This introductory course reviews the basics of investment analysis, examines the philosophy that money is colored by how it is earned, and reviews the practices and performance of socially responsible investment funds. (2–4 credits) Prerequisite: MGT 430

MGT 569 International Business: Broad Comprehension and Fine Focus to Think Globally and Act Locally
This course explores the issues of marketing, finance, and management as they exist in the international business environment for both a multinational corporation and single businessperson. 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 through lectures and cases. (2–4 credits) Prerequisite: MBA standing.

MGT 570 Business Analysis for Management Accountants: Developing the Ability to Shift Attention from Analysis to Synthesis
Enlightened managers easily move from broad awareness of strategic issues to the fine points of operational business decisions. In this course, students exercise the swing of their awareness by working case exercises in economics, global business issues, internal controls, analytical decision-making, and financial statement analysis. A survey of subjects covered in part 1 of the CMA examination. (4 credits) Prerequisite: MGT 404

MGT 573 Advertising: The Flow of Information from Producer to Buyer
This course explores the approaches to effective advertising necessary to achieve 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 credits). Prerequisite: MGT 425.

MGT 5731 Seminar in Communications and Media: Distributing Knowledge Through the Process of Knowing. In this capstone course for the specialization in Communications and Media, students pursue a research project under the guidance of the
professor and present their learning regularly to the class in a seminar format. (2–4 credits)

**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. (2–4 credits)
*Prerequisite:* MGT 425

**MGT 575 Internet Marketing**
This course presents the core aspects of marketing online, including usability oriented site architectures, pay per click campaigns, search engine optimization, social media and content strategies. Students develop a working website to demonstrate mastery of these concepts. (2–4 credits) *Prerequisite:* MGT 425

**MGT 5751 Analytics for Internet Marketing**
Web analytics is a process that extracts useful business intelligence from data about customer behavior on the Internet. In this course, you learn how to use industry-standard analytics tools to both measure return on investment and make adjustments to online presentations in order to maximize success in achieving key performance goals. (2-4 credits) *Prerequisite:* MGT 575

**MGT 577 Accounting Reporting and Control: Purifying the Process of Information Presentation by Utilizing Cycles of Rest and Activity**
Managers, who experience regular cycles of rest and activity in their mind and body, enliven organizing power. This course offers mini-cases in budgeting, cost management, performance measurement, information management, and external financial statement preparation – all of which facilitate insightful decision-making. A survey of subjects covered in part 2 of the CMA examination. (4 credits) *Prerequisite:* MGT 404

**MGT 578 Marketing Management: Creating a Positive Influence to Attract, Satisfy, and Retain Customers**
Marketing is the process of creating exchanges that satisfy individual and organizational objectives. This course covers market research methods to understand consumer behavior and market segmentation with implications for product design and policies on advertising, pricing, distribution, and sales force management. (2–4 credits)
MGT 579 International Marketing: Expanding the Range of One’s Influence
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 global environment, the extent of standardization of marketing programs across several countries, and the selection of appropriate entry strategies for foreign markets (2–4 credits) Prerequisite: MGT 425

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 credits)

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 credits)

MGT 5821 Executive Management Practices for Accountants: Leading from the field of all possibilities
World-class leadership in organizations requires knowledge of a variety of key management skills including how to recruit, select and develop personnel. In this course, students discover leading-edge techniques in behavioral-based interviewing, managing employee performance, creative employee recruitment techniques, leadership behaviors and effective communication through memo writing and PowerPoint presentations. Students will be challenged by individual and small group projects, case studies, Harvard Business Review articles, field trips, business simulations and guest speakers. (2 credits)

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 in the public as well as private sectors. Students gain practical
negotiation skills through participation in negotiation and mediation workshops and the analysis of case studies. Topics include understanding the perspective of other parties, analyzing the structure of negotiations, building a productive framework for negotiation, defining objectives and strategy, framing proposals, and finding “win/win” solutions. (2–4 credits)

MGT 585 Strategic Management for Management Accountants: Developing the Foresight to Shape the Future
Managers who foresee dangers before they arise creatively shape the future rather than react to events. This course examines forward-looking topics in strategic planning and marketing, corporate finance, decision analysis, and investment decision-making. It prepares the student for part 3 of the CMA exam. (2–4 credits) Prerequisite: MGT 404.

As Lean Management techniques sweep the world, accountants are asked to prepare reports and support decision-making utilizing a new set of reporting tools. In this course, students begin with an intensive review of traditional management accounting topics (including cost-volume-profit analysis, variable costing, incremental analysis, and responsibility accounting) each of which are foundational for Lean Accounting. Through case studies, guest lectures, articles, and field trips, students will explore how to: (a) support Lean Management transformation by preparing reports that will facilitate analysis and decision-making, and (b) implement Lean Management techniques to improve internal accounting services. Additional lectures cover contemporary topics in financial accounting including Sarbanes-Oxley Act, US payroll accounting, and US-GAAP. (4 credits)

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

MGT 5854 Lean Management Principles: Managing According to Natural Law
Through selected journal and website articles, students are introduced to the basic concepts of Lean Management as exemplified in the Toyota Production System. The
elements, rules and tools of lean are explored as a methodology for aligning an organization’s strategic and operational plans to be consistent with Nature’s organizing principles. Students write essays and take online quizzes to demonstrate mastery of the material. (2 credits)

**MGT 5855 Lean Accounting I: Transformation through Organizational Self-referral**
To effectively support lean management initiatives, accountants must embrace new procedures to prepare management reports that focus on inventory size reductions, tracking of waste and failure costs, and improved productivity and occupancy costs. They must reveal the causal factors that drive lean success. They must think creatively about how to structure compensation systems that encourage lean behaviors. Through articles, case studies, lectures, and written assignments, students will gain a solid foundation for facilitating lean transformation. (2 credits)

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

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

**MGT 5858 Implementing Lean Accounting in Organizations: Applying the Principle of Least Action for Maximum Success**
In this course, students are required to either implement some aspect of lean accounting within their organization or to write an instructional case study on some aspect of lean accounting. Faculty approves projects based on proposal submissions. Guidelines will be provided on case study write-ups. (2 credits)
MGT 5859: U.S. and International Accounting Practices: Order is Basis of Success
In this course for experienced international accountants, important topics are covered to orient accounting professionals to the USA workplace. Students learn the US-GAAP procedures for accounting for payrolls, uncollectible accounts receivable, marketable securities, periodic and perpetual inventories. Additional topics include preparation of financial statements, provisions of Sarbanes Oxley Act, convergence issues regarding IFRS, financial ratios for investments, and foundations of strategic planning. Students begin a comprehensive review of managerial and cost accounting. By examining the rules and regulations for economic order in the USA, students appreciate the framework for building their professional success. (2 credits)

MGT 587 Business Applications and Communications: Perfecting Communication Skills to Ensure Success.
Management accountants are required to collaborate and communicate effectively with coworkers and top executives. This course examines topics and requires essays related to organizational management, behavioral and ethical considerations, and the Sarbanes-Oxley Act. It prepares the student for part 4 of the CMA exam. (4 credits) Prerequisite: MGT 404.

MGT 5881 Sustainable Community Development: Building a Whole that is More Than the Sum of Its Parts
The quest to live a prosperous life without jeopardizing the well-being of future generations can be effectively undertaken on the community level. This course will focus on enhancing sustainability through a variety of avenues available to community government including: city planning, building code enforcement, waste management, eco-tourism, and energy self-sufficiency. As part of the course, students will prepare and give presentations to local community leaders to inspire them to take action. (2-4 credits) Prerequisite: MGT 482.

MGT 5882 Program Impact Evaluation and Policy Oversight
Publicly funded programs should have demonstrable effects, and those effects should in some way outweigh the costs of the program. The Government-Wide Monitoring and Evaluation System and the Outcomes Performance Management System provide a framework for public resource management monitoring and oversight. The evaluation research process includes evaluation design, measure selection, data collection, and data analysis and presentation of findings to demonstrate program impact. Tools for public resource management monitoring include budget analysis, expenditure tracking, performance monitoring, integrity monitoring, and oversight tracking. (2 credits)
MGT 5883 South Africa Legislative Framework
The Constitution of the Republic of South Africa defines the legislative framework. This course presents the processes and requirements that can take place before a bill becomes a Law. It deals with the various types of bills and who may initiate a bill, and how bills are passed. Topics include the drafting green papers, white papers, and bills. (2 credits)

MGT 591 Practicum Away: Stabilizing Knowledge Gained with Practical Experience
Action creates the steps of progress. Students gain hands-on accounting experience with a U.S. company as a financial analyst, staff accountant, internal auditor or another type of accounting-related work. Training goals and objectives will be developed in conjunction with the on-site company supervisors. Students write a case study based on their experience at work. (2–4 credits)

MGT 591A Business Internship: Skill in Action
During internships students apply the knowledge from their management courses in supervised practical settings. (3 credits) Prerequisite: consent in the form of written authorization of international student advisor.

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 credits — may be repeated)

MGT 594 Industry Analysis for Strategic Planning: Analyzing the Wholeness to Create Future Expansion
The goal of this course is to cultivate the holistic and specific values of management in the awareness of the student so that whatever management responsibility one may have, the process of management is always spontaneously upheld by the infinite organizing power of Natural Law. This capstone course weaves together the student’s knowledge of the specific areas of accounting, finance, marketing, operations, and management and organization. Students research a firm in the context of its industry to identify the firm’s strengths, weaknesses, opportunities and threats. Each student’s project concludes with either an evaluation of the firm’s apparent strategy, a strategy formulation for the firm, or a valuation of its stock. (4 credits) Prerequisites: MGT 315, MGT 425, MGT 430

MGT 5941 Business Process Modeling: Smoothing the Flow of Consciousness
In this course, business analysts learn how to effectively communicate with IT professionals who are developing data solutions for management. This course is ideal for
non-technical business analysts and management accountants. Through the knowledge of UML Business Analysis, students learn how to combine business knowledge, financial processes, policies and rules to support the IT team. (2 credits)

**MGT 5942 Business Process Modeling Project: Smoothing the Flow of Consciousness**

In this course, students apply the knowledge of business process modeling to a practical problem. They will successfully impart the business and financial reality of an organization to IT experts. They will produce precise, comprehensive, standardized text and diagrams that are easy to understand and that tie together business and financial realities. Students learn how to create the path of least resistance in communication by utilizing the flow of consciousness. (2–4 credits)

**MGT 597 Special Topics in Management**

This course covers advanced topics in management approved by the department chair for a single offering by a faculty member. (2–4 credits)

**MGT 598B Business Internship: Skill in Action**

**MGT 598U University Internship: Skill in Action**

During internships students apply the knowledge from their management courses in supervised practical settings. (3 credits) *Prerequisite:* consent in the form of written authorization of international student advisor.

**MGT 599 Directed Study**

(Variable credits) *Prerequisite:* consent of the department faculty

**MGT 600 Models of Organizational Excellence: Ideal Principles of Management for a Sustainable World**

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 Management™. Topics include origins of the organizational excellence movement, current models of excellence, stakeholder perceptions of excellence, stage models of organizations, principles and practices of visionary organizations, and perfection through Maharishi Vedic Management. (4 credits)
MGT 601 Organizational Behavior Theory and Research: 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 credits)

MGT 605 Advanced Seminar in Management: Perceiving Subtler Knowledge Through Refined Awareness
Topics will be chosen according to current research interests of students and teachers. This seminar features in-depth exploration of advanced topics to prepare students for dissertation research. (2–4 credits)

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

MGT 607 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 credits)

MGT 630 Analysis of Variance: Finding Order in Diversity
This course provides an applied introduction to the most widely used statistical procedures in management research for analyzing data obtained from experiments. 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 and multi-factor analysis of variance (ANOVA), multiple comparison
of group means, analysis of covariance, tests of model assumptions, power and required sample size, and introduction to regression analysis. (4 credits) Prerequisites: MGT 517 or MGT 524 (or equivalent) and permission of instructor

MGT 631 Multiple Regression Analysis: Discovering the Order and Precision of Nature’s Intelligence
This course examines contemporary procedures of multiple regression analysis for business data, primarily cross-sectional data from observational studies. Topics include review of simple regression, hypothesis tests and confidence intervals in multiple regression, modeling nonlinear regression relationships, model specification strategies, diagnostic testing of model inadequacy, analysis of interactions between variables, heteroskedasticity-robust regression, binary explanatory variables, outliers and influential observations, omitted variable bias, and assessing internal and external validity in multiple regression studies. (4 credits) Prerequisites: MGT 630 (or equivalent) and permission of instructor

MGT 632 Causal Inference in Non-Experimental Designs: Discovering the Order at the Basis of All Diversity and Change
This course will examine advanced procedures of multiple regression analysis used in contemporary management research. Special emphasis will be given to the evaluation of program effectiveness using data from quasi-experimental or non-experimental research designs. Topics include: quasi-experimental and observational designs; testing for selection bias; adjusting parameter estimates for selection bias; panel regression methods; logit and probit regression methods for regression with binary dependent variables; instrumental variables regression to correct for omitted-variable bias, simultaneous causality, and measurement error; introduction to regression analysis for time series data; estimation of dynamic causal effects. Prerequisite: MGT 631 (4 credits)

MGT 635 Experimental Research Design: Unified Knowledge through Subjective and Objective Approaches
This introductory course begins with the logic of causation and correlation in social science. We review the steps of scientific inquiry: literature review, theory development, operationalization and measurement of variables, data collection and analysis, interpretation, and write-up. Experimental and quasi-experimental research designs are treated specifically. Topics include the types of validity, the “control” of extraneous influences by design or by statistical methods, and the relationship between research design and statistical testing. (4 credits)
MGT 636 Qualitative Research Methods: Researching from the Field of Pure Subjectivity
Qualitative research is often used in research on complex behavioral systems and in the exploration of a new field of study. Using methods such as participant observation, unstructured interviewing, and the examination of documents, a scholar can form theories that may be later tested by quantitative methods or validated on other samples. Particular attention is given in this course to the methodology of grounded theorizing in multiple case studies and problems of data analysis, interpretation, and generalization. (4 credits)

MGT 655 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 credits)

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 credits)

MGT 690 Preparation for the Qualifying Examination: Effective Planning from the Field of All Possibilities
This course provides the time necessary to prepare for the qualifying examination, which demonstrates research competence. It may be in the form of a research proposal, or in another form at the discretion of the program faculty. After successful completion of this examination, students advance to the status of Ph.D. Candidate. (2–4 credits — may be repeated) Prerequisites: completion of all core curriculum and consent of the graduate faculty

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

MGT 693 Seminar on Teaching: Creating a Frictionless Flow of Knowledge
This course prepares doctoral students to be competent teachers. Topics include curriculum design; effective use of lecture, questioning, class discussion, and team-based
learning; appropriate and effective use of supporting materials; and construction of effective means to assess student learning outcomes. (4 credits)

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

MGT 699 Directed Study
(variable credits) 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 credits — 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 credits — 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 credits)

GOV 280 International Relations and Peace: Applying Principles of Cultural Integrity, Invincibility, and World Harmony to International Relations
This course examines contemporary international relations with an emphasis on the search for effective means to reduce and prevent armed conflict, enhance international cooperation, and promote world peace. Students will analyze in-depth case studies and write policy papers on key issues in international relations. (4 credits)
GOV 290 Government and Collective Consciousness: Understanding and Utilizing the Group Dynamics of Consciousness to Create Permanent World Peace
From the perspective of the Science of Creative Intelligence and Maharishi Vedic Science, students explore the principles and dynamics of collective consciousness and their relationship to governmental functioning, societal trends, and the quality of life in society. Students examine published evidence verifying the beneficial changes in society produced by the group practice of the Transcendental Meditation and TM-Sidhi programs, with particular reference to the implications of these technologies of consciousness for enhancing governmental achievements and promoting world peace. (Offered jointly with the Department of Maharishi Vedic Science) (4 credits)

GOV 400 Special Topics in Government: Exploring the Field of All Possibilities in Government
Possible topics include international trade and competitiveness, health economics and health policy, public sector management, comparative government, and international organizations and regimes. (4 credits — may be repeated) 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 credits) (Offered jointly with the Department of Sustainable Living)

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 credits) (Offered jointly with the Department of Sustainable Living)
GOV 445 Environmental Law: Connecting National Law with Natural Law to Protect the Environment from Global Warming, Pollution, and Resource Depletion while Creating Abundance for All Nations

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

GOV 484 Mediation and Negotiation: Utilizing the Deepest Principles of Human Nature to Create Win-Win Solutions

This course is a survey of negotiation, mediation, and arbitration methods of resolving disputes without litigation. Students gain practical negotiation skills through workshops and case studies. Topics include understanding other parties, building a productive framework for negotiation, defining objectives and strategy, framing proposals, and finding “win/win” solutions. (2–4 credits) (Offered jointly with the Department of Sustainable Living)

GOV 498 Internship in Government: Developing Skill in Action

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

GOV 499 Directed Study

(variable credits) Prerequisite: consent of the Department Chair
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.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 two years of relevant work experience. Students in this program take one year of full-time course work at the University (or through Distance Education) and one year of directed study through a cooperative job placement. (Note: Most costs for this program are covered through internships in American information technology companies.)
- Post-Graduate Certificate in Computer Science
- Specialization in M.S. in Computer Science
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, Google, Commerce Clearing House, Amazon, Marathon Photo, LHS Communications Systems, Software Artisans, and various universities.

• 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 including Microsoft Windows and Linux.

• 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# (for enterprise and large-scale systems), Python and Ruby (for Web development) and “ML” (for research in the functional approach to programming). Other specialized languages are taught as needed.

• Our faculty use 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 systems 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 network, 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.

• Occasional field trips and guest lectures by successful computer professionals are offered to provide students 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 computer 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 Intermediate Algebra (MATH 153) or its equivalent.

**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 credits 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 credits of computer science courses 300 or above plus 8 credits of course work in management to equal 84 credits.

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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 credits of computer science courses to equal 28 credits

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 220 Data Structures
• CS 222 Data and File Structures
• CS 310 Systems Programming
• CS 350 Programming Languages
• CS 262 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. In this case, the grade for the undergraduate prerequisite course work will not be included in the GPA for the Master of Science program.

Four additional mathematics courses are also required for admission:
• Calculus 1 (MATH 281)
• Calculus 2 (MATH 282)
• Linear Algebra I (MATH 286)
• Probability (MATH 351)

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

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

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

To graduate with an 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 credits of computer science courses at the 400 level or above.

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

3) Two courses (8 credits) must be computer science courses at the 500 level that have been completed with a grade of “B” or higher.

4) The cumulative grade point average for Computer Science courses at the 400 level and above must be at least “B” (GPA of 3.0) or higher. In addition, grades lower than a B are assigned low-grade points “ (i.e., B- is 1, C+ is 2, etc). No more than a total of 4 such low-grade points will be allowed in the 40 credits of computer science course work required for 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 credits.

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 credits 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 credits of course work are required:

• 36 credits of course work corresponding to the standard M.S. program listed above
• 10 credits of practicum course work:
  • CS 576 Practicum in Software Development II
  • CS 591–596
• 20 credits 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 credits of instruction are required, including,

• 36 credits of course work corresponding to the standard M.S. program listed above
• 8 credits of Practicum (CS 575–CS 579).

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

Elective Specialization Track in the MS in Computer Science Program

Students may choose to extend their M.S. in Computer Science degree by taking the Specialization option. The purpose of a specialization is to prepare a student to be a leader in some specific area of the computing field. Students will graduate with an M.S
in Computer Science with a Specialization in a particular area. The Program End Date for those who choose this option will be one year later than the regular M.S. track.

**Specialization or Certificate Areas of Instruction Include:**

- Computer Systems (Operating Systems, Parallel Programming, Computer Security)
- Programming Languages (Compilers, Advanced Programming Languages, Advanced Software Development, Parallel Programming)
- Network and Web Computing (Distributed Computing, Distributed Architecture, Parallel Programming, Networks)

**Entrance Requirements for Specialization in M.S. in Computer Science**

Students must have completed all academic requirements for the University’s M.S. in Computer Science degree, with a minimum 3.0 CS GPA.

**Graduation Requirements for Specialization in M.S. in Computer Science**

This program includes three additional 4-unit Computer Science courses, as well as 8 units of duly authorized Curricular Practical Training.

**Entrance Requirements for Post-Graduate Certificate (PGC) in Computer Science**

The Post-Graduate Certificate program is offered to students who have graduated from the University's M.S. in Computer Science program (or have completed all of the degree requirements). This includes any student who has completed all academic requirements for the M.S. in Computer Science degree (3.0 CS GPA or above). The purpose of this advanced program is to prepare a student to be a leader in some specific area of the computing field.

**Areas of Instruction in the Post-Graduate Certificate Program include:**

- Computer Systems (Operating Systems, Parallel Programming, Computer Security)
- Programming Languages (Compilers, Advanced Programming Languages, Advanced Software Development, Parallel Programming)
- Network and Web Computing (Distributed Computing, Distributed Architecture, Parallel Programming, Networks)

**Graduation Requirements for Post-Graduate Certificate in Computer Science**

The program is one year in length, during which students must complete three 4-unit graduate-level courses in a specific area of computer science, as well as at least 8 units of authorized Curricular Practical Training (CPT), with a cumulative GPA of 3.0 or above.
Graduation Requirements for Post-Graduate Certificate in Computer Science

The Post-Graduate Certificate program has additional graduation requirements for students who have a Master’s degree in Computer Science from another university. This track of the program is 18 months in length, during which students must complete five 4-unit graduate-level courses in a specific area of computer science (with three of those courses being at the 500 level). In addition, students must complete the Science of Creative Intelligence course (SCI 500), one two-week Forest Academy, CS 401 (Modern Programming Practices), and at least 8 units of authorized Curricular Practical Training (CPT).

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 Maharishi 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 credits)

CS 200 Introduction to Computer Science: Creating Games and Animated Stories
This course uses 3-D computer animation technology to introduce computer-programming concepts in a lively and creative setting. Students explore creative story telling and animated games while learning object-oriented programming techniques. Topics include the principles of programming and game design techniques. (4 credits)

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 credits)
Prerequisite: MATH 153

CS 203 Computer Programming 2: Greater Knowledge and Expression in Programming Languages
Students work in teams on a programming project to practice their knowledge of programming and developing good programming practices. Topics include structured
data types, recursion, pointers, and issues of program design, structure, and correctness. (4 credits) *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 credits) *Prerequisite: MATH 162, 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 credits) *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 credits) *Prerequisite: MATH 153*

**CS 272 Discrete Structures: Models and Mathematics of the Structures of Natural Law at the Basis of Computation**
Discrete mathematics is becoming increasingly important because of its wide applicability in computer science, as well as in management and the other sciences. Two key processes in discrete mathematics studied in this course are algorithmic problem solving and recursion. *Topics include* — logic and sets, graph theory, and difference equations. (Same as MATH 272) (4 credits) *Prerequisite: MATH 162*

**CS 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 credits) 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 credits) Prerequisite: CS 222 and CS 272

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 credits 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 credits) 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 credits) Prerequisite: CS 262
CS 390 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.

Prerequisite: CS 220

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

This course offers practical, professional experience in computer programming. Students apply classroom knowledge to an industrial or University project. During the internship, students submit detailed reports of their computer programming activities. (2 credits)

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 credits)

Prerequisite: CS 220 or equivalent

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 credits) Prerequisites: CS 401 or consent of the department faculty.

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 credits) Prerequisites: CS 401 or consent of the department faculty.

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 credits) Prerequisite: CS 401 or consent of the department faculty.

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 credits) Prerequisite: CS 401 or consent of the department faculty.

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 credits) Prerequisites: CS 401 or consent of the department faculty.

CS 440 Compiler Construction: Connecting Name and Form — The Source of All Programming Languages in Grammar and Semantics
Students learn the successive stages and detailed mechanics by which high-level programming languages are translated into machine language by a compiler. Topics include language and grammar specification, compiler structure, compiler generation tools, lexical analysis, parsing, syntax analysis, semantic analysis, intermediate language, code generation and optimization, storage management and linkages, user interface, and a large programming project implementing part of a compiler. (4 credits) Prerequisite: CS 401 or consent of the department faculty.
CS 450 Computer 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 credits) Prerequisites: CS 401 or consent of the department faculty.

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 credits) Prerequisite: CS 401 or consent of the department faculty.

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

CS 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 credits) Prerequisites: CS 401 or consent of the department faculty.

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 credits)

Prerequisite: CS 401 or consent of the department faculty.

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

CS 467 Secure Coding Practices
The course examines the 19 issues that account for 95% of the security vulnerabilities that occur in the field. The issues are: buffer overflows, format string problems, integer range errors, SQL injection, command injection, failure to handle errors, cross-site scripting, failing to protect network traffic, use of “magic” URLs and hidden fields, improper use of SSL, use of weak password-based systems, failing to store and protect data securely, information leakage, improper file access, trusting network address information, race conditions (improper thread programming), unauthenticated key exchange, failing to use cryptographically strong random numbers, and poor usability. The final project of the course will analyze and remove vulnerabilities from a Web application. The course will emphasize that a computer programmer needs both broad comprehension and the ability to focus to produce secure software. (2 or 4 credits) Prerequisite: CS 401 or consent of the department faculty.

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 credits) Prerequisite: CS 401 or consent of the department faculty.

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

CS 472 Web Programming
Learn to develop Web 2.0 applications using many newer technologies such as XHTML, CSS, JavaScript, PHP, MySQL, and Ajax. The course features a project-based approach to learning with hands-on exercises requiring programming skills. Students apply design strategies to make scalable websites and access data from other websites and servers. Emphasis will be on programming and solving design issues. (4 credits) Prerequisite: CS 401 or consent of the department faculty.

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

CS 476 Image Processing: Visual Expression of Total Knowledge
The course presents the concepts and operations of digital image processing, which treats all images as a collection of binary pixels. The course studies how these billions of parts are treated as a single integrated image, and the mathematical and algorithmic aspects of and tools for processing these images. Topics include image representation and transformations, filtering, and Fourier domain filtering and transformations, edge detection, segmentation, and other processing operations. The course includes a substantial lab component. (2-4 credits) Prerequisite: CS 401 or consent of the department faculty.
CS 485 Theory of Computation: The Abstract Basis of All Possibilities in Computation
Formal abstract models of computation study the fundamental limitations and capabilities of computers. This course presents a hierarchy of increasingly sophisticated abstract machines in relation to their increasing ability to recognize more general classes of formal languages. Topics include formal grammar, finite-state machines, equivalence of finite-state machines, right-linear and left-linear grammar, context-free languages, Turing machines, unsolvable problems, and recursive functions. (4 credits) Prerequisite: CS 401 or consent of the department faculty.

CS 487 Distributed Computing and XML
This course will investigate the uses of XML in distributed computation. First an understanding of the W3C specifications for XML, XML Schema, XPath, XML namespaces, XSLT and XQuery will be acquired. Then three important applications of XML in distributed computing will be investigated: syndication, Web services and Ajax. Finally, advanced issues such as encrypted XML and binary XML will be considered. There will be daily labs using .NET 2.0. (4 credits) Prerequisite: CS 401 or consent of the department faculty.

CS 490 Topics in Computing
This course surveys and studies current technologies and application areas in computing. Typically it will include a substantial research and laboratory component to gain experience with advanced areas of computing and computer science. (2–4 credits) Prerequisite: CS 401 or consent of the department faculty.

CS 499 Directed Study: Faculty Directed Study of Specialized Topics
(variable credits) 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 credits) Prerequisite: CS 401 or consent of the department faculty.
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 credits) Prerequisite: CS 401 or consent of the department faculty.

CS 510 Advanced Operating Systems: Extending the Qualities of Integration, Unity, and Efficiency to Both Local and Distributed Operating Systems
The course covers advanced topics in operating systems including analytical models and theory. Topics are selected from the following: models for parallel computation, Petrinets, dataflow diagrams, distributed operating systems, queuing theory, system simulation, performance evaluation, dynamic protection concepts and mechanisms, and fault tolerant systems. (4 credits) Prerequisites: CS 401 or consent of the department faculty.

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 credits) 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 credits) Prerequisite: CS 401 or consent of the department faculty.

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 credits) Prerequisite: CS 401 or consent of the department faculty.
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 credits) Prerequisite: CS 422

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, and software requirements. (2–4 credits) 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 credits) Prerequisite: CS 401

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 credits) Prerequisite: CS 545

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 credits) Prerequisite: CS 435
CS 560 Topics in Numerical Methods: Methods to Represent Nature’s Infinite Precision in Finite Computing Systems
Specialized computational techniques for 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 credits) 
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 credits — may be repeated) 
Prerequisite: consent of department faculty

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. The job activities must relate to coursework studied during the Master’s degree. 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 credit 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 credits 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 credits 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 credits — 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 credit — may be repeated) Prerequisite: consent of department faculty

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 credits) 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 credits) Prerequisite: consent of department faculty

CS 588 Directed Research
Students conduct an original research project with the guidance of the computer science faculty. (variable credits) 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, a faculty member outside the Department of Computer Science supervises the directed study. 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 credits each — may be repeated) Prerequisite: consent of department faculty

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

CS 599 Directed Study
(4 credits) Prerequisite: consent of the department faculty
INTRODUCTION

The Creative Musical Arts program at MUM provides a new approach to musical study that enables students to develop a personal, artistic voice, capable of making a positive difference in the world. The specialty of Creative Musical Arts is the development of creativity itself. To this end, this program integrates three central areas: consciousness, creativity, and craft.

*Consciousness* is essential to all study at Maharishi University of Management, and certainly to music. Musicians have always known that the essential experience of music runs deeper than theoretical analysis or virtuoso performance skills. While important and necessary, those skills are given meaning by something more profound in music — something that touches the silent depths of inner being and awakens the infinite field of consciousness itself. At MUM, students embark on a journey that will take them inward, beyond ordinary ways of thinking, to their innermost Self. It is the access to this profound, inner reservoir of consciousness that enables MUM students to bring harmonious solutions to music, and indeed to all fields of life.

This direct contact with the inner field of pure consciousness, experienced regularly through the practice of Transcendental Meditation, has been shown to directly and systematically develop one’s inner creative potential — the very source of creative expression.

*Creativity*, nurtured in every class, is the specialization of our program. In musical
composition and improvisation, the stream of sounds depends directly on the performer's ability to draw upon that deep, resonant potential within consciousness. This holds true for all musical styles. Confident composition and improvisation is a central aspect of creative musical expression, enabling students to collaborate with musicians from diverse stylistic backgrounds, generate ideas for compositions, create music for video and film, and utilize the power of music to make meaningful contributions to their environment. Brilliant composing and improvising ability is also a hallmark of master musicians in all cultures and times. To guide our students in the development of this sublime, quintessential creative skill is vital to our program.

Craft — the third main area of focus in the Creative Musical Arts program — goes hand-in-hand with the development of creativity. Improvisers/composers need systematic, hands-on training in theory, aural skills, instrumental technique, repertoire, performance skills, and other foundational subjects.

At MUM, we offer a unique kind of grounding in these areas in which all skills are connected with each other and to creative application. By approaching all knowledge areas as richly interwoven aspects of a broad musical tapestry, students find that the learning process becomes quite lively, which directly enhances the assimilation of skills.

DEPARTMENTAL REQUIREMENTS

Graduation Requirements for the Minor in Creative Musical Arts

To graduate with a minor in Creative Musical Arts, students must successfully complete 20 credits of course work from among the following:

• MUS 205 A New Approach to Music Theory
• MUS 210 The Artistry of Songwriting
• MUS 215 Music, Consciousness, and Veda
• MUS 220 Music Appreciation
• MUS 225 Creative Music Technology
• MUS 230 Musicianship Across Cultures
• MC 330 Radio and Web Broadcasting
• MUS 101 Basic Music Instruction
• MUS 201 Intermediate Music Instruction
• MUS 102 University Chorale
• MUS 202 Chamber Singers of South-East Iowa
• MUS 399 Directed Study
COURSES

Semester-Based Lessons And Ensembles

MUS 101 Basic Music Instruction: Music is an Experience of Bliss
The goal of music lessons is the experience that music is ultimately and fundamentally an experience of bliss. In the words of Maharishi Mahesh Yogi: "Music originates where unity starts to swing in the bliss of its own unbounded existence." This semester-based course in instrumental or vocal instruction is for students who are committed to practicing a minimum of 30 minutes per day. This course generally includes 12 lessons, although instructors may vary this structure as needed. Audition may be required. (0.5 credit) Fees vary according to the instructor.

MUS 102 University Chorale: Celebrating the Cultural Diversity and Unity of Our Global Family
The sheer joy of singing engages the power of music to touch the silent depths of a musician's inner being, where it enlivens a profound experience of integration, aesthetic awareness, bliss, and wholeness. Included is the development of musicianship skills, such as pitch, rhythm, melody, harmony, musical form, vocal technique, notation, interpretation of culturally diverse repertoire, and the group dynamics of singing and performing together. This group meets weekly with occasional extra rehearsals during the semester and before concerts. No prior experience necessary, but audition may be required. (1 credit) Fees vary according to the instructor; some scholarship may be available.

MUS 201 Intermediate Music Instruction: Music is an Experience of Bliss
The goal of music lessons is the experience that music is ultimately and fundamentally an experience of bliss. In the words of Maharishi Mahesh Yogi: "Music originates where unity starts to swing in the bliss of its own unbounded existence." This semester-based course in instrumental or vocal instruction is for students, who are committed to practicing a minimum of 1-2 hours per day. This course generally includes 12 lessons, although instructors may vary this structure as needed. Audition may be required. (1 credit) Fees vary according to the instructor; some scholarship may be available.

MUS 202 Chamber Singers of Southeast Iowa: Creating Harmony of Individuality Within a Larger Wholeness
For students with choral experience or singing experience who can read music. This group performs two concerts annually and affords an opportunity to further develop musicianship skills, listening skills, vocal technique, and professionalism in an advanced
choral ensemble. Students will have exposure to a varied repertoire and a cappella literature. Opportunities for solo and small ensemble work are available. Students will develop confidence and a deeper connection to the self as they appreciate their role in the context of a larger musical wholeness. This ensemble meets weekly with occasional extra rehearsals during the semester and preceding concerts. Audition is required. (1 credit) May be repeated

Music Courses

**MUS 205 A New Approach to Music Theory: Musicianship Through Creativity and Personal Growth**
This is a hands-on introduction to creative musicianship. Students explore the language of pitch and rhythm — not by passively absorbing the rules of music theory, but as active listeners and creators of tone, pulse, and pattern. Our faculty use a well-proven, user-friendly approach to improvisation that enables anyone to create with confidence and joy, including students who have never improvised before. Through listening, composing, and improvising assignments, students develop a profound and practical understanding of pitch, interval, melody, pulse, meter and time-feels, analysis, musical form, and a beginning knowledge of modal/tonal/post-tonal systems. Included are basics of music software, notation, and keyboard technique. Fee: $50. (4 credits)

**MUS 210 The Artistry of Songwriting: Developing a Personal Voice Capable of Expressing Depth, Truth, and Beauty**
We write songs — the artful combination of words with melody — to communicate universal truths through personal expression. In this class we will hear, sing, play, discuss, and write songs in a rich variety of forms. Guest songwriters will share their tools and techniques with us. Topics include finding inspiration, song forms, melody construction, harmonization of melodies, lyric writing, and techniques of production and marketing. The course culminates in a public presentation of student work. (4 credits)

**MUS 215 Music, Consciousness, and Veda: The Inner and Outer Dimensions of Sound**
In this course we explore the nature of sound as it relates to human experience. Topics include frequency, rhythm, pitch, timbre, hearing, speech, light, touch, form, and proportion, in terms of musical expression. We approach these topics from a modern, scientific perspective, as well as from the view of the ancient Vedic tradition, especially Maharishi Gandharva Veda music and the philosophy of Vaisheshika. Aural training is an integral component of the course, and reaches beyond traditional diatonic structures. Students have daily opportunities to explore the various dimensions of sound through creative assignments. (4 credits)
MUS 220 Music Appreciation: Listening for Meaning at the Source of Sound
The goal of this course is not only to develop musical literacy, but to awaken and inspire the innate musical intelligence of every student. We examine a variety of masterworks in terms of melody, harmony, rhythm, instrumentation, and form; discover connections of western music to its contemporary art, architecture, and historical culture; and learn to identify major musical styles. A brief exploration of music beyond the western classical tradition is included. These listening skills are supported with basic theoretical analysis, keyboard lessons, and creative activities. (variable credits)

MUS 225 Creative Music Technology: Locating the Finest Impulses of Creativity in the Realm of Technology and Production
This course provides a hands-on environment for learning basic skills in keyboard programming, sound modules, MIDI sequencing, recording, editing, and mixing digital audio. Students complete several creative projects throughout the course. (4 credits)

MUS 230 Musicianship Across Cultures: Discovering Universal Principles of Music
In this course we will explore the music of different cultures to celebrate the unity and diversity of our most basic form of communication. We will listen, sing, play, and create music through hands-on projects that give us a deeper understanding of our global musical heritage. Guest artists from around the world will share their music with us. The course culminates in a public presentation of student work. (4 credits)

MUS 399 Directed Study
This course is for self-directed, disciplined students who are unable to take the regular course due to extraordinary circumstances. Prerequisite: consent of the Creative Musical Arts faculty. (variable credits)
DEPARTMENT OF DEVELOPMENT OF CONSCIOUSNESS

FACULTY

• Rod Eason, M.A., Chair, Instructor of Maharishi Vedic Science
• Kristine Wood, B.S, Director, Development of Consciousness
• Paul Handelman, MBA, Director, Development of Consciousness
• Julie Beaufort, M.A., Director of Residence Courses, Instructor of Maharishi Vedic Science

ADVISORY BOARD

• Craig Pearson, Ph.D., Executive Vice-President • Associate Professor of Professional Writing
• Catherine Gorini, Ph.D., Dean of Faculty, Professor of Mathematics
• Fred Travis, Ph.D., Dean of the Graduate School, Professor of Maharishi Vedic Science
• Christopher Jones, Ed.D., Dean of the College of Arts and Sciences • Associate Professor of Education
• Ellen Jones, J.D., Dean of Student Life, Associate Professor of Law and Government
• Sue Brown, Ph.D., Assistant Professor of Maharishi Vedic Science
• John Collins, B.Sc., Instructor of Sustainable Living
• Gurdon Leete, MFA., Assistant Professor of Art

INTRODUCTION

Maharishi University of Management offers Consciousness-Based education. This approach has its foundation in the development of consciousness. The core technology of this approach is the twice-daily practice of the Transcendental Meditation technique, founded by Maharishi Mahesh Yogi. This simple, natural, effortless procedure produces benefits in every area of life — research shows increased integration of brain functioning, increased intelligence and creativity, improved learning ability, improved health, balanced personality growth, improved relationships, increased quality of life and peace in society, and many others.

Because of all these benefits and their significance for the expansion of consciousness, learning and practicing the Transcendental Meditation technique is a required part of the curriculum and daily life here. Academic credit is given for participation in the activities
that support the regular and correct practice of the Transcendental Meditation and TM-Sidhi programs. This credit goes towards fulfilling graduation requirements. For the personal benefit of all students, faculty, and staff there are specific policies that support the correct 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.

All students as part of their required Development of Consciousness courses practice the Transcendental Meditation technique. Many students also learn the advanced TM-Sidhi program, including Yogic Flying, and practice this as part of their Development of Consciousness course. Students are automatically enrolled in DC courses for every semester they are taking classes on campus. Academic credit is given for these courses. Students receive credit for successful completion of these courses in each academic semester and are required to receive a passing grade for each semester they are enrolled.

**SPECIAL FEATURES**

- Focus on an ideal daily routine with emphasis on experiencing the Unified Field of Natural Law in twice-daily practice of the Transcendental Meditation and TM-Sidhi programs.
- Group practice of the Transcendental Meditation technique in the classroom and in the Meditation Halls
- Group practice of the Transcendental Meditation and TM-Sidhi programs in Golden Domes of Pure Knowledge.
- Residence Courses for Meditators—Including supervised long meditation and exposure to over 30 years of taped lectures by Maharishi on the Science of Creative Intelligence and Vedic Science.
- World Peace Assemblies for Sidhas—Including large group meditation in the Golden Domes and discussion of the growth of consciousness.
- All-Campus Development of Consciousness Meetings—Twice a semester all students gather to discuss the development of consciousness program and their experience of the growing integration of life that is the goal of this program. These meetings will be led in part by your Development of Consciousness faculty.
• Checking of the effortlessness of the practice of the TM technique. — Every student meets with a teacher of the Transcendental Meditation. These sessions help ensure that all your questions are answered and that you continue to enjoy your meditation, blissfully and effortlessly, throughout the year.

DEPARTMENTAL REQUIREMENTS

Requirements for the Minor in Development of Consciousness

To graduate with a minor in Development of Consciousness, students must successfully 20 credits of Forest Academy and Development of Consciousness course.

Requirements for Development of Consciousness for Undergraduate Students

• MVS 100 Instruction in the Transcendental Meditation Program (This course is waived for those who have learned the TM technique before coming to the University.)
• DC 320 The Transcendental Meditation Program (1 credit for each semester)
or
• DC 332 The Transcendental Meditation and TM-Sidhi Programs, including Yogi Flying (2 credits for each semester)

Requirements for Development of Consciousness for Graduate Students

• MVS 100 Instruction in the Transcendental Meditation Program (This course is waived for those who have learned the TM technique before coming to the University.)
• DC 520 The Transcendental Meditation Program (1 credit for each semester)
or
• DC 535 The Transcendental Meditation and TM-Sidhi Programs, including Yogi Flying (2 credits for each semester)

COURSES

Regular practice of the Maharishi Transcendental Meditation and TM-Sidhi programs, including Yogic Flying, 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 technologies twice daily. The Department of Development of Consciousness and the Registrar provide specific
grading policies for these courses. Exceptions to DC grading policies are considered case by case by the DC Directors, the DC Advisory Board, or the Academic Standards Committee.

Undergraduate Courses

MVS 100 Instruction in 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. (1 credit) Same as MVS 100

DC 320 The Transcendental Meditation Program: Developing Higher States of Consciousness through Regular Alternation of Deep Rest and Dynamic Activity
All undergraduate students who practice the Transcendental Meditation technique but have not completed the TM-Sidhi course are automatically enrolled in this course every semester they are enrolled at the University. (1 credits per semester)

DC 332 The Transcendental Meditation and TM-Sidhi Programs, Including Yogic Flying: Learning to Think and Act from the Level of Transcendental 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. (2 credits per semester)

MVS 331 Transcendental Meditation-Sidhi Course: Learning to Harness Total Natural Law to Work for You and Fulfill Your Desires, Part I
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 credits) 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 332 Transcendental Meditation-Sidhi Course: Learning to Harness Total Natural Law to Work for You and Fulfill Your Desires, Part II
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
Graduate Courses

DC 520 The Transcendental Meditation Program: Developing Higher States of Consciousness through Regular Alternation of Deep Rest and Dynamic Activity
All undergraduate students who practice the Transcendental Meditation technique but have not completed the TM-Sidhi course are automatically enrolled in this course every semester they are enrolled at the University. (1 credit per semester)

DC 535 Transcendental Meditation and TM-Sidhi Programs, Including Yogi Flying: Learning to Think and Act from the Level of Transcendental 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. (2 credits per semester)

MVS 531 Transcendental Meditation-Sidhi Course: Learning to Harness Total Natural Law to Work for You and Fulfill Your Desires, Part I
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 credits) 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 532 Transcendental Meditation-Sidhi Course: Learning to Harness Total Natural Law to Work for You and Fulfill Your Desires, Part II
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 credits) 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, acceptance by the TM-Sidhi program directors, and completion of DC 529
DEPARTMENT OF EDUCATION

FACULTY

• Christopher Jones, Ed.D., Chair, Professor of Education
• Paula Armstrong, M.A., Assistant Professor of Education
• Fred Travis, Ed.D., Professor of Maharishi Vedic Science, Dean of the Graduate School
• Ken Daley, M.Ed., Associate Professor of Education and Exercise and Sport Science
• Perry Bedinger, J.D., Associate Professor of Education
• Eric Hart, Ph.D., Adjunct Associate Professor of Mathematics and Mathematics Education
• Iris Seeley, Ph.D., Adjunct Assistant Professor of Education
• Marcia Abrahams, M.A., Adjunct Instructor of Education
• Cathy Montgomery, Adjunct Instructor of Education
• Carolyn Waksman, B.A., Adjunct Instructor of 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. 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 — as they pursue their degree.

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, an approach to teaching and learning that awakens students’ total brain potential. Teachers in training learn to cultivate this precious human resource, and they also begin to see through this cultivation the creation of a better society, a better world.

PROGRAMS OFFERED

• B.A. in Elementary Education (two semesters of full-time study for single subject specialists and three semesters for the K–6 self-contained classroom). A major in
elementary education focuses on teaching in the elementary school. Students may be prepared as traditional elementary school generalists 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 Iowa Department of Education. Graduates of these programs may be recommended for licensure in public or private schools in Iowa, as well as in most of the 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** (two semesters of full-time study). This program prepares students for careers as teachers of single subjects in the secondary school. Students who wish to teach at the secondary level 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, physiology and health, sustainable living, and the business majors. Teaching tracks require from 40 to 60 credits of course work, which may be different 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, biology, chemistry, and physics. 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 most of the 50 states.

- **Minor in Educational Foundations** This program 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, biology, chemistry, and physics. 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 basic science for elementary, general science at the secondary level, physics, and secondary business.

• **Fast Track M.A.T. Program** (22 credits of study the spring before a one-year paid internship, plus 12 hours after the internship). This program is specially designed for working adults who wish to change careers to become secondary teachers. Applicants are required to have at least three years of work experience before applying. Candidates in the program begin teaching with an intern’s license in an Iowa school after only 22 credits of coursework. After a one-year internship they take an additional 12 credits and then receive an initial Iowa license, at which point they may seek employment in other states or countries.

**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 profoundness.” Maharishi University of Management offers an education program that develops students as whole human beings so that every day they have more to give to their students. As a result of this growth, education students at the University become not only better educators, but also better parents, better spouses, better friends.

### DEPARTMENTAL REQUIREMENTS

**Entrance Requirements for the B.A. in Elementary or Secondary Education**

Before entering a major in elementary or secondary education, students must complete a total of 30 credits of undergraduate course work. Students planning to teach a single subject must take at least 20 credits of course work in that subject. 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 or physical sciences, and the social or behavioral sciences. All students must also successfully complete MATH 152 Elementary Algebra as a prerequisite for entry into the program.
• Demonstration of Competency in Basic Skills: In compliance with State of Iowa standards for teacher education, candidates are required to pass the PRAXIS® I test of basic reading, writing and math skills. This test must be taken either in paper or electronic form prior to their third course in the program. Students must attain a minimum score of 168 on each test and an average of 170.

• Personal Maturity: a written or phone recommendation 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 2.5 or better. Candidates are expected to have a 3.0 average or better in their subject field.

• Performance in Education Courses: a GPA of 3.0 or better in education courses taken.

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 either the standard major or 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 credits of course work. Specific information regarding the requirements for a teaching major may be obtained from the education department office.

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

40 credits of course work as follows:

- ED 330 Classroom Assessment and Evaluation (2 credits)
- ED 320 Understanding Learning and Development in Children (4 credits)
- ED 450 Human Relations in Education (2 credits)
- ED 323 Overview of American Education (2 credits)
- ED 326 Teaching Diverse Learners (2 credits)
- ED 480 Methods of Teaching in Secondary School (6 credits)
- ED 349 Mastering Classroom Management (2 credits)
- ED 490 Student Teaching in Secondary School (18 credits)*
- ED 495 Creating a Digital Teaching Portfolio (4 credits)

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

**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.”) Students must also complete 12 credits of coursework in a licensure area such as mathematics, science, or social science. The requirement for the major is 38 to 58 credits of course work as follows, depending on which option is chosen:

16 credits of required courses:
- ED 320 Understanding Learning and Development in Children (4 credits)
- ED 323 Overview of American Education (2 credits)
• ED 450 Human Relations in Education (2 credits)
• ED 326 Teaching Diverse Learners (2 credits)
• ED 349 Mastering Classroom Management (2 credits)
• ED 495 Creating a Digital Teaching Portfolio (4 credits)
• ED 330 Classroom Assessment and Evaluation (2 credits)

In addition, students choose one of the following options:

**OPTION 1: Elementary School Teacher (generalist) (38 credits)**
• ED 333 Enlightened Literature for Children (2 credits)
• ED 369 Teaching Elementary Mathematics (4 credits)
• ED 371 Methods of Teaching Elementary Reading and Language Arts (4 credits)
• ED 370 Teaching Elementary Science (4 credits)
• ED 3721 Arts Integration in the Elementary School (4 credits)
• ED 368 Teaching Elementary Social Studies (4 credits)
• ED 494 Student Teaching in the Elementary School (16 credits)*

**OPTION 2: Elementary School Single Subject Specialist (16 credits)**
• ED 494 Student Teaching in the Elementary School (18 credits)*
• ED 358 Teaching a Single Subject in the Elementary or Secondary School (6 credits)
*(Some students may be required to complete an additional 4–10 credits.)*

**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 ensure a position for student teaching.

**Requirements for the Minor in Educational Foundations**

To graduate with a minor in educational foundations, students must complete 16 credits of course work in education to include the following:
• ED 320 Understanding Learning and Development in Children (4 credits)
• ED 450 Human Relations in Education (2 credits)
• ED 326 Teaching Diverse Learners (2 credits)
• ED 332 The Science and Art of Teaching (4 credits) or ED 310 Introduction to Consciousness-Based Education (4 credits)
plus 4 credits 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 2.5, as well as a GPA of 3.0 in their teaching field (their major). Applicants to the M.A.T. degree programs must obtain a
passing score on the PRAXIS I® test of basic skills, administered by the Educational Testing Service, before block 3 in the first semester. 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 course work 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 in 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 or physical sciences, and social or 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 a twenty minute interview;

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.
Graduation Requirements for the Master of Arts in Teaching Degree in Secondary Education—Standard Program

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 44 credits of the following course work:

42 credits of required courses:
- ED 507 Overview of American Education (2 credits)
- FOR 500 Science of Creative Intelligence (4 credits)
- ED 510 Introduction to Consciousness-Based Education (4 credits)
- ED 549 Mastering Classroom Management (2 credits)
- ED 520 Understanding Learning and Development in Children (4 credits)
- ED 450 Human Relations in Education (2 credits)
- ED 526 Teaching Diverse Learners (2 credits)
- ED 556 Methods of Teaching in the Secondary School (6 credits)
- ED 511 Classroom Assessment and Evaluation (2 credits)
- ED 569 Student Teaching in Secondary School (18 credits)*
- ED 595 Creating a Digital Teaching Portfolio (4 credits)
* Students may be asked to take up to 10 additional credits at the discretion of the supervising faculty for student teaching

Graduation Requirements for the Master of Arts in Teaching Degree in Secondary Education—Fast Track Program

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 credits of the following course work:

40 credits of required courses:
- ED 507 Overview of American Education (2 credits)
- FOR 500 Science of Creative Intelligence (4 credits)
- ED 549 Mastering Classroom Management (2 credits)
- ED 520 Understanding Learning and Development in Children (4 credits)
- ED 450 Human Relations in Education (2 credits)
- ED 526 Teaching Diverse Learners (2 credits)
- ED 556 Methods of Teaching in the Secondary School (6 credits)
- ED 514 Professional Learning Communities (4)
- ED 506 Research in Education (4)
- ED 580 Foundations of Professional Success (4)
- ED 594 Intern Teaching Seminar (4)
• ED 511 Classroom Assessment and Evaluation (2)

All students are required to complete a one-year paid internship teaching at the middle or secondary level as part of this program.

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 must also have completed 12 credits of course work at the undergraduate or graduate level in a licensure area such as mathematics, science, or social science. 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 credits of the following course work:

22 credits of required courses:
• ED 507 Overview of American Education (2 credits)
• FOR 500 Science of Creative Intelligence (4 credits)
• ED 549 Mastering Classroom Management (2 credits)
• ED 520 Understanding Learning and Development in Children (4 credits)
• ED 450 Human Relations in Education (2 credits)
• ED 526 Teaching Diverse Learners (2 credits)
• ED 595 Creating a Digital Teaching Portfolio (4 credits)
• ED 511 Classroom Assessment and Evaluation (2 credits)

In addition, students choose one of the following options:

OPTION 1: Elementary School Teacher (generalist) (38 credits)
• ED 527 Enlightened Literature for Children (2 credits)
• ED 554 Teaching Elementary Mathematics (4 credits)
• ED 560 Teaching Elementary Science (4 credits)
• ED 571 Methods of Teaching Elementary Reading and Language Arts (4 credits)
• ED 573 Teaching Elementary Social Studies (4 credits)
• ED 5741 Arts Integration in the Elementary School (4 credits)
• ED 494 Student Teaching in the Elementary School (16 credits)*

OPTION 2: Elementary School Single Subject Specialist (24 credits)
• ED 491 Specialized Student Teaching — Elementary School (18 credits)*
• ED 558 Special Methods for the Elementary School (6 credits)

*(Some students may be required to complete an additional 4–10 credits.)
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 2.50, 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 credits) of course work as follows:

36 credits of course work as follows:
- ED 320 Understanding Learning and Development in Children (4 credits)
- ED 450 Human Relations in Education (2 credits)
- ED 326 Teaching Diverse Learners (2 credits)
- 323 Overview of American Education (2 credits)
- ED 480 Methods of Teaching in Secondary School (6 credits)
- ED 349 Mastering Classroom Management (2 credits)
- ED 490 Student Teaching in Secondary School (18 credits)*
- ED 495 Creating a Digital Teaching Portfolio (4 credits)
- ED 330 Classroom Assessment and Evaluation (2 credits)

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

**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 credits of course work as follows, depending on which option is chosen:
20 credits of required courses:
• ED 320 Understanding Learning and Development in Children (4 credits)
• 323 Overview of American Education (2 credits)
• ED 323 Overview of American Education (2 credits)
• ED 450 Human Relations in Education (2 credits)
• ED 326 Teaching Diverse Learners (2 credits)
• ED 349 Mastering Classroom Management (2 credits)
• ED 495 Creating a Digital Teaching Portfolio (4 credits)
• ED 330 Classroom Assessment and Evaluation (2 credits)

In addition, students choose one of the following options:

**OPTION 1: Elementary School Teacher (generalist) (38 credits)**
• ED 333 Enlightened Literature for Children (2 credits)
• ED 369 Teaching Elementary Mathematics (4 credits)
• ED 371 Methods of Teaching Elementary Reading and Language Arts (4 credits)
• ED 370 Teaching Elementary Science (4 credits)
• ED 3721 Arts Integration in the Elementary School (4 credits)
• ED 368 Teaching Elementary Social Studies (4 credits)
• ED 494 Student Teaching in the Elementary School (16 credits)*

**OPTION 2: Elementary School Single Subject Specialist (16 credits)**
• ED 491 Specialized Student Teaching — Elementary School (18 credits)*
  plus 4 credits of special methods courses: ED 351–367
*(Some students may be required to complete an additional 4–10 credits.)
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. (2 credits)

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 110 Optimizing Learning Skills: Well Begun is Half Done
In this course, students practice various learning skills, breaking each one down into parts and discovering how the parts fit together and discovering how different skills connect to one another. The Consciousness-Based elements of balancing rest and activity, taking the correct angle and letting go, and connecting the parts to the whole and the whole to the Self are primary threads woven throughout all of the lessons. Topics include: Fundamental of Learning, Active Listening and Note Taking, Efficient Study Reading, Goal Setting and Time Management, Preparing for and Taking Exams, Getting the Most out of Maharishi Vedic Science Points, Preparing and Giving Group and Individual Presentations, Researching on the Internet, and Writing a Research Paper. (4 credits)

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 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 credits) (Distribution Area: Social Sciences)

ED 205 American Education in Transition: Creating National Peace and Invincibility through Education
Like Overview of American Education, this course reviews the history and philosophy of private and public education in America from its founding. Students examine the range and depth of education from the perspective of the family, the church, schools, and businesses. They study educational reform efforts from home schooling to distance learning to large-scale reform in the urban centers of the country to the many new institutions of Consciousness-Based education. Both the range and variety of educational efforts are put in the light of the Vedic Science goals of education — permanent peace and invincibility to the nation. The course includes numerous field trips to educational sites and therefore includes an extra travel fee.
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 multisensory, 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 credit)

ED 310 Introduction to Consciousness-Based Education
This course examines the fundamental goals, principles, and practices of Consciousness-Based education as developed by Maharishi Mahesh Yogi. Students are introduced to Maharishi’s Science of Creative Intelligence and Principles of Teaching as innovations in the field of education. As a context for these principles and practices, students also examine the history and current organization of the American system of education. (4 credits)

ED 311 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. (2–4 credits)

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 credits)

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 credits)

**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 credits)

**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 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 credits)

**ED 326 Teaching Diverse Learners: 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 credits)

*Prerequisites:* ED 320, ED 332

**ED 330 Classroom Assessment and Evaluation: Planning for Achievement and Fulfillment**
This course is an introduction to the fundamentals of classroom assessment (testing) and evaluation (grading). Students learn how to use learning progressions to create rubrics for essay and performance assessment and test blueprints to create selected response and short answer assessments. (2-4 credits) *Prerequisite:* A secondary or elementary methods course

**ED 332 The Science and Art of Teaching: 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 credits)

**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 credits)

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

**ED 358 Teaching a Single Subject in the Elementary or Secondary School: Laying the Foundation for Enlightened Leadership**
This course introduces the process of curriculum development and the instructional methods appropriate for teaching a single subject in the elementary or secondary school. The course is co-taught by University and school faculty. Students are placed in a classroom where they spend approximately 25 hours over the course of the month. They assist in the classroom, observe methods of instruction, and plan a unit to be taught later during their student teaching. Topics include structure of the discipline, broad ideas of the discipline, national standards in one’s field, instructional strategies special to one’s field, curriculum design, principles of sound assessment, reading across the curriculum, and data-based instructional decision making. (4 credits) *Prerequisite:* ED 548 The Science and Art of Teaching.

**ED 368 Teaching Elementary Social Studies: Creating Ideal Citizens of the Age of Enlightenment through Classroom Experiences That Inspire and Enlighten**
This course presents an introduction to social studies, including methods and materials. Topics include designing units and lessons, aligning curriculum with national standards and the Iowa Core Curriculum, project-based learning, and assessment. (variable credits) *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 credits) 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 credits) 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 credits) 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 credits) Prerequisite: ED 332

ED 3721 Arts Integration in the Elementary School: Enlivening Creative Intelligence through Art, Music and Drama
This course develops the concept of the arts as fundamental to enhancing learning, thinking and creativity. It gives elementary teachers a foundation in art methods and materials, music methods and materials, and projects and performances in drama. Topics include: the impact of the arts on student learning, how to integrate the visual and
performing arts with other subjects, how to design successful art, music and drama projects. Course participants will design and teach art, music and drama lessons to elementary students. (4 credits)

**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 credit) **Prerequisite:** ED 332

**ED 374 Teaching Secondary Art: Expressing the Joy of Pure Consciousness**
In this course, students become familiar with the theory, basic concepts, and techniques used to teach secondary school art. Topics include teaching methods and curriculum for art. Materials fee is $15. (variable credits)

**ED 376: Methods of Teaching Elementary Physical Education: Understanding the Mechanics of Self-Referral in the Classic Triad of Mind, Body, Spirit**
This course introduces teaching methods for elementary physical education. Topics include strategies for teaching physical education in accordance with the stages of children’s motor development, classroom management, lesson planning, and holistic health and fitness. (1 credit)

**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 members 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 credits) **Prerequisite:** consent of the instructor

**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 credits — 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 credits) (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 Aparausheya 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 credits)

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 credits)

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. (6 credits)

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 credits — 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 credits — may be repeated) Prerequisites: completion of 4 credits in a specialized area of elementary school teaching methods and consent of the department

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 credits — 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 as a student teacher. (variable credits) Prerequisite: ED 490 or ED 494

ED 499 Directed Study
(variable credits) 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. (2 credits)
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 506 Research in Education: Truth Alone Triumphs**
This course focuses on the skills of locating and evaluating research in the field of education relevant to issues that arise during one’s own teaching. Students take a question regarding best practice or classroom teaching and try to answer the question through a critical review of the research found in the professional databases available online. This course is offered in a distance format. (4 credits)

**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 credits)

**ED 510 Introduction to Consciousness-Based Education**
This course is the foundational course for all standard and intern programs of the Education Department. It examines the fundamental goals, principles, and practices of Consciousness-Based education as developed by Maharishi Mahesh Yogi. As part of this introduction, it also covers the basic principles of the Science of Creative Intelligence and Maharishi’s Principles of Ideal Teaching. Other topics include the history of education, the American system of education, educational goals, and problems and solutions in contemporary education. (4 credits)

**ED 511 Classroom Assessment and Evaluation: Planning for Achievement and Fulfillment**
This course is an introduction to the fundamentals of classroom assessment (testing) and evaluation (grading). Students learn how to use learning progressions to create rubrics for essay and performance assessment and test blueprints to create selected response and short answer assessments. (2-4 credits) *Prerequisite:* An elementary or secondary methods course.
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 credits)

ED 514 Professional Learning Communities: Using the Wholeness of Collective Consciousness to Solve Problems and Support Individuals
During this course candidates are part of an online community as they explore teaching and learning issues evolving from their recent classroom experience. Topics include, among others, classroom management, differentiated instruction, project-based learning, technology integration, and assessment. This course is offered in a distance format. (4 credits)

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 credits)

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 credits)

ED 526 Teaching Diverse Learners: 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 credits) Prerequisite: ED 520

ED 527 Teaching Literature for Children

ED 533 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. (2–4 credits)

ED 548 The Science and Art of Teaching: 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 credits)

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 (2 credits).

ED 552 Fundamental Concepts of the Sciences in the Light of Maharishi Vedic Science
Students in this course study the fundamental concepts of the sciences, starting with physics and ending in biology. From physics these concepts include force, matter, time, space, light, and the unified field; from chemistry these include chemical reaction, periodic table, chemical bonding, and the quantum mechanics of the atomic structure; from biology these include the structure of the DNA molecule, the properties of life, homeostasis, evolution, and energy flow in ecological systems. All concepts are understood in terms of unifying concepts from the Science of Creative Intelligence and Vedic Science, including the Constitution of the Universe, Veda in human physiology, and the identity of the Unified Field and Consciousness. In the context of these studies, students learn the professional standards of their discipline and prepare a presentation on the course they will teach as a professional.
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 credits) Prerequisites: ED 548, ED 552

ED 555 Advanced Study in Teaching Methods: Locating Total Knowledge in Everything One Teaches
This course is designed for experienced elementary or secondary school teachers who wish to deepen their knowledge of the teaching methods of their discipline, as well as interdisciplinary teaching methods. Topics of instruction vary according to the student’s subject-area expertise. (variable credits — 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. (6 credits) Prerequisite: consent of the department

ED 558 Teaching a Single Subject in the Elementary or Secondary School: Laying the Foundation for Enlightened Leadership
This course introduces the process of curriculum development and the instructional methods appropriate for teaching a single subject in the elementary or secondary school. The course is co-taught by University and school faculty. Students are placed in a classroom where they spend approximately 25 hours over the course of the month. They assist in the classroom, observe methods of instruction, and plan a unit to be taught later during their student teaching. Topics include structure of the discipline, broad ideas of the discipline, national standards in one’s field, instructional strategies special to one’s field, curriculum design, principles of sound assessment, reading across the curriculum, data-based instructional decision making, and research on new trends or methods of instruction. (4 credits) Prerequisite: ED 332 The Science and Art of Teaching.
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 credits) 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 videodisc, 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 credits)

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 credits — 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 credits — 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 credits) 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 credits) 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 presents an introduction to social studies, including methods and materials. Topics include designing units and lessons, aligning curriculum with national standards and the Iowa Core Curriculum, project-based learning, and assessment. (4 credits)

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 credits)

ED 5741 Arts Integration in the Elementary School: Enlivening Creative Intelligence through Art, Music and Drama
This course develops the concept of the arts as fundamental to enhancing learning, thinking and creativity. It gives elementary teachers a foundation in art methods and materials, music methods and materials, and projects and performances in drama. Topics include: the impact of the arts on student learning, how to integrate the visual and performing arts with other subjects, how to design successful art, music and drama projects. Course participants will design and teach art, music and drama lessons to elementary students. (4 credits)

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 credit)

ED 576 Methods of Teaching Elementary Physical Education: Understanding the Mechanics of Self-Referral in the Classic Triad of Mind, Body, Spirit
This course introduces teaching methods for elementary physical education. Topics include strategies for teaching physical education in accordance with the stages of
children’s motor development, classroom management, lesson planning, and holistic health and fitness. (1 credit)

**ED 580 Foundations of Professional Success: Established in Being, Teach**
This course is a capstone course for the Intern Teaching Program which requires teacher interns to reflect on their first year of teaching, make strategic improvements and prepare for their second year of teaching. Candidates learn the skills of website design and create two websites for courses they will be teaching in the next academic year. These websites include syllabi, classroom guidelines, evaluation plans, and resources for their planned courses. This course is offered in a distance format.

**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 associations in the teaching field; Natural Law-based teaching strategies; and curriculum development. (4 credits)

**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 lifelong 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 credits)

**ED 591 Capstone Course for Fasttrack Program**

**ED594 Intern Teaching Seminar: Promoting Balance of Life in the Midst of Dynamic Activity**
This course is offered concurrently with the intern’s first year of professional teaching. As candidates encounter challenges in their classrooms, they participate in regular conference phone discussions and online mentoring to address these challenges. They meet regularly with school mentors and visiting supervisors from the University, and they keep an ongoing journal which documents their discoveries and adjustments. This course is offered in a distance format. (4 credits)
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. (2–4 credits)

ED 596 Practicum in Teaching
This course is an application of the knowledge of teaching gained during the Master of Arts in Teaching program in a full time position with a cooperating school. Students submit regular reports of their progress, as does the cooperating school. The course and the reports are oriented toward the achievement of the Iowa Professional Teaching Standards. (2-10 weeks, 2-10 credits)

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 Listserv; and they participate fully in the school’s ongoing faculty development. (4.5 credits per semester, repeatable for credit).

ED 599 Directed Study
(variable credits) 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 credits)

ED 647 Using Technology for Learning
More and more schools are investing in technology with the hope of improving student learning. This course investigates the most promising classroom uses of technology and the strategies for applying it effectively. The course is primarily for practicing teachers and helps them better achieve their objectives with the wise use of computer-assisted instruction, Internet projects, productivity tools for teachers, and student multimedia assignments.
DEPARTMENT OF EXERCISE AND SPORT SCIENCE

FACULTY

• Ken Daley, M.Ed., Chair, Associate Professor of Exercise and Sport Science
• Tania Kalamara, B.A., Lecturer in Exercise and Sport Science

INTRODUCTION

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

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

SPECIAL FEATURES

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

DEPARTMENTAL REQUIREMENTS

Daily Activity Graduation Requirement Policies

All undergraduate students are required to engage in regular daily dynamic physical activity as a University graduation requirement. It is expected that students will be physically active for at least four hours each week.
This activity graduation requirement extends to every academic block in which students are registered. This 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. At the end of every academic block, the activity sheet is returned to the office of the Director of the Undergraduate Health and Fitness Program in the Department of Exercise and Sport Science. The activity sheet can be downloaded at www.mum.edu/pdf/activity_journal.pdf. After it’s completed, return to fitness@mum.edu. Or fill it in and put it in inter-campus mail (no address is necessary).

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

In addition to the regular activity requirement, all students must complete a knowledge-based graduation requirement entitled “FOR 103 Health-Related Fitness.” This course should be completed during the first year.

COURSES

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

ESS 103 Base Camp: Creating Harmony within the Diversity of Students, Faculty, and Administration
Students, faculty, and staff go to a wilderness area for a camping trip to help build friendship and understanding between all three groups with the goal of establishing cooperation for future endeavors. Activities include canoeing, biking, and hiking, as well as learning outdoor skills. (1 credit)
ESS 210 Physiolgy 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 credits)

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 credits)

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 credits) 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 credits)

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 credits — 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 credits — 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 1, 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 credits) 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 credits) Prerequisites: ESS 333, and 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 credits)

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 credits)

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 credits) 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 credits) 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 credits) Prerequisite: consent of the department faculty

FOR 103 Health-Related Fitness: Physical Activity to Promote Longevity and Fitness for Life
This course presents the latest knowledge from Western science and the Maharishi Consciousness-Based Health Care program concerning the optimum daily routine for establishing the foundation for lifelong excellent health and growing enlightenment. The major focus will be on the details of the ideal routine of sleep, diet, exercise, meaningful activity, recreation and the importance of the regular experience of pure consciousness for optimum health and evolution. This course will combine both lectures and physical activity labs. (2 credits)
DEPARTMENT OF LITERATURE AND WRITING

FACULTY

• Terry Fairchild, Ph.D., Chair, Professor of Literature
• James Fairchild, Ph.D., Associate Professor of Literature and Writing
• Dara Llewellyn, Ph.D., Assistant Professor of Literature and Writing
• Nynke Passi, M.A., Assistant Professor of Literature and Writing
• Adile Esen, Ph.D., Assistant Professor of Literature and Writing
• Thomas Dyball, PGCE, Director of the English as a Second Language Program
• Nancy Gibson, M.A. TESOL, Instructor of English as a Second Language
• Julie Beaufort, Cert. TESOL, Instructor of English as a Second Language
• Gerald Geer, A.B., Adjunct Assistant Professor of Writing

INTRODUCTION

A Spiritual Approach

Literature, age after age, recounts the story of life in its innumerable variety. Unlike history or the sciences, literature transcends the formulas and the simple facts — the roughest traces of our common being. Literature is as much concerned with what is possible as what has been. In this sense, 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 and TM-Sidhi programs.
- 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**

- A Bachelor of Arts in Literature engenders a student with the most universal, well-rounded education imaginable.
- To study literature is also to study history, religion, art, psychology, sociology, science, and politics, for all exist within the domain of the literary text.
- All of the Literature courses at Maharishi University of Management are connected to the Unified Field, the most fundamental field of existence.
• Courses with a particularly spiritual turn, including *The Bible as Literature*, *Asian Literature*, *The Bhagavad-Gita and Literature*, and *The Epic* (featuring *The Ramayana*), are regularly offered.

• Courses are also available that emphasize “Consciousness” and Literature, including *American Transcendentalism*, *Native American Literature*, *The Greek Classics*.

• A course entitled “Literature and the Environment,” featuring works on literature and nature, is available as an elective.

• We study all the works in context of the historical, spiritual, political, and social forces that produce them.

• We routinely examine in our literature courses the quantum mechanical nature of existence. Students learn to find their ever-expanding Self in all that they read.

• Each course is taught as a historical survey, genre survey, or seminar.

• Courses are taught in European literature, American literature, and the world classics in translation.

• Multicultural works and gender-balanced texts are integrated into the curriculum.

• Upon graduation, all Literature/Writing students find that their skills in writing, reading, analysis, perception, speaking, and the understanding of consciousness have significantly developed.

• A speaking and performance component in every class ensures poise, flow, and coherence in public speaking.

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 24 credits of writing and 24 credits of literature.

• Students may complete a minor in writing by taking any five 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-credit 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.

**WRITING PROGRAM FEATURES**

• Offers a safe haven for developing writers who learn in a completely supportive environment.

• Teaches writing in a professional, workshop atmosphere.

• Transforms aspiring writers into actual writers.

• Presents a variety of writing opportunities, from the purely creative to media-based to the professional and the pragmatic.

• Embraces techniques, including the Transcendental Meditation and TM-Sidhi programs, that develop the writer holistically.

• Creates writers who are the creators of their own selves as well as the literature they produce.

• Gives writing students copious, friendly feedback that assists them in developing quickly as writers.

• Provides students the opportunity to become active members of a thriving writing community, to read their works in a public forum, and to publish in local journals.

**ENGLISH AS SECOND LANGUAGE (ESL) BRIDGE PROGRAM**

This program enables students to gain credit towards their degree, and attend some classes with native speakers, while developing their English language skills to the required level.

The ESL Bridge Program has two stages. On the first stage students receive three blocks of full time, specialist ESL instruction from qualified ESL faculty, studying topics that are relevant to their degree program. On the second stage, ESL students attend classes that are required for their degree, in many cases with non-ESL teachers and students. In these classes, an ESL teacher will be present to assist learning. In addition, students on
the ESL Bridge Program may be required to attend specialist ESL classes for an hour and twenty minutes on two to three evenings every week during term time.

DEPARTMENTAL REQUIREMENTS

Graduation Requirements for a 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 credits of literature (LIT) and writing courses (WTG) according to the following distribution:

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

Students are required to take the following literature courses:
• LIT 350 American Transcendentalism
• LIT 351 Modern American Literature
• 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 credits overall

• 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 credits that does not contribute to the required 48 literature/writing credits. Students have the option to write this paper during their last literature course or on their own time.

• 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.
Graduation Requirements for a Bachelor of Arts in Literature with an Emphasis in Writing

To fulfill the requirements for a Bachelor of Arts in Literature with an Emphasis in Writing, a student simply chooses a minimum of any 24 credits of upper division writing courses (WTG 200 and above) and the same number of credits from a large selection of literature courses (LIT 300 and above). Students must furthermore successfully complete all “general” University requirements for the bachelor’s degree. (Refer to “Degree Requirements” under “Academic Policies.”)

- Exit Paper: Just prior to graduation, students will write an exit paper demonstrating the writing skills they have developed in this program. The paper will be either a critical paper like the one listed under the requirements for the Bachelor of Arts in Literature, or a creative paper with an analytical component.

The Minor in Literature

To graduate with a minor in literature, students must successfully complete 20 credits of literature (LIT) courses 200 or above.

The Minor in Writing

To graduate with a minor in writing, students must successfully complete 20 credits 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.

The English as a Second Language Program

To gain admission to undergraduate or graduate programs at MUM, international students must show evidence of English proficiency equivalent to grade 6 at IELTS\(^1\). The ESL Program enables students who have the equivalent of between 5 and 6 at IELTS to develop their English language skills to the required level even while gaining credit towards an undergraduate degree and attending some classes with native speakers.

The ESL Program has two stages. In the first stage students receive three blocks of full time, specialist ESL instruction from qualified ESL faculty, studying topics that are relevant to their degree program. In the second stage, ESL students attend classes that are required for their degree, in many cases with non-ESL teachers and students. In these classes, an ESL teacher will be present to assist learning. In addition, students in the ESL

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\(^1\) TOEFL Paper, TOEFL Computer, TOEFL iBT, IELTS
Program may be required to attend specialist ESL classes for an hour and twenty minutes on two to three evenings every week during term time.

C O U R S E S

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 credits) (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 credits)

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 course 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 credits) 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 credits)

LIT 265 Evolution 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) (4 credits)

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 credits)

Lit 305 Native American Literature
Modern Native Americans have rediscovered their spiritual heritage through a reclaiming of ancient tribal customs. In this course we will track their spiritual transformation in such works as Leslie Marmon Silko’s Ceremony, about the healing and new meaning that comes to the hero’s life. In Frank Waters’s The Man Who Killed the Deer, Martiniano has at a young age lost his spiritual bearings but regains them through a series of profound insights. Black Elk Speaks is a Native American spiritual–autobiography; at its center is Black Elk’s cosmic vision of America’s destiny. These and other works, chronicle what is both profound and tragic in the life of America’s indigenous peoples.
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 credits)

Lit 328 The Bible as Literature: The Divine as the Source, Course, and Goal of All Existence
The Bible as Literature is a two-week course meant to introduce students to the Old and New Testaments of the Bible, as well as examine it as not only a religious text but also as a literary text. Moreover, we will consider the influence of the Bible on literature and culture. Cultural Literacy as it relates to the Bible is a primary aim of the course. We will look closely at *Genesis*, *Exodus*, *Matthew*, *Luke*, *John*, and *Revelations* among the Bible offerings. We will read an assortment of Biblical-influenced literary texts including: D.H. Lawrence’s *The Horse Dealer’ Daughter*, Eliot’s *Journey of the Magi*, Yeats’ *Second Coming* and *The Magi*, Keats’ *Ode to a Nightingale*, Coleridge’s *Rime of the Ancient Mariner*, Dylan Thomas’ *Fern Hill*, and many others. We will also watch a couple of films inspired by the Bible such as *Amadeus* and the *7th Seal*. (2–4 credits)

LIT 330 Medieval Literature: From *Beowulf* to Malory — 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 credits)

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 credits)

The Renaissance was the re-emergence of dynamic social and intellectual activity in the Western world. It marked one of the most vibrant literary, dramatic, and poetic periods in history. Its writers searched for fundamental principles and orderly poetic structures in accord with Natural Law to assist in the full development of human life. Beginning with Petrarch, this course examines some of the greatest Renaissance writers of the sixteenth and early seventeenth centuries: Wyatt, Spenser, Sidney, Donne, Traherne, Herbert, Vaughan, Marvell, and Milton. Also included are readings from some of the major Renaissance philosophers, courtiers, and scientists. (4 credits)

LIT 341 Eighteenth-Century Literature: The 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 credits)

LIT 342 The Eighteenth-Century Novel: Narrative Fiction, the Dominant Literary Form for Two Centuries — From Defoe to Austen

Like the Renaissance writers before them, eighteenth-century sages saw the spiritual power of nature residing in an orderly universe. They sought to tap that power through their attempts to write about it. The novel, the ultimate fictional statement about universal order, emerged from the diverse social, economic, and political forces of the eighteenth century. This course examines the rise of the novel through three different activities: (1) reading novels from Defoe to Austen, (2) studying the cultural milieu of the eighteenth century, and (3) formulating a theory of the novel and its applications. (4 credits)

LIT 344 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 credits)
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 credits)

LIT 348 Twentieth-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 credits)

LIT 349 Stories from One World

In this course, we will read selections of short studies from around the world, focusing on seven geographical units: Africa, Middle East, Asia, Australia and Oceania, Europe, Latin America, and North America. The course will have a minor introduction (partially in lecture form but students are welcome to research as well) at the beginning of each unit in order to familiarize the students with the socio-historical, geographic, cultural, and literary background of each country presented in that unit. The diverse stories representing different cultures will give us an entry to understanding human experience in our own and other cultural domains with new insights. We will study the stories around the underlying motifs of “the condition of the individual”, “families and communities,” and “gender issues.” In doing so, these motifs will allow us to also discuss and analyze the stories in terms of the larger themes of “unity in diversity” and “the world is my family.” The students will also develop a newer understanding of the short story in its international form. As a final project, they will be free to choose between writing a critical paper on one or more of the stories around a theme of pertinence to the overall course, or write a story of their own that relates to the analyzed motifs and themes.

LIT 350 American Transcendentalism: Self-Determinism and Self-Actualization — The Self as the Primary Theme in Emerson, Thoreau, Whitman, and 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 credits)

**LIT 351 Modern American Literature: 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 credits)

**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 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 credits)

**LIT 356 Contemporary Fiction**
Contemporary fiction writers are the classics of tomorrow. In these days of multimedia, “fiction” could include films, videos, graphic novels, collages, and other visual media containing a fictional story line. In this course we will read two contemporary novels by authors such as Barbara Kingsolver, Leslie Marmon Silko, R.K. Narayan, Nick Hornby, and Kate Atkinson. We will also read a number of short stories by writers like T.C. Boyle, Alice Munro, and George Saunders and watch recent films of literary quality. Students will write one essay on any author or filmmaker studied in this class, prepare an oral report, including a visual such as a poster or PowerPoint presentation, and submit a creative work. This could be a short story or something visual with a fictional narrative such as a video, a short animation, graphic short story, etc. Students may include a Maharishi Vedic Science component in their analytical essay or create a Main Points Chart to accompany their oral presentation or final project.

**LIT 357 The Hero in Literature**
This course will explore the idea of the hero from antiquity to the present. The hero is a larger than life character whose actions affect the fate of a large community for good, or if a tragic hero, for ill. The hero’s behavior (see Arjuna for example) is a model for the
ordinary individual. One of the great debates is whether the hero can even exit in the modern world. Among the texts and themes we will follow are: The Odyssey: The Classical Hero; Beowulf: The Germanic Hero; Gawain and the Green Knight: The Medieval Hero; Siddhartha: The Spiritual Hero; and The Bean Trees: The Feminine Hero.

**LIT 359 The Short Story**
A short story contains all the elements of the novel in micro form and because it is so compact is an ideal arena for studying literature. In this course we will study some of the world’s greatest short story writers beginning with Romantics Washington Irving, Edgar Allan Poe, and Nathaniel Hawthorne, then moving to later, more realistic writers such Guy de Maupassant, Anton Chekhov, Sarah Orne Jewett, and Henry James. Afterward, we will read works by such modernist writers as James Joyce, D.H. Lawrence, E.M. Forster, William Faulkner, Ernest Hemingway, and Flannery O’Connor, finishing up with contemporary writers including Alice Munro, John Updike, and Leslie Marmon Silko. Students will write a short analytical essay on one of the writers studied in the course and will write a short story as the final project. Students may include a Maharishi Vedic Science component in their analytical essay or create a Main Points Chart to accompany their final project.

**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 credits)

**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 eighteenth century when long narratives — including epics, fables, romances, and picaresque tales — were losing their vitality, the novel became literature’s torch bearer: the primary literary mode for depicting life. This course examines the history, techniques, and forms of the novel, from social realism to meta-fiction, and may include novels from any given period from the eighteenth century onward. (4 credits)
LIT 363 The Art of Film: 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) (4 credits)

LIT 364 The Science Fiction Film
The Science Fiction Film introduces students to some of the best science fiction films ever made. It will be part historical, beginning with Frankenstein from the 1930s and including films up to the present. Part thematic, as we look into some of the broad sci-fi themes, such as what it is to be human. And part technical: we’ll analyze what makes a good sci-fi film and write a film review of a sci-fi film not shown in class. Some of the subgenres include space operas, alien films, B movies, visionary films, cautionary films, and humor. Students will write a scene for a sci-fi film, will give an oral presentation on a science-fiction film, and show a clip. We will watch such films as Frankenstein, The Day the Earth Stood Still, On the Beach, 2001: A Space Odyssey, Soylent Green, Star Wars, Close Encounters of the Third Kind, E.T., Starman, Tron, Sleeper, Matrix, and Minority Report. Plus, we will watch clips from a number of other fine sci-fi films, such as Metropolis, Blade Runner, and Repo Man.

LIT 365 Evolution 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.” (4 credits)

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 credits)

**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 credits)

**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 credits)

**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 credits)

**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 credits)

LIT 371 The Lord of the Rings
In the first half of the twentieth century, J.R.R. Tolkien, an Oxford Medieval and Linguistics Professor, wrote one of the great epics of modern times. The Lord of the Rings has become a literary phenomenon, a critical success, a cult classic, and an enormously popular novel sequence that has never fallen out of favor. Moreover, it has spawned a subsidiary industry that includes, films, TV productions, games, toys, and LOR art. The Lord of the Rings has emerged as the quintessential fantasy/myth to which all modern myths pay homage, an archetypal tale that speaks to the heart of human beings on the very meaning and purpose of life. In this course we will read the trilogy: The Fellowship of the Ring, The Two Towers, and The Return of the King. We will also consult the prequels to the trilogy—The Silmarillion and The Hobbit. When appropriate, we will look at scenes from Peter Jackson’s famous film sequence as well. (4 credits)

LIT 372 Media and Literature
In the age we live in, the media constructs and reconstructs the world we know. It is so pervasive that virtually no one on this planet is free from its influence, be it good or bad. At the basis of media is language, the first level of communication. Language forms itself into texts — written, visual, and audio texts — and texts are the interest of literature. In this course we will read a variety of texts that deal directly and indirectly with media as we explore its severe limitations as well as its possibilities to help bring about a worldwide transformation. One literary figure commenting on the relationship between literature and the media said, “Literature is news that stays news.” — Ezra Pound

LIT 373 Music and Literature

LIT 374 The Great American Road Trip
Does the open road beckon you? People have been traveling the highways of America for more than a century. Before highways and road even existed, people drove their cars across the country when the only surfaces available were the wide, open fields. We'll read road literature ranging from the snarky comments of Iowa traveler Bill Bryson to the more lyrical passages of William Least Heat Moon. We'll follow women travelers as well as men and may even dip into a trip outside the U.S. (across Fiji). We'll read some great essays, watch some good road films, and explore some interesting travel blogs and sites. We may even take our own road trip so we can write about. (4 credits)
LIT 379 History of English Language
This is a two-week course for those students pursuing a degree in education with a focus in literature. The course will be primarily self-directed with the following components: An outline of Albert C. Baugh’s standard work—*A History of the English Language*, a summary of the video *Mother Tongue* from the series *The Story of English*, and a presentation by the student on how the English language developed from its inception to the present. (2 credits)

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

LIT 497 Senior Thesis: Demonstrating Skill in Action
A one block guided study for students who want to spend a month writing their exit paper for a B.A. in Literature or a B.A. in Literature with an Emphasis in Writing. Guidelines for the paper will be established between the instructor and student. *Prerequisite:* consent of instructor

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 credits) *Prerequisite:* consent of the department faculty
NOTE: The purpose of this course is as an addition to the requirements of the major; therefore, the credits from this course cannot be included as part of the course work required for the major.

LIT 499 Directed Study
(variable credits) *Prerequisite:* consent of department faculty

Writing Courses

WTG 116 Intermediate English for Academic Purposes I
WTG 117 Intermediate English for Academic Purposes II
WTG 118 Intermediate English for Academic Purposes III
These integrated skills courses will help international students to adjust to an English-speaking academic environment. Students will develop essential vocabulary and communicative strategies for successful interaction. While the focus will be on listening and speaking, the courses will also include basic reading, writing, pronunciation and
grammatical understanding and practice. (4 credits each — may be repeated)

Prerequisite: 4.5 IELTS or 477 TOEFL PBT; 153 CBT; 53 iBT

WTG 120 High-Intermediate English for Academic Purposes I
WTG 121 High-Intermediate English for Academic Purposes II
WTG 122 High-Intermediate English for Academic Purposes III

These courses continue to address the needs of new, international, non-native speakers of English intending to study at an American college or university. Emphasis will be on helping students to understand spoken English delivered at a normal rate in an academic environment. Students will listen to recordings of on-campus conversations, short classroom lectures, and radio and television interviews. Attention will also be given to understanding and using common idiomatic expressions, vocabulary expansion, and development of conversational skills. Reading, grammar practice, pronunciation and journaling will support learning. Students will discuss culture shock and other difficulties they may encounter. (4 credits each — may be repeated) Prerequisite: 5 IELTS or 500 TOEFL PBT; 173 CBT; 59 iBT

WTG 130 Advanced English for Academic Purposes I
WTG 131 Advanced English for Academic Purposes II
WTG 132 Advanced English for Academic Purposes III

These courses will focus on preparing students for academic success in an English-speaking environment. They will be taught how to become good, independent learners of English, making use of freely available language tools such as the Internet and chat rooms. They will also develop reading and study skills such as note-taking and summarizing from oral and written texts, and will thereby further improve their use of English. Additionally, preparation for academic writing will provide students a better understanding of American academic standards. Students will engage in classroom discussions, on-campus activities, and various reading and writing tasks. Students will also study grammar and practice pronunciation improvement exercises. (4 credits each — may be repeated) Prerequisite: 5.5 IELTS or 525 TOEFL PBT; 196 CBT; 70 iBT

WTG 136 College Composition I for International Students

This course is for international college-bound students who need to develop their writing skills in English. Using a process approach, students will practice journaling, prewriting, drafting, revising and editing, and will learn to use and provide peer and teacher feedback. Grammar and vocabulary will be improved as needed, and attention will also be given to sharpening reading, listening, and presentation skills. (4 credits) Prerequisite: 6 IELTS or 550 TOEFL PBT; 210 CBT; 78 iBT
WTG 190 College Composition II for International Students
This course is an alternative to the writing course that is required of all undergraduate students. It focuses on developing the same academic writing skills as the regular CCII class, but is specifically tailored to the needs of students whose native language is not English. Students will practice process writing, develop a writing portfolio containing a personal, persuasive, comparison and contrast and/or process essay as well as a research paper. Grammar study, journaling and reading analysis will support the development of writing skills. (4 credits) Prerequisite: 6 IELTS or 550 TOEFL PBT; 210 CBT; 78 iBT

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 credits)

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 credits) 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 transcendental to one degree or another, but the best draws upon Transcendental Consciousness in both form and meaning. In this course we will sample some of the greatest spiritual poetry ever written to use as models in writing our own transcendent poetry. (4 credits) Prerequisite: WTG 192 or consent of instructor

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 credits) Prerequisite: WTG 192 or consent of instructor

WTG 210 Poetry Writing: Tracking the Path of Transcending — Expressing the Subtletest 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 credits) Prerequisite: WTG 192 or consent of instructor

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 credits each)

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 credits)

WTG 313 Writing and Reading the Short Story: Exploring the Dynamics between Wholeness and Point
Edgar Allen Poe once stated that everything in a short story works toward a “single effect.” Economy and precision of language make the short story the perfect narrative form. In this course we will read and study intriguing stories such as Gabriel Garcia Marquez’s “The Very Old Man with Enormous Wings” and Eudora Welty’s “Why I Live at the P.O.” as models for short fiction we will write. We will also look closely at elements of fiction: character, structure, point of view, imagery, and figurative language as building blocks for our own stories. Students will write three short stories and
workshop those stories in class. (4 credits) Prerequisite: WTG 192 or consent of instructor

**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 credits) Prerequisite for each: WTG 192 or consent of instructor

**WTG 315 Writing Literary 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 credits)

**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 credits) Prerequisite: WTG 192 or consent of instructor

**WTG 322 Writing the Personal Memoir: Knowing the Self**  
During this course, students explore various forms of memoir: childhood memoir, graphic memoir (memoir in cartoon form or illustrated memoir), travel or journey memoir, memoirs of people from other cultures, eyewitness memoir, mosaic memoir, etc. Students read examples by an international selection of famous authors such as Frank McCourt, Janet Frame, Azar Nafisi, Annie Dillard, Helen Nearing and Elizabeth Gilbert, and also work by lesser known authors such as Mark Spragg, Yang Erche Namu, and Etty Hillesum. Students also create their own portfolios using techniques from fiction and poetry to create story and to explore objective and subjective life experience in depth. Ultimately, students learn to stand back and experience their life stories twice, “in the moment and in retrospection,” as Anais Nin said. In this way, students come to more deeply know their own Self on every level. (4 credits) Prerequisite: WTG 192 or consent of instructor

**WTG 323 Memoir of Transcendence: Knowing the Self**  
During this course, students explore memoir with a focus on the theme of transcendence — spiritual quest, transcendental moments, stories about overcoming obstacles and achieving great things for mankind, and stories of diving within to explore the uncharted
territories of consciousness. These may be childhood memoirs, graphic memoirs (memoirs in cartoon form or illustrated memoirs), travel or journey memoirs, memoirs of people from other cultures, eyewitness memoirs, mosaic memoirs, etc. Students read examples by an international selection of both famous and lesser-known authors such as Annie Dillard, Helen Nearing, Elizabeth Gilbert, Henry David Thoreau, Greg Mortenson, Ann Patchett, Azar Nafisi, Mark Spragg, Yang Erche Namu, and Etty Hillesum. Students also create their own portfolios of transcendental memoir using techniques from fiction and poetry to create story and to explore objective and subjective life experience in depth. Ultimately, students learn to stand back and experience their transcendental life stories and their own spiritual quest “twice, in the moment and in retrospection,” as Anais Nin said. In this way, students have an opportunity to more deeply know their own Self on every level. (4 credits) Prerequisite: WTG 192 or consent of instructor.

**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 credits)

**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 credits)

**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 credits)
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 credits) Prerequisite: WTG 192 or consent of instructor

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 credits)

WTG 360 Writing and Photography
This course teaches the basics of digital photography and how to write about it. Students learn how to adjust the digital “negative” in an image-editing program such as Adobe Photoshop. Students keep a daily journal of their photographic experiences, learn to photograph and write about the environment, and produce a photo essay on their favorite topic. For daily printing needs, students use online sources, such as Snapfish or Shutterfly. The course also includes at least one field trip and a variety of creative photographic assignments. For the final portfolio, students select their best photographs to enlarge and learn how to print and mat them. Requirements: a $25 fee for materials and at least a 7-megapixel camera with zoom lens and manual controls; this means the ability to manually adjust shutter speed and aperture size.

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. (4 credits)
WTG 370 Writing for Fun and Profit: Niche Markets
This is a course for students who would like experience in professional writing for niche publishing markets, such as educational testing. We’ll explore a variety of markets and in detail: the educational testing market. For that market, we’ll focus on the compactness and concision necessary for writing test passages, the necessity for selecting topics appropriate for testing and recognizing sensitivity issues, mastering editing skills necessary to create grammatical and mechanical correctness, as well developing an eye for topics that will appeal to the appropriate grade level. The course will include a professional workshop with a testing development specialist, the possibility of a follow-up internship with American College Testing in Iowa City, and freelance writing opportunities.

WTG 373 The Graphic Novel
The graphic novel, a genre of literature combining writing and art, has become increasingly popular in the past decades. The term “graphic novel” broadly refers to any fictional or non-fictional story that is told by means of both writing and illustration—often, though not necessarily, in cartoon form. In this class, students will read selections from various award-winning graphic novels and illustrated memoirs, among them *Persepolis* by Marjane Sarpati, *Blankets* by Craig Thompson, *Ghost World* by Daniel Clowes, *Principles of Uncertainty* by Maira Kalman, and the Pulitzer Prize winning *Maus* by Art Spiegelman. Students are expected to write and illustrate their own graphic novel during the class. In the process, they will hone all techniques relevant to this genre: Writing-wise, the focus will be on dialogue, scene, plot, pacing, character development, selection of detail, language, voice, and editing. Artistically, the focus will be on choice of materials, drawing technique, page layout, the relationship between positive and negative space, color, and shape.

WTG 399 Directed Study
(variable credits) 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 credits) Prerequisite: WTG 192 or consent of instructor
DEPARTMENT OF MAHARISHI VEDIC SCIENCE

FACULTY

• Fred Travis, Ph.D., Chair, Maharishi Vedic Science, Dean of the Graduate School, Professor of Maharishi Vedic Science
• Thomas Egenes, Ph.D., Associate Professor of Maharishi Vedic Science and Sanskrit
• Sue Brown, Ph.D., Assistant Professor of Maharishi Vedic Science
• Patricia Oates, Ph.D., Assistant Professor of Maharishi Vedic Science
• Evan Finkelstein, Ph.D., Assistant Professor of Maharishi Vedic Science
• Isabelle Matzkin, M.A., Assistant Professor of Music and Maharishi Vedic Science
• Samuel Boothby, Ed.D., Adjunct Associate Professor of Maharishi Vedic Science and Education
• Vernon Katz, Ph.D., Adjunct Professor of Maharishi Vedic Science and Philosophy
• Tina McQuiston, Ph.D., Adjunct Assistant Professor of Maharishi Vedic Science
• Bill Sands, Ph.D., Adjunct Assistant Professor of Maharishi Vedic Science
• David Pohlman, Ph.D., Adjunct Assistant Professor of Maharishi Vedic Science
• Elinor Wolfe, M.A., Adjunct Instructor 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 Development of Consciousness courses, which include the Transcendental Meditation and TM-Sidhi programs, including Yogic Flying, and which all students are required to take.

**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 that these technologies align the student’s intelligence with the natural flow of Nature’s intelligence.

In time, because of the student’s developing consciousness, the creativity, energy, and intelligence governing the universe become accessible to and usable by the student.

Students effortlessly grow in their natural ability to think and behave from that unbounded level of pure consciousness; they grow in intelligence, creativity, and power, but equally in compassion, kindness, and moral character.

The immense practical value and benefits of being able to live life from its infinite potential are indescribable, 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
- 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-credit course) or a 3-year program when taken on the nonstandard schedule — meeting several times a week, 12 weeks per 4-credit course. Both programs require ten courses, 38 credits in the standard program and 31 credits in the nonstandard program.

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 Development of Consciousness

- M.A. in Maharishi Vedic Science with an Emphasis in Development of Consciousness — A three-year degree program that includes nine 3-credit courses taken along with three years of the Creating Coherence Program. Each class is 12 weeks long, meeting Saturdays. 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.

SPECIAL FEATURES

- Focus on an ideal daily routine with emphasis on experiencing the Unified Field of Natural Law in twice daily practice of the Transcendental Meditation and TM-Sidhi programs.

- Extensive exposure 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 Bhagavad Gita, Absolute Theory of Defense, Vedic Knowledge for Everyone, and Celebrating Perfection in Education.

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

- A one-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.

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

In addition, students learn to apply a number of technologies of Maharishi Vedic Science to culture higher states of consciousness and balanced, full health. The 10-month program includes:

- Systematic study of Maharishi’s books and tapes
- Systematic study of the Veda and Vedic literature and its relation with the structure and functioning of the brain
- Periods of extended TM® and TM-Sidhi practice in each course
- Reading Vedic Literature in the original Devanagari script
- Listening to Vedic recitation each day
- Having a daily routine to promote deep experiences during the Transcendental Meditation and TM-Sidhi programs, including Yogic Flying.
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

Development of Consciousness (DC) Courses

Regular practice of the Maharishi Transcendental Meditation and TM-Sidhi programs, including Yogic Flying, 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 technologies twice daily. Specific grading policies for these courses are provided by the student Transcendental Meditation program office and 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 and Technology of Consciousness courses STC 108/109 and the Science of Creative Intelligence course FOR 500) and the TM-Sidhi program (DC 329 and DC 330), available for additional cost beyond the regular tuition charges.
DEPARTMENTAL REQUIREMENTS

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

Before entering the major in Maharishi Vedic Science, students must complete MVS 102 (waived for graduates of Maharishi School), MVS 202, PH 101, and WTG 191.

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 56 credits of course work as listed below.

40 credits of required courses:
• MVS 208 Fundamentals of Maharishi Vedic Science (4 credits)
• MVS 210 Veda and Vedic Literature in Maharishi Vedic Science (4 credits)
• MVS 225 Maharishi Vedic Science and Religion (4 credits)
• MVS 240 EEG, Brain and Enlightenment (4 credits)
• MVS 300 Science of Being (4 credits)
• MVS 302 Bhagavad-Gita: Chapters 1-3 (4 credits)
• MVS 303 Bhagavad Gita: Chapters 4-6 (4 credits)
• MVS 308 Individual Benefits from the Transcendental Meditation Program (4 credits)
• MVS 309 Fundamentals of World Peace (4 credits)
• MVS 391 Senior Capstone Writing and Speaking Project (4 credits)

plus at least 16 credits from one of the following options

OPTION 1 — Reading Vedic Literature
• MVS 321 Reading the Vedic Literature 1
• MVS 322 Reading the Vedic Literature 2
• MVS 323 Reading the Vedic Literature 3
• MVS 324 Reading the Vedic Literature 4
• MVS 342 Health Benefits of Maharishi Gandharva Veda
• PH 260 Maharishi Self-Pulse Diagnosis
• PH 262 Diet, Digestion, and Nutrition
• PH 263 Maharishi Yoga Asanas
• BIO 260 Biology I: Living Systems

OPTION 2 — TM Program Teacher Training*
• MVS 490 Transcendental Meditation Program Teacher Training
• 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 credits)

*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 credits 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 credits 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 56 credits of course work as follows:

24 credits from the following:
• MVS 493 *Transcendental Meditation* Program Teacher Training Program Teaching Internship
• MVS 497 *Transcendental Meditation* Program Research Internship

plus up to 32 credits from the following:
• MVS 490 *Transcendental Meditation* Program Teacher Training
• MVS 495 *Transcendental Meditation* Program Governor Training
• MVS 498 *Transcendental Meditation* Program Minister Training
• MVS 308 Individual Benefits from the *Transcendental Meditation* Program
• MVS 309 Fundamentals of World Peace
• MVS 391 Senior Capstone Writing and Speaking Project
• MVS 208 Fundamentals of Maharishi Vedic Science
• MVS 210 Veda and Vedic Literature in Maharishi Vedic Science
• MVS 225 Maharishi Vedic Science and Religion (4 credits)
• MVS 240 EEG, Brain and Enlightenment
• MVS 300 Science of Being
• MVS 302 Bhagavad Gita; Chapters 1-3
• MVS 303 Bhagavad Gita: Chapters 4-6

Requirements for the Minor in Development of Consciousness

To graduate with a minor in Development of Consciousness, students must successfully complete 20 credits of Forest Academy and Development of Consciousness courses.

Requirements for the Minor in Maharishi Vedic Science

To graduate with a minor in Maharishi Vedic Science, students must successfully complete any five (20 credits) courses in Maharishi Vedic Science numbered higher than MVS 192.

Requirements for the Specialization in Teaching the Transcendental Meditation Program

The Specialization in Teaching the Transcendental Meditation Program can be added to an undergraduate or graduate student’s degree. Undergraduates need to complete 24 credits, graduate students 8 credits, from the following courses:

• MVS 490 Transcendental Meditation Program Teacher Training
• MVS 492 Transcendental Meditation Program Teacher Training Program Fieldwork Internship

MASTER OF ARTS DEGREE IN MAHARISHI VEDIC SCIENCE

Entrance Requirements

For entrance into the M.A. in Maharishi Vedic Science program, students must hold 1) a bachelor’s degree or 2) 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 credits 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 36 credits of course work as follows:

- MVS 461 *Maharishi Self-Pulse* Reading (4 credits)
- MVS 504 Physiology, Consciousness, and the Veda (4 credits)
- MVS 509 Bhagavad-Gita Gita (4 credits) or MVS 516 *Science of Being* (4 credits)
- MVS 585 Capstone — *Celebrating Perfection in Education* (4 credits)
- MVS 525 and 526 Sanskrit (4 credits)
- MVS 540 Principles of Maharishi Vedic Science (2–4 credits)
- MVS 544 Physics of Invincibility (2 credits)
- MVS 552 Developing Brahman Consciousness (4 credits)
- MVS 553 *Discovery of Veda and Vedic Literature in Human Physiology*: How Consciousness Creates Your World (4 credits)
- MVS 554 Maharishi Vedic Science and Judaism, Christianity, and Islam
- MVS 555 Absolute Theory of Government (4 credits)

NOTE: In the event that a student has completed some of these courses as part of previous undergraduate and/or graduate degrees, the student may petition the Department to take one of the two reading and rounding courses below during those terms.

- MVS 480 Topics in Maharishi Vedic Science (4 credits/block)
- MVS 534 Readings in Vedic Literature (4 credits/block)
Graduation Requirements for the Master of Arts Degree in Maharishi Vedic Science for Teachers of the Transcendental Meditation technique

Students who are qualified as teachers of the Transcendental Meditation technique and have worked full-time teaching the TM program can earn their M.A. by taking any 4 graduate courses, plus the Capstone course, MVS 585. Requirements for the degree in Maharishi Vedic Science FOR 500 The Science of Creative Intelligence, and 36 other credits that can be completed by the following course work:

- MVS 585 Capstone — Celebrating Perfection in Education (4 credits)
- MVS 492 TM Program Teaching Internship (up to 16 credits)

And the remaining credits to complete the program can be chosen from the following:

Any four courses from the following:
- MVS 461 Maharishi Self-Pulse Reading (4 credits)
- MVS 504 Physiology, Consciousness, and the Veda (4 credits)
- MVS 509 Bhagavad-Gita (4 credits) or MVS 516 Science of Being (4 credits)
- MVS 525 and 526 Sanskrit (4 credits)
- MVS 540 Principles of Maharishi Vedic Science (4 credits)
- MVS 544 Physics of Invincibility (2 credits)
- MVS 552 Developing Brahman Consciousness (4 credits)
- MVS 553 Discovery of Veda and Vedic Literature in Human Physiology: How Consciousness Creates Your World (4 credits)
- MVS 554 Maharishi Vedic Science and Judaism, Christianity, and Islam (4 credits)
- MVS 555 Absolute Theory of Government (4 credits)
- MVS 497 TM Program Research Internship (variable credits up to a maximum of 24 credits)

Graduation Requirements for the Extended Professional Schedule (Nonstandard) of M.A. in Maharishi Vedic Science

Students who currently practice the TM-Sidhi program and whose extended plan of study allows them to complete at least 30 credits of DC 535 may elect to earn a terminal version of the M.A. in MVS by completing the required and elective courses listed above, plus MVS 517 Research Paper, and by demonstrating the ability to read Sanskrit in Devanagari script.

To graduate, a student needs 9 courses (36 credits) plus the research paper for a total of 40 credits. 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 credit) to accompany each of the courses of their degree.
Students who are qualified as teachers of the Transcendental Meditation technique and have worked full-time teaching the TM program can earn their MA by taking any 4 graduate courses, plus the Research Paper, MVS 517.

Graduation Requirements for the nonstandard M.A. degree—36 credits from the following courses, plus MVS 517:

- MVS 525 and 526 Sanskrit (4 credits or more as necessary to read Devanagari script)
- MVS 461 *Maharishi Self-Pulse* Reading (4 credits)
- MVS 504 Physiology, Consciousness, and the Veda (4 credits)
- MVS 509 Bhagavad Gita (4 credits)
- MVS 544 Physics of Invincibility (4 credits)
- MVS 552 Developing Brahman Consciousness (4 credits)
- MVS 540 Principles of Maharishi Vedic Science (4 credits)
- MVS 553 *Discovery of Veda and Vedic Literature in Human Physiology*: How Consciousness Creates Your World (4 credits)
- MVS 554 Maharishi Vedic Science and Judaism, Christianity, and Islam (4 credits)
- MVS 555 Absolute Theory of Government (4 credits)
- MVS 585 *Celebrating Perfection in Education* (variable credits)
- MVS 517 Research Paper (4 credits)

**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 30–40 credits of additional course work.

The three Academic Concentrations are:

- **Concentration in Advanced Maharishi Vedic Science**
  30–40 credits 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**
  30–40 credits of graduate courses in Physiology and Health

- **Concentration in Reading the Vedic Literature**
  30–40 credits 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.

• **Concentration in Maharishi Vedic Technologies**
  30-40 credits of:
  • MVS 580 Practicum in Maharishi Vedic Technologies

• **Concentration in Educational Applications of Maharishi Vedic Science**
  30-40 credits of:
  • MVS 581 Practicum in *Consciousness-Based* Education

• **Development of Consciousness Concentration**

Students complete 3 years of extended practice of the Maharishi Transcendental Meditation and TM-Sidhi programs.

27 credits of:
• DC 535 The TM and TM-Sidhi program, including Yogic Flying: Applying the Organizing Power or Nature for Success in Daily Life

• Concentration in TM Teacher Training
  24 credits of course work from attending a training course to become a teacher of the TM technique

**Graduation Requirements for the Master of Arts Degree in Maharishi Vedic Science with an Emphasis in Development of Consciousness**

This three-year program combines extended development of consciousness, practice of the TM and TM-Sidhi program, with classes meeting on a nonstandard schedule (12 weeks per 4-credit 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 Development of Consciousness, students must successfully complete all general requirements for the master’s degree, including FOR 500, the Science of Creative Intelligence.
Intelligence, and MVS 525 or 526 Sanskrit. (Please refer to “Degree Requirements” in “Academic Policies.”). In addition, students must complete 9 courses (36 credits) plus the research paper for a total of 40 credits along with 27 credits of Development of Consciousness:

36 credits of the following required courses:

- MVS 461 Maharishi Self-Pulse Reading (4 credits)
- MVS 504 Physiology, Consciousness, and the Veda (4 credits)
- MVS 509 Bhagavad Gita (4 credits) or MVS 516 Science of Being (4 credits)
- MVS 585 Celebrating Perfection in Education (4 credits)
- MVS 540 Principles of Maharishi Vedic Science (4 credits)
- MVS 544 Physics of Invincibility (4 credits)
- MVS 552 Developing Brahman Consciousness (4 credits)
- MVS 553 Discovery of Veda and Vedic Literature in Human Physiology: How Consciousness Creates Your World (4 credits)
- MVS 554 Maharishi Vedic Science and Judaism, Christianity, and Islam (4 credits)
- MVS 555 Absolute Theory of Government (4 credits)
- MVS 517 Research Paper (4 credits)

plus 27 credits of
- DC 535 The TM and TM-Sidhi program, including Yogic Flying: Applying the Organizing Power or Nature for Success in Daily Life

PH.D. IN MAHARISHI VEDIC SCIENCE

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.

This program is for those individuals who wish to accelerate growth to enlightenment and become professional exponents of Maharishi Vedic Science. You will deepen your experiences of higher states of consciousness, gain a fuller grasp of principles of Maharishi Vedic Science, and refine your presentation and teaching skills. You may choose from four tracks: (1) Reading Vedic Literature in Sanskrit, (2) Applications of Maharishi Vedic Science to Society, (3) Modern Science and Maharishi Vedic Science, and (4) Research in Higher States of Consciousness.

Graduation Requirements for the Ph.D. Degree in Maharishi Vedic Science

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

YEAR 1
- MVS 670 Advanced Analysis and Synthesis of Total Knowledge. (8 credits)
- MVS 671 Maharishi’s Insight into the Veda and Vedic Literature: Fabrics of Immortality. (8 credits)
- MVS 672 Mastering Veda and Vedic Literature in the Human Physiology. (4 credits)
- MVS 673 Original Research in EEG, Brain and Enlightenment. (6 credits)
- MVS 674 Peace-Creating Professionals: Applying Maharishi Vedic Science to Society. (8 credits)
- MVS 680 Maharishi Vedic Science Seminar (1 credit per semester)
- MVS 691 Preparation for the Written Qualifying Examination: Synthesizing and Expressing Total Knowledge (4 credits)

Upon successful completion of this core curriculum, you will be advanced to candidate status. During the next semester all students will complete their oral comprehensives and write their dissertation proposal.

YEAR 2
- MVS 693 Faculty Development Seminar and Oral Qualifying Exam (4 credits)
- MVS 695 Faculty Development Seminar (4 credits)
- MVS 700 Dissertation proposal: The Scientific Character of Research in Consciousness and Reading the Vedic Literature (12 credits)

Upon successful completion of these courses, which culminates with the written proposal, you will advance to the Ph.D. researcher status and then enroll in:
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.
COURSES

Undergraduate Courses

MVS 100 The *Transcendental Meditation* Program: Developing the Total Potential of the Human Brain
All students begin their studies at Maharishi University of Management by learning the Transcendental Meditation technique, a simple, natural, effortless procedure 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 Sanskrit: Learning the Sounds of Nature
“Consciousness is the most basic element in creation; therefore the study of consciousness and research in consciousness, which is offered by the traditional Vedic Literature, gives the student the ability to do anything and achieve anything with the support of the evolutionary power of Natural Law.” — Maharishi

Reading the Vedic Literature in Sanskrit is a new technology of Maharishi Vedic Science to speed the development of higher states of consciousness. In this course students learn to read the Vedic Literature in Sanskrit and discover how this practice actually strengthens brain functioning. Students also learn the basic principles of Maharishi Vedic Science, including the recent discovery of how human physiology forms a perfect replica of Natural Law, as embodied in the 40 aspects of the Veda and Vedic Literature. This historic discovery reveals that the natural laws governing the universe are the same laws governing our physiology — meaning that each of us has access, within our own physiology, to the total potential of Natural Law. This in turn gives us the potential to know anything, do anything, and accomplish anything. (4 credits) (Note: Students with a background in Maharishi Vedic Science and reading Sanskrit in Devanagari take MVS 192.)
200-Level Courses and Above

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 credits)

MVS 208 Fundamentals of Maharishi Vedic Science: Atma and Veda — the Self-Referral Dynamics of Consciousness Underlying the Individual and the Universe
This course systematically investigates Maharishi’s explanation of the self-referral dynamics and structure of pure consciousness, as being the ultimate source and content of all the Laws of Nature that are responsible for the creation and orderly functioning of both individual and universal life. Topics include the analysis and synthesis of the Nature and range of Atma, the universal Self of every individual; how the fluctuations of Atma appear as the structure and qualities of the four Vedas in terms of their qualities and sequential unfolding; how the structures and functions of the Vedas correspond to the human physiology and the cosmic physiology of the cosmos; the reading of the Vedic Literature in Sanskrit; and exploring the correlation between the cosmic creative process as expressed in the Vedas with theories of the structure and functioning of the unified field Superstring theory of modern quantum physics. (This course is a prerequisite for MVS 210)

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

MVS 226 Maharishi Vedic Science and Buddhism, Taoism, Confucianism
Students explore universal principles of life expressed by Maharishi Vedic Science and the religions of Buddhism, Taoism, and Confucianism. The course gives students the opportunity to study the following topics: The existence and nature of God, the main purpose of human life, the ultimate cause of all problems and suffering, turning within and the technology of transcending, developing higher states of consciousness; and the creation of heaven on earth. (4 credits) Prerequisite: WTG 191 is recommended but not required.

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

MVS 236: Music, Consciousness, and Veda
Students will participate in the Invincible America Assembly program while on the course, allowing the opportunity to become deeply rested and refreshed. In the afternoon, you will take the Music, Consciousness, and Veda course. Evenings will include listening to special recitations of the Vedic Literature for Navaratri and experience meetings. Open to women only. Special fee: Since this course is in-residence at Maharishi Vedic City, there is a fee of $845. (2 credits) Prerequisite: instruction in the TM-Sidhi program

MVS 240 EEG, Brain, and Enlightenment: Brain Functioning Underlies Conscious Processing, States of Consciousness, and Enlightenment
Brain functioning underlies conscious processing, states of consciousness, and enlightenment. 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 credits)

MVS 300 Science of Being and Art of Living: Maharishi’s Guide to Life in Enlightenment

Science of Being and Art of Living was Maharishi’s first book, published in 1963. In this course, both through reading and through studying Maharishi’s video tapes, students investigate the main themes of the book — Being, the essential constituent of creation; how to contact and how to live Being; how to live one’s full potential, in thought, speech, action, and relationships; and God realization. (4 credits)

MVS 301 Source Documents in Maharishi Vedic Science: The Unfoldment of Pure Knowledge in Maharishi’s Writings

Students examine selected source documents by Maharishi, 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 credits)

MVS 302 Bhagavad-Gita — Chapters 1–3: The Principles of Dharma, the Eternal Nature of Life, and Effortlessness of Transcending as the Basis of Right Action

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 credits)

MVS 304 Applications of Maharishi Vedic Science: Creating a Stress-Free, Harmonious, Prosperous, and Enlightened Society

In this course, students examine applications of Maharishi Vedic Science to education and rehabilitation, government and defense, or business and industry. Then they review research documenting the effectiveness of the technologies of Maharishi Vedic Science in these areas. (variable credits)
MVS 307 Practicum in Maharishi Vedic Science: Individual Project in Creating Heaven on Earth
In this course students gain experience presenting the practical application of Maharishi Vedic Science to an area of society that they studied in MVS 304. (4 credits)
Prerequisite: MVS 304

MVS 308 Research Design and Outcomes on the Transcendental Meditation 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 — including issues from the philosophy of science — as it applies to the research on the Transcendental Meditation program — and develops the ability to evaluate and explain specific studies on developing mental potential, improving health, and creating effective and rewarding social behavior. (4 credits)

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

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

MVS 314 Academic Mentorship: Participating with Faculty in Packaging Maharishi Vedic Science for Application in Society
In this course students will work closely with senior faculty on selected special projects, such as the development of books and other curricular materials on Maharishi Vedic Science. (variable credits) Prerequisite: Consent of instructor
MVS 321 Reading the Vedic Literature 1: Cultivating Total Brain Functioning for Higher States of Consciousness Prerequisite: MVS 102

MVS 322 Reading the Vedic Literature 2: Aligning Individual Behavior with the Perfect Sequential Unfoldment of Cosmic Law Prerequisite: MVS 102

MVS 323 Reading the Vedic Literature 3: Enlivening the Essential Nature of the Physiology as Veda and Vedic Literature Prerequisite: MVS 102

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

MVS 331 Transcendental Meditation-Sidhi™ Course: Learning to Harness Total Natural Law to Work for You and Fulfill Your Desires, Part I Course description in “Special Maharishi Vedic Science Studies” at end of this section.

MVS 332 Transcendental Meditation-Sidhi Course: Learning to Harness Total Natural Law to Work for You and Fulfill Your Desires, Part II Course description in “Special Maharishi Vedic Science Studies” at end of this section.

MVS 342 Health Benefits of Maharishi Gandharva Veda Exploratory research indicates that the effects of listening to Maharishi Gandharva Veda music include an increase in brain wave coherence, more integrated behavior, and a tendency of mental activity to settle down and experience finer states of awareness. Students become familiar with this research and perform related studies of their own. Includes instruction in bamboo flute, tabla, sitar, or voice, according to availability. (4 credits) Prerequisite: MVS 340

MVS 390 Senior 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 credits — may be repeated) Prerequisite: completion of required major course work
MVS 397 Advanced Topics in Maharishi Vedic Science: Exploring the Branches of Maharishi Vedic Science and Their Practical Technologies
Students explore advanced topics in Maharishi Vedic Science under the guidance of faculty and eminent Vedic scholars. Topics may include seminars on selected research themes, selected branches of the Vedic Literature, and Maharishi Technologies and the research on their applications. (4 credits — may be repeated) Prerequisite: consent of instructor

MVS 399 Directed Study
(variable credits) Prerequisite: consent of the department faculty

MVS 408 Professional Development in Maharishi Vedic Technologies: Learning and Applying the Technologies of Maharishi Vedic Science in Society
This course is designed for students who are taking part in professional training programs in Maharishi Vedic Technologies. (variable credits based on one credit for each week of full-time instruction.) Prerequisite: consent of the Department

MVS 475 Senior Capstone Seminar
In this two-week seminar, senior students from all majors reflect on their undergraduate education, in an interdisciplinary setting. This gives students an opportunity to integrate all aspects of their experience at Maharishi University of Management, including course work, extra-curricular activities, and personal development, and to articulate ways in which experience and understanding of Maharishi Vedic Science have deepened their knowledge. Growth in areas described by the university’s General Education goals is also assessed during this course. Prerequisite: last semester before graduation

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

MVS 485 Rotating University Abroad
There are many opportunities to study Maharishi Vedic Science abroad. In this course students will travel to a country that may play a special role in Maharishi's worldwide Transcendental Meditation program Movement, such as India, South Africa, or Switzerland, and study Maharishi Vedic Science in that context. The course may include taped lectures of Maharishi, study of Sanskrit, and excursions to relevant locales. In some cases, the focus shifts to study of the deep cultural traditions of a country such as China and how these traditions parallel Maharishi Vedic Science (4 credits). Prerequisite: Consent of Department

MVS 490 Transcendental Meditation Program Teacher Training
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 credits) *Prerequisite:* consent of the Department faculty

**Graduate Maharishi Vedic Science Courses**

NOTE: All 3–4 credit graduate courses can be taken in 1.5–2 credit sections, sections A and B. However, both sections A and B must be taken in order for the course to be considered completed.

MVS 461 *Maharishi Self-Pulse Reading: Assessing the Body’s Inner Intelligence through the Touch of Three Fingers on the Pulse*
This course provides the theory and practical technique for detecting balance and imbalance in the body through the Maharishi Self-Pulse program. Students gain a thorough understanding of how the intelligence within the physiology is reflected in the pulse. The course also describes measures to correct imbalances before disease arises. Students not only learn to detect states of physiological balance and imbalance; they also learn how the Maharishi Self-Pulse program can create a balancing influence in any area of imbalance, spontaneously enhancing physiological integration. (variable credits) *Prerequisite:* acceptance to the MA in MVS
MVS 504 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. (2–4 credits)

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 credits)

MVS 512 Fundamentals of Maharishi Vedic Science
In this course students learn basic principles of Maharishi Vedic Science, such as higher states of consciousness, levels of mind, 40 aspects of the Vedic Literature, Maharishi’s Apaurusheya Bhashya, and Maharishi Sthapatya Veda design. In addition, students learn the Sanskrit alphabet and practice reading the Bhagavad-Gita in the original Devanagari script. Students also learn numerous Vedic expressions from the Vedic Literature. (4–6 credits)

MVS 515 Enlightened Education
During this course students dive deeply into understanding and experiencing the nature of knowledge itself, in its pure form within self-referral consciousness and its emergence in diverse expressions and applications. The text for the course, Celebrating Perfection in Education, unfolds Maharishi’s vision of Total Knowledge and connects profound Vedic themes of consciousness and creativity with the fundamentals of education. This course is an ideal opportunity for students to reflect on their own educational development in all its phases — both inner and outer. (2–4 credits)

Science of Being and Art of Living was Maharishi’s first book, published in 1963. In this course, both through reading and through studying Maharishi’s video tapes, students investigate the main themes of the book — Being, the essential constituent of creation; how to contact and how to live Being; how to live one’s full potential, in thought, speech, action, and relationships; and God realization. (2-4 credits)
MVS 517 Research Paper
In this course students research in depth a particular aspect of Maharishi Vedic Science. Students have the option of presenting their findings in a PowerPoint lecture or in a research paper. A faculty member in the Maharishi Vedic Science department supervises the research. (2-4 credits; may be repeated for credit)

MVS 520 Advanced Study in Maharishi Vedic Science: Analyzing the Fabric of Immortality
This course is designed for students who have completed the Department’s Vedic Science offerings and wish to reexamine themes from these courses in light of more recent findings in the discipline. Possible Topics include — Veda and Vedic Literature, the self-referral dynamics of consciousness, and the discovery of Veda and Vedic Literature in the human physiology. Also, recent books and lectures will be used. (variable credits — may be repeated) 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 credits, may be repeated)

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 credits, may be repeated)

MVS 531 Transcendental Meditation-Sidhi Course: Learning to Harness Total Natural Law to Work for You and Fulfill Your Desires, Part I
Course description in “Special Maharishi Vedic Science Studies” at end of this section.

MVS 532 Transcendental Meditation-Sidhi Course: Learning to Harness Total Natural Law to Work for You and Fulfill Your Desires, Part II
Course description in “Special Maharishi Vedic Science Studies” at end of this section.
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 credits, 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. (2-4 credits)

MVS 544 Physics of Invincibility
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 credits)

MVS 548 Academic Writing: Harnessing the Deepest Level of Language to Express Total Knowledge
This course is structured to develop and refine students’ writing abilities through repeated rewriting of extended versions of their class papers. (variable credits, 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. (2–4 credits)

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 Upangas. This course illuminates the path to enlightenment and leads to an increasingly refined understanding and experience of the ultimate nature of reality. (2–4 credits)

**MVS 554 Maharishi Vedic Science and Judaism, Christianity, and Islam**
Students will explore universal principles of life expressed by Maharishi Vedic Science and the religions of Judaism, Christianity, and Islam. The course will provide students the opportunity to study the following topics: The existence and nature of God; the main purpose of human life; the ultimate cause of all problems and suffering; turning within: the technology of transcending; the development of higher states of consciousness; and the creation of heaven on earth. (4 credits)

**MVS 555 Absolute Theory of Government: Alliance with Total Nature Law**
This course will examine the methodology of creating a permanent state of world peace. Topics will include: the structure and function of the total potential of Natural Law — the Government of Nature; the significance of Collective Consciousness and its effect on government; the Global Country of World Peace; and, scientific research on Vedic technologies that align individual and national awareness with the infinite intelligence and creative power of Nature’s Government, which administers the universe with perfect order. (3–4 credits)

**MVS 556 Maharishi Vedic Science and Buddhism, Taoism, Confucianism**
Students explore universal principles of life expressed by Maharishi Vedic Science and the religions of Buddhism, Taoism, and Confucianism. The course gives students the opportunity to study the following topics: The existence and nature of God, the main purpose of human life, the ultimate cause of all problems and suffering, turning within and the technology of transcending, developing higher states of consciousness; and the creation of heaven on earth. (4 credits)

**MVS 562 Health Benefits of Maharishi Gandharva Veda**
Exploratory research indicates that the effects of listening to Maharishi Gandharva Veda music include an increase in brain wave coherence, more integrated behavior, and a tendency of mental activity to settle down and experience finer states of awareness. This course presents an overview of current research, while giving students the opportunity to study this music and explore their own responses to it. Included is instruction in at least one of the following: bamboo flute, tabla, sitar, or voice. (2–4 credits, may be repeated)

*Prerequisite:* MVS 340 or consent of instructor

**MVS 577 Synthesizing the Key Principles from Your Courses**
In this course you will identify the key principles from all the courses in your graduate program, place them into the larger framework of your experience, and indicate how they
can be applied to your daily life. This course enables you to summarize the knowledge and experience you have gained from the program. (2–4 credits)

**MVS 580 Practicum in Maharishi Vedic Technologies: Bringing Health and Wholeness to the Community**

Students expand and apply their growing knowledge of Maharishi Vedic Science by functioning as professional technicians delivering such programs as the Maharishi Vedic Approach to Health preventive health and rejuvenation programs. (variable credits, may be repeated)

**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 credits, may be repeated)

**MVS 585 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. (2–4 credits)

**MVS 588 Presentations to All Levels of Society: Knowledge Becomes Knowledge When Applied in Action**

This course gives students the opportunity to integrate knowledge gained in the program by making presentations on Maharishi Vedic Science in different areas of society. Areas may include business, education, health, government, defense, rehabilitation, or agriculture. Students present a written report on their project. (variable credits)

*Prerequisite:* consent of the Department faculty and the Academic Standards Committee

**MVS 591 Writing Skills: Generating the Perfect Flow of Speech to Express Total Knowledge**

Students enhance the skills needed to write about 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 credits, 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 credits, may be repeated)

MVS 599 Directed Study
(variable credits) 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 credits)

MVS 605: Seminar on Philosophy of Science and Scientific Research on Maharishi’s Technologies of Consciousness
In this seminar students study and evaluate the main contemporary approaches to the principles, methods, and applications of modern science and discuss the contributions of Maharishi Vedic Science to solving outstanding issues in philosophy of science. They then apply the integrated standards of Maharishi Vedic Science and modern science to the main avenues of research on the technologies of Maharishi Vedic Science, including those in which they will be doing their dissertation research projects. They also practice communicating these outcomes in a manner that would be comprehensible to scholars at any university in the world. (variable credits)

MVS 611 Research Methods: Learning the Self-Referral, Self-Correcting Nature of Science
Students survey basic approaches to research such as quantitative, qualitative, historical, clinical, and philosophical methods of analysis. Topics include logical and practical considerations in experimental design and measurement, writing literature reviews, and selecting research topics, as well as research ethics and such non-experimental methods as computer simulation, textual analysis, and survey research. (variable credits)
MVS 612 Research Principles, Logic, and Methods — Theory and Application
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 credits)

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 credits)

MVS 618 Scientific Research on the Technologies of Maharishi Vedic Science: Identifying Reliable Knowledge through Repeatable Research
This course will review research on the technologies of Maharishi Vedic Science, including key studies in the six-volume series of Collected Papers on the Transcendental Meditation and TM-Sidhi Program as well as more recent studies. The course will focus on the evaluation of the studies in light of research design considerations as well as the development of the ability to describe and answer questions about key studies. (variable credits)

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

MVS 630 Readings in Vedic Literature: Accelerate Growth to Enlightenment
In this course students read texts of Vedic Literature for the sound value, enjoying the benefits in consciousness and in physiology. Texts include the Bhagavad-Gita, Ramayana, and selected Upanishads. (variable credits, may be repeated)

MVS 635 The Discovery of Veda and Vedic Literature in Human Physiology: The Individual Is Cosmic
This course studies the historic discovery of the Veda and Vedic Literature in human physiology, brought to light by Professor Tony Nader, M.D., Ph.D., under the guidance of Maharishi. Students learn:
• how the intelligence of Nature, as expressed in the Veda and Vedic Literature, forms the basis of the structure and function of the physiology, and

• how human physiology forms a perfect replica of Nature’s intelligence, the Constitution of the Universe.

This knowledge, together with the technologies that arise from it, represents the complete knowledge of perfect health — and the key to perfection in every area of life. (variable credits)

**MVS 670 Advanced Analysis and Synthesis of Total Knowledge**

In this course, you will master the Self-referral dynamics of pure consciousness in terms of the structure and function of the Samhita of Rishi, Devata and Chhandas; Rik and Ak; Aknim Ile; the Richo Ak-kshare verse of Rik Veda; the dynamics of the Gap; Maharishi’s *Apaurusheyas Bhashya;* the relationship between name and form in the Veda; the four Vedas; and the relationship between the silent dynamics of consciousness and the Unified Field of quantum field theory. (8 credits)

**MVS 671 Maharishi’s Insight into the Veda and Vedic Literature: Fabrics of Immortality**

In this course you will study Maharishi’s insights into the forty branches of the Veda and Vedic Literature. You will see videotapes that Maharishi has made on the Vedic Literature, including the Vedas, Vedangas, Upanas, Upavedas, Brahmanas, and Pratishakhyas. You will learn many of the Vedic Expressions that Maharishi has taught from the Vedic Literature, and you will read the Vedic Literature in Sanskrit, creating profound brain coherence. Most of all, you will enjoy deep rest and an ideal daily routine, leading quickly toward enlightened awareness and holistic functioning of the physiology. (variable credits)

**MVS 672 Mastering Veda and Vedic Literature in the Human Physiology**

Explore through subjective and objective means of gaining knowledge Raja Raam’s connections between the structuring dynamics of the Vedic Literature and the human physiology. This course gives students the reality that they are Cosmic and leads to an increasingly refined understanding and experience of the ultimate nature of reality. (variable credits)

**MVS 673 Original Research in EEG, Brain and Enlightenment**

Brain functioning underlies conscious processing, states of consciousness, and enlightenment. 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. (variable credits)

MVS 674 Peace-Creating Professionals: Applying Maharishi Vedic Science to Society
You will learn how to create professional presentations and structure lectures that effectively demonstrate the applied value of Maharishi Vedic Science to solve individual, national and global problems. You will create presentations that will include research on current issues in governmental administration; finance and industry; economic inequities; education; physical, mental and societal health; crime and rehabilitation; agriculture; city planning; science and technology; homeland security; ethnic and religious tensions; international relations and the need for permanent world peace. (variable credits)

MVS 675 Maharishi Vedic Science and Religions
This course provides an advanced analysis and synthesis of core principles of Maharishi Vedic Science, as they are reflected and expressed in the Scriptures, writings, and experiences of saints of the religious traditions of Judaism, Christianity and Islam. The underlying unity of both theology and spiritual experiences are explored in the context of the diverse and culturally specific values of expression represented in each of these traditions. (variable credits)

MVS 680 Maharishi Vedic Science Seminar: Enlivening the Collective Understanding of Concepts in Maharishi Vedic Science
The Maharishi Vedic Science graduate seminar includes a review of current research topics in the major disciplines and their relationship to the principles of Maharishi Vedic Science. Each session focuses on a particular discipline and its relationship to Maharishi Vedic Science and is led by senior graduate faculty. (Track I students take 1 credit per semester; Track II students take 0.5 credits per semester.) (0.5–1 credit — repeated each semester)

MVS 682 Advanced Practicum in Consciousness-Based Education: Structuring Knowledge in the Consciousness of the Student
This course gives students the opportunity to integrate research skills and teaching skills by assisting the faculty in teaching a Forest Academy — a two-week period of study of particular themes of Maharishi Vedic Science. As an alternate fieldwork project, students may arrange, prepare, and give a series of presentations in at least two applied fields, such as education, government, business, rehabilitation, and the health professions. (2 credits — may be repeated)
MVS 691 Preparation for Qualifying Examination: Preparing a Fertile Ground for Demonstration of the Knowledge You Have Gained
This course provides the time necessary to prepare for the qualifying examination, which demonstrates research competence. It may be in the form of a research proposal, or in another form at the discretion of the program faculty. (variable credits — may be repeated) Prerequisite: successful completion of the core curriculum

MVS 693 Faculty Development Seminar and Oral Qualifying Exam (variable credits)

MVS 695 Faculty Development Seminar (variable credits)

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

MVS 699 Directed Study: Investigation into Fundamental Principles in Nature
(variable credits) Prerequisite: consent of the Department faculty

MVS 700 Preparation of Dissertation Proposal: Structuring the Foundation of Your Dissertation Research
Having passed to doctoral candidacy, students prepare a proposal for a doctoral dissertation for acceptance by their major professor and dissertation guidance committee. (variable credits, may be repeated) 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 credits — may be repeated each semester) Prerequisites: approval of the dissertation proposal and consent of the dissertation committee

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 331 Transcendental Meditation-Sidhi Course: Learning to Harness Total Natural Law to Work for You and Fulfill Your Desires, Part I
The TM-Sidhi program is a natural extension of the Transcendental Meditation program and may be learned after two months of regular practice of the Transcendental Meditation technique. The Transcendental Meditation technique opens the awareness to Transcendental Consciousness, which is the basis of everyone’s awareness. The TM-Sidhi program cultures the ability to think and act from this level. This course includes instruction in the TM-Sidhi program and group knowledge and experience meetings. (2 credits for each part) Prerequisites: a record of good mental and physical health, completion of the TM-Sidhi course application, and acceptance by the TM-Sidhi program directors

MVS 332 Transcendental Meditation-Sidhi Course: Learning to Harness Total Natural Law to Work for You and Fulfill Your Desires, Part II
The TM-Sidhi program is a natural extension of the Transcendental Meditation program and may be learned after two months of regular practice of the Transcendental Meditation technique. The Transcendental Meditation technique opens the awareness to Transcendental Consciousness, which is the basis of everyone’s awareness. The TM-Sidhi program cultures the ability to think and act from this level. This course includes instruction in the TM-Sidhi techniques and group knowledge and experience meetings. (2 credits for each part) Prerequisites: a record of good mental and physical health, completion of the TM-Sidhi course application, acceptance by the TM-Sidhi program directors, and completion of MVS 331

MVS 480 Topics in Maharishi Vedic Science
This course presents knowledge of Maharishi Vedic Science, formulated by Maharishi and applied to all streams of knowledge by the University faculty and guest lecturers. The principles of this integrated structure of knowledge are shown to have application for every area of society, as documented by the scientific research on the Transcendental Meditation and TM-Sidhi programs. (variable credits, may be repeated)

MVS 490 Transcendental Meditation Program Teacher Training
This course comprises the Transcendental Meditation Program Teacher Training Course, providing the knowledge and experience of consciousness as the basis of life and preparing one to present the knowledge to others. It also gives an opportunity for personal development through deeper personal experience of the Unified Field of Natural Law and understanding of the Science of Creative Intelligence. Participation in the course does not automatically qualify a student to graduate as a teacher of the Transcendental Meditation program. Further training and fieldwork may be needed before graduation as a teacher. (variable credits) Prerequisites: STC 108/109 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 credits) Prerequisites: MVS 490 and other prerequisites as established by MVED. Students are encouraged to finish their degree requirements before taking this course, and must have a minimum of at least one year of progress in a degree at MUM. The course must be appropriate to the degree the student is seeking.

MVS 492 Transcendental Meditation Program Teacher Training Program Fieldwork Internship
This course allows students to learn and perfect the ability to expound the knowledge for developing consciousness as the Unified Field of Natural Law in the individual and in society. (2–8 credits) Prerequisites: MVS 490, prior consent of the Department faculty, approved study plan, and consent of the Academic Standards Committee

MVS 493 Transcendental Meditation Program Teacher Training Program Teaching Internship
In this course, students who have qualified as teachers of the Transcendental Meditation technique and the Science of Creative Intelligence program work full time for at least one year teaching these programs. Two credits are given for each month students are engaged in this internship. (24 credits) 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 credits, 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 Development of Consciousness as a field of all possibilities as well as practical application of Maharishi Vedic Science. Four
credits are given for each month students are engaged in this internship. (4–24 credits)

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 credits) **Prerequisites:** MVS 495 and other prerequisites established by MVED

**MVS 531 Transcendental Meditation-Sidhi Course: Learning to Harness Total Natural Law to Work for You and Fulfill Your Desires, Part I**
The TM-Sidhi program is a natural extension of the Transcendental Meditation program and may be learned after two months of regular practice of the Transcendental Meditation technique. The Transcendental Meditation technique opens the awareness to Transcendental Consciousness, which is the basis of everyone’s awareness. The TM-Sidhi program cultures the ability to think and act from this level. This course includes instruction in the TM-Sidhi program and group knowledge and experience meetings. (2 credits for each part) **Prerequisites:** a record of good mental and physical health, completion of the TM-Sidhi course application, and acceptance by the TM-Sidhi program directors

**MVS 532 Transcendental Meditation-Sidhi Course: Learning to Harness Total Natural Law to Work for You and Fulfill Your Desires, Part II**
The TM-Sidhi program is a natural extension of the Transcendental Meditation program and may be learned after two months of regular practice of the Transcendental Meditation technique. The Transcendental Meditation technique opens the awareness to Transcendental Consciousness, which is the basis of everyone’s awareness. The TM-Sidhi program cultures the ability to think and act from this level. This course includes instruction in the TM-Sidhi program and group knowledge and experience meetings. (2 credits for each part) **Prerequisites:** a record of good mental and physical health, completion of the TM-Sidhi course application, acceptance by the TM-Sidhi program directors, and completion of MVS 531
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 mathematics are prepared to enter a wide range of careers or continue their education with graduate or professional studies.
PROGRAMS OFFERED

B.S. in Mathematics

The Major in Mathematics provides a foundation in mathematics, plus electives in mathematics, computer science, biology, and/or physics. The program allows for flexibility in student goals by providing two tracks within the major.

MATHEMATICS TRACK
This track provides a strong foundation in mathematics that includes an introduction to real analysis and abstract algebra, plus a limited number of electives in mathematics, computer science, and/or physics.

- Students are prepared for a career in a technical area or in other professional and scientific areas.
- By judicious choice of electives and other courses, students may graduate prepared to undertake graduate study in mathematics, in computer science, in business, or in other professional and scientific areas.
- By careful selection of additional courses in computer science, students can graduate prepared to complete the Master of Science in Computer Science at Maharishi University of Management in one year.
- By also majoring in education, students can graduate prepared to teach mathematics in primary or secondary schools.

SCIENCES TRACK
This track allows students to include more science courses than the Mathematics Track. It provides students with basic mathematics and computer science and an opportunity to take further courses in mathematics, computer science, or applied areas of interest to the student.

- Students are prepared for a career in a technical area or, with careful attention to electives and other courses, for graduate study in computer science, business, and other professional or scientific areas.
- By careful selection of additional courses in both computer science and mathematics, students can graduate prepared to complete the Master of Science in Computer Science at Maharishi University of Management in one year.
- By also majoring in education, students can graduate prepared to teach mathematics in primary or secondary schools.
- Although it is possible to proceed to graduate study in mathematics through this degree, it is preferable to do so by following the Mathematics Track.
Minor in Mathematics

This minor is for students who wish to have knowledge of mathematics to support their study in computer science or any of the natural or applied sciences.

SPECIAL FEATURES

- Students gain an understanding of the parts of mathematics in relation to each other, to themselves, and to the overall body of mathematics. This integrated approach to mathematics is relevant, lively, interesting, and fulfilling for students.

- Even in their first courses, students begin to appreciate the full range of mathematics, from the deepest foundational levels to real-world applications in computer science, physics, engineering, 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.

- The mathematics department offers a friendly and nurturing environment for all students.

- All faculty are outstanding teachers. One has received an award for outstanding teaching from the Mathematical Association of America 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 helps students sharpen their problem-solving abilities and encourages them to enter mathematical competitions.

- Research shows that educational techniques used at the University produce clearer, more orderly thinking, necessary for success in mathematics — and for later careers.
DEPARTMENTAL REQUIREMENTS

Entrance Requirements for the Bachelor of Science Degree in Mathematics and the Minor in Mathematics

Before entering the Major in Mathematics or the Minor in Mathematics, students must successfully complete Functions and Graphs 2 (MATH 162) and College Composition 2 (WTG 192).

Graduation Requirements for the Bachelor of Science Degree in Mathematics

To graduate with a B.S. in Mathematics, students must successfully complete all requirements for the bachelor’s degree. (Please refer to “Degree Requirements” in “Academic Policies.”)

As part of the requirements for the B.S. in Mathematics, all students must complete 52 credits of required courses as follows:

28 credits of required courses:
• MATH 200 The Mathematics of Infinity
• MATH 272 Discrete Mathematics
• MATH 281 Calculus 1
• MATH 282 Calculus 2
• MATH 283 Calculus 3
• MATH 286 Linear Algebra 1
• MATH 351 Probability

Students in the Mathematics Track must also complete:

8 credits of required courses:
MATH 423 Real Analysis 1
MATH 431 Algebra 1

Plus

8 credits of mathematics courses numbered 267 or higher

Plus

8 credits of electives chosen from the following:
• any mathematics course numbered 267 or higher,
• any physics course numbered 210 or higher,
• any computer science course numbered 200 or higher,
• MGT 314.
In addition, in their final year, students in the Mathematics Track are required to
• Take the Educational Testing Service Major Field Test in Mathematics and submit their
results to the Department of Mathematics.

**Students in the Sciences Track must also complete:**

**4 credits of required courses:**
• CS 201 Computer Programming 1

*plus*

**8 credits of computer science courses numbered 203 or higher**

*plus 12 credits of electives chosen from the following courses:*

• any mathematics course numbered 267 or higher,
• any physics course numbered 210 or higher
• any computer science course numbered 203 or higher
• any chemistry course numbered 201 or higher
• any biology course numbered 260 or higher

In addition, in their final year, students in the Sciences Track are required to:

• Take an assessment test to be chosen by the Department of Mathematics, and to submit
the results to the Department of Mathematics. Students, who have taken the general
Graduate Record Examination (GRE) for entry into graduate school or for other
purposes, may satisfy this requirement by simply submitting their GRE results to the
Department of Mathematics. Students not taking the GRE will need to consult the
Department of Mathematics to determine an appropriate test.

**Students in both tracks are required in their senior year to:**

• Complete a Senior Project, either in place of the required project for a higher-level
mathematics course, or by including the course MATH 490 Senior Project in their 52
credits of required courses, or both. See below under MATH 490 Senior Project for a
description of this project.

• Make their Senior Project into a poster for submission for presentation at the annual
Knowledge Celebration in June of the year of completing the Major in Mathematics.

**Master of science in computer science**

Students completing the Sciences Track of the Mathematics Major with courses in
computer science are eligible to continue on to Maharishi University of Management’s
Master of Science in Computer Science and may be able to complete it in one year.
Students enrolling in the Sciences Track of the Major in Mathematics, who intend to pursue this avenue, are advised to study carefully the “Entrance Requirements for the Master of Science Degree in Computer Science” given in the section of this catalog called “Department of Computer Science.” It is strongly recommended that these students complete all these requirements as part of their undergraduate program, in addition to the requirements for the Sciences Track of the Major in Mathematics. These students should also consult the Department of Computer Science regarding their best choice of computer science courses during their undergraduate program, so that they can complete the Master of Science in Computer Science in one year.

**Graduation Requirements for the Minor in Mathematics**

To graduate with a minor in mathematics, students must successfully complete 20 credits of mathematics courses numbered 267 or higher.

**Teacher Licensure with an Endorsement in Elementary or Secondary Mathematics**

Students aiming for Iowa teacher licensure with an endorsement in elementary or secondary mathematics should consult the M.U.M. Education Department early in their planning.

**Mathematics Placement and Mathematics Requirements for All Students**

Maharishi University of Management has a second-year distribution requirement in mathematics and many majors have mathematical prerequisites or requirements. During the first few weeks after arrival, all undergraduate students are placed at a particular level of mathematics, based on transfer credit for a course numbered Math 162 or above or taking a placement test in mathematics. Students may not enroll for any mathematics course until placement is completed. For a more complete description of the placement program in mathematics, please see “Mathematics Placement Policies” and “General Education Requirements” in the subsection “Bachelors Degree Requirements” of the section “Academic Policies” in this Catalog.

([www.mum.edu/pdf/catalog/academicpolicies.pdf](http://www.mum.edu/pdf/catalog/academicpolicies.pdf))
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 credits)

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. Topics include the arithmetic of integers, fractions, decimal fractions, ratios, and percents, with an emphasis on applications. (4 credits)

MATH 152 Elementary Algebra: Using Variables to Manage All Possible Numbers at the Same Time and Solve Practical Problems
The infinitely flexible language of algebra is used to quantify and model mathematical patterns and relationships. Topics include operations on algebraic expressions, linear equations, the coordinate plane, inequalities, factoring, and simple quadratic equations. (4 credits) Prerequisite: Math 151

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, and graphing in the coordinate plane. (4 credits) Prerequisite: MATH 152
MATH 161 Functions and Graphs 1: Name and Form — Locating the Patterns of Orderliness That Connect a Function with Its Graph and Describe Numerical Relationships

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 credits 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 170 Mathematics for Sustainable Living: Knowledge is for Action

This course is designed especially for students entering the major in Sustainable Living who do not have the basic algebraic prerequisites for that major. Topics are drawn from college algebra, geometry, functions, and graphs, and these topics are related to problems in Sustainable Living such as landscaping, heat loss, solar and wind energy, and water management. (4 credits) Prerequisite: MATH 152, WTG 192

MATH 200 The Mathematics of Infinity

The course provides a gentle introduction to the modern history of mathematical infinity through the theory of large cardinals (infinities so large they can’t be proven to exist). Students will explore the different levels of infinity, examine for themselves a few of the enormous large cardinals, and discover how Maharishi’s Vedic Mathematics suggests a solution to a modern-day problem about the mathematical infinite – a solution that is the subject of recently published research. The main prerequisite is a willingness to explore the nature of the Infinite and to learn a new kind of mathematics in the process. (4 credits)

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 credits) Prerequisite: WTG 192
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 credits)

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 credits) 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 credits) Prerequisite: MATH 162, WTG 192

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 credits each)
Topics Calculus 1: limits, continuity, derivatives, applications of derivatives, integrals, and the fundamental theorem of calculus. Prerequisite: MATH 162, WTG 192
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 credits) **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 credits) **Prerequisite:** MATH 283

**MATH 307 Linear Algebra 2: Unified Approaches to Linear Transformations**
This course deepens and extends many of the topics covered in Linear Algebra 1; additional topics include the Cayley-Hamilton theorem, Jordan canonical form, inner-product spaces, orthogonality, and spectral theory. (4 credits) **Prerequisite:** MATH 286

**MATH 308 Ordinary Differential Equations: Describing Evolving Systems and Predicting Their Future**
The most concise mathematical expression that describes a continuously changing physical system is a differential equation, which uses derivatives to quantify all possible states of an evolving system in one equation. Topics include first-order differential equations, second-order linear differential equations, power-series solutions, Laplace transforms, numerical methods of solution, and systems of differential equations. (4 credits) **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 credits) **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 credits — 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 credits)

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 credits) 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 credits) Prerequisite: MATH 161, WTG 192

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 credits) 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 credits) Prerequisite: consent of the instructor

MATH 399 Directed Study
(variable credits) Prerequisite: consent of the department faculty

MATH 401 Practicum in Teaching College Mathematics: Knowledge Is Structured in Consciousness
Under the direction of a senior faculty member, students prepare and give lectures, lead tutorial sessions, and write and grade quizzes and exams for a college-level mathematics course. (4 credits) Prerequisite: consent of the instructor
MATH 402 Undergraduate Research in Mathematics
This course provides an opportunity for students to do original research under the supervision of a faculty member. (1 credit) Prerequisite: consent of the instructor

MATH 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 credits 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 credits) 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 credits each)
Topics 1: infinite sets, completeness, numerical sequences and series, 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. 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 credits 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. \textbf{Prerequisite: MATH 286}

Topics Algebra 2: rings, integral domains, fields, principal ideal domains, unique factorization domains, modules and submodules, tensor products, and exact sequences. \textbf{Prerequisite: MATH 431}

\textbf{MATH 434 Set Theory: Mathematics Unfolding the Path to the Unified Field — the Most Fundamental Field of Natural Law}
Set theory provides a unified foundation for the diverse theories of modern mathematics based upon the single concept of a set. Topics include axioms of set theory, ordinals, transfinite induction, the universe of sets, cardinal arithmetic, large cardinals, and independence results. (4 credits) \textbf{Prerequisite: MATH 370}

\textbf{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 credits) \textbf{Prerequisite: MATH 370}

\textbf{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 credits) \textbf{Prerequisite: consent of instructor}

\textbf{MATH 466 Topology: Relation between Point and Infinity}
Topology shows how all mathematical aspects of shape, structure, and form can be expressed in terms of set theory. Students study topologies and their properties of separation, connectedness and compactness, topological mappings, and the fundamental group of a topological space. (4 credits) \textbf{Prerequisites: MATH 423 and 431}

\textbf{MATH 485 Theory of Computation: The Laws That Govern the Self-Interacting Dynamics of Numbers and Their Application}
Students focus on formal abstract models of computation and capabilities of abstract machines in relation to their increasing ability to recognize more general classes of formal languages. Topics include formal grammars, finite-state machines, equivalence of finite-state machines, right-linear and left-linear grammars, pushdown automata, context-free languages, Turing machines, unsolvable problems, and recursive functions. (4 credits) \textbf{Prerequisite: MATH 272}
MATH 490: Senior Project: Integration of All Knowledge in the Self
Students write a substantial paper unifying the knowledge gained from the courses taken during their major and relating this knowledge to deep principles from Maharishi Vedic Science. This paper may take the form of: 1) An integrated summary of main ideas from the courses taken during their major, addressing themes and questions to be provided by the Department of Mathematics, or 2) A paper written in accord with the guidelines for submissions for the Raja Raam Award and submitted for that award (see description elsewhere in this Catalog), or 3) A report of research conducted by the student on a mathematical topic or problem chosen in conjunction with the Department of Mathematics. In all of these cases, the paper will be made by the student into a poster for submission for presentation at the annual Knowledge Celebration in June of the year of completion of the major. (4 credits) Prerequisite: consent of the instructor

MATH 499 Directed Study
(variable credits) Prerequisite: consent of the department faculty
INTRODUCTION

We live in the Internet age, in which all communications media are converging into a unified digital format that is available instantaneously to every part of our planet. This historic transformation provides unprecedented new opportunities for improving life on earth, and provides fulfilling new career opportunities for those who wish to make a creative and significant contribution to society. The aim of the B.A. in Media and Communications is to help each student acquire media, communications, and leadership skills for the 21st century, and to help each student develop and enjoy their full potential by launching a successful career in the new worlds of video, Web design, graphic design or professional writing. The University is at the center of a creative community that has an extraordinary reach into the world of film, television, media, and the arts. The B.A. in Media and Communications connects students to this immense resource, and to thoroughly support students in bringing their creative vision to fruition, systematically

DEPARTMENT OF MEDIA AND COMMUNICATIONS

FACULTY

- Gurdon Leete, MFA, Co-chair, Assistant Professor of Art
- Stuart Tanner, M.A., Co-chair, Adjunct Assistant Professor of Media and Communications
- Terry Fairchild, Ph.D., Professor of Literature
- James Fairchild, Ph.D., Assistant Professor of Literature and Writing
- Nynke Passi, M.A., Assistant Professor of Literature and Writing
- Kenneth West, MBA, Assistant Professor of Management
- Jessica Keen, M.A., Instructor of Media and Communications
- Susan McGuire Romero, BFA, Instructor of Media and Communications
- Gabriel Romero, A.S., Instructor of Media and Communications
- Cullen Thomas, B.A., Instructor of Media and Communications
- Leigh Badgley, MBA, Adjunct Assistant Professor of Media and Communications
- Geoff Boothby, B.F.A., Adjunct Instructor of Media and Communications
- Meghan Dowd, B.A., Adjunct Instructor of Media and Communications
- Sarah El-Naboulsi, M.A., Adjunct Instructor of Media and Communications
- James Moore, MBA, Adjunct Instructor of Media and Communications
- Patricia Saunders, ALCM, Adjunct Instructor of Music
helping them to learn to skillfully use the most advanced digital media tools, so that they may instantly communicate messages of deeply lasting value to every corner of the globe.

**SPECIAL FEATURES**

In the Media and Communications program, students develop the skills to create well-crafted, appealing, and life-supporting commercial works that communicate messages, ideas, and experiences that are of lasting value to the world. Students have the option to study and develop their works in four areas:

- **Video/audio production** — producing • directing • acting • lighting • videography • non-linear editing • documentary production • television production • Internet broadcasting
- **Graphic design/Web design** — digital photography • digital image editing and compositing • graphic design for print media • darkroom photography • Web graphics • Web development • Web video • Web animation
- **Writing for media** — journalism • photojournalism • screenwriting • travel writing • creative writing • writing for the Web
- **Creative Musical Arts** — songwriting • music theory • music technology • creative musicianship • music across cultures • music lessons • musical ensembles

The curriculum includes opportunities for real-world internships to apply one’s skills, develop a portfolio, and gain valuable experience and contacts for launching one’s career.

**DEPARTMENTAL REQUIREMENTS**

**Graduation Requirements for the B.A. Degree in Media and Communications**

To graduate with a major in Media and Communications, students must complete 48 credits of course work from the list below, including at least 4 credits from the Department of Literature and at least 4 credits from the Department of Art.

**Required Courses (24 credits)**

In the required courses, students develop foundational business strategy and implementation skills, and narrative communication skills. They also gain skills in video/audio production, graphic design/Web design, or professional writing, which they further develop as they build their portfolios in the capstone Media Project course.

- **MGT 200 Principles of Business Success** (4 credits)
- **MC 300 Narrative** (4 credits)
- **A concentration**, from the electives listed below, consisting of
  - 12 credits of video-related classes, or
• 12 credits of Creative Musical Arts classes
• 12 credits of Web design or graphic design-related classes, or
• 12 credits of non-fiction or media-related writing classes
• MC 380 Media Projects 1 (4 credits) or MC 433 RED ONE Camera Projects (4 credits)

Electives (24 credits)
Elective courses develop the student’s knowledge and skills in the use of the spoken or written language, in the visual arts, or in the business and technological aspects of filmmaking, video, computer animation, professional writing, graphic design, or Web design. Courses that may fulfill elective requirements in this major include the following.

Video-related classes:
• MC 241 Creative Development in the Television Industry
• MC 285 Advanced Video Production (Prerequisite: MC 282)
• MC 313 Documentary Filmmaking (Prerequisites: MC 300, MC 282, and MC 284)
• MC 316 Creative Filmmaking (Prerequisites: MC 300, MC 282, and MC 284)
• MC 317 Creating Documentaries from the Inside Out
• MC 323 Advanced Video Editing (Prerequisite: MC 284)
• MC 330 Radio and Web Broadcasting
• MC 282 Video Production
• MC 284 Video Editing (Prerequisite: MC 282)
• MC 421 Feature Film Production I (Prerequisite: invitation by faculty)
• MC 422 Feature Film Production II (Prerequisite: invitation by faculty)
• MC 423 Feature Film Production III (Prerequisite: invitation by faculty)
• MC 431 Cinematography with the RED ONE™ Camera
• MC 432 Lighting and the RED ONE Camera
• MC 433 RED ONE Camera Projects

Note: “Documentary film”, “Creative film”, and “Feature Film” in MC 313, MC 316, MC 421, MC 422, and MC 423 refer to video as well as film. The courses include study of both film and video; all production is done in high-definition video.

Web design or graphic design-related classes:
• MC 260 Digital Arts for Sustainable Living
• MC 337 Advanced Digital Photography
• MC 366 Graphic Design for Media and Communications I
• MC 367 Graphic Design for Media and Communications II (Prerequisite: MC 366)
• MC 368 Graphic Design for the Web
• FA 335 Digital Photography
• MC 363 Web Design & Web Animation 1 (Prerequisite: MC 260 or MC 366)
• MC 365 Web Design & Web Animation 2 (Prerequisite: MC 260 or MC 366)
• MGT 575 Internet Marketing

Non-fiction or media-related writing classes:
• MC 241 Creative Development in the Television Industry
• MC 250 The Power of the Word
• MC 345 Creative Process
• MC 347 New Media: From Blogs to Books
• MC 410 Advanced Narrative (Prerequisite: MC 300)
• WTG 315 Writing Literary Nonfiction
• WTG 323 Memoir of Transcendence
• WTG 320 The Personal Essay
• WTG 360 Writing and Photography
• WTG 364 Screenwriting
• WTG 370 Writing for Fun and Profit
• WTG 373 Graphic Narrative
• WTG 410 Travel Writing

Creative Musical Arts Classes:
• MUS 205 A New Approach to Music Theory
• MUS 210 The Artistry of Songwriting
• MUS 215 Music, Consciousness, and Veda
• MUS 220 Music Appreciation
• MUS 225 Creative Music Technology
• MUS 230 Musicianship Across Cultures

Music Lessons and Ensembles (offered evenings and weekends on a semester-basis):
• MUS 101 Basic Music Instruction
• MUS 201 Intermediate Music Instruction
• MUS 102 University Chorale
• MUS 202 Chamber Singers of South-East Iowa

Additional electives:
• MC 308 Documentary Filmmaking and Digital Arts Rotating University
• MC 336 Digital Photography Rotating University
• FA 201 Principles of Design
• FA 201 Understanding Art and Media
• FA 331 Photography 1
• FA 332 Photography 2
• FA 338 Photography and New Media
• MC 341 Social Entrepreneurship for Media and Communications
• FA 488 Advanced Studio in Digital Media
• LIT 265 The Evolution of Film
• LIT 363 The Art of Film
• LIT 366 The Peace Film
• LIT 364 The Science Fiction Film
• LIT 372 Media and Literature
• MGT 425 Marketing
• MGT 484 Mediation and Negotiation
• MGT 474 Marketing Research
• MGT 478 Advertising
• WTG 201 Poetry of Transcendence
• WTG 210 Poetry Writing
• WTG 313 Fiction Writing 1
• WTG 314 Fiction Writing 2
• WTG 322 Writing the Personal Memoir
• WTG 323 The Memoir of Transcendence
• WTG 340 Writers on Writing
• WTG 350 Advanced Creative Writing

Requirements for a Minor in Media and Communications

To graduate with a minor in Media and Communications, the student must take MC 300 Narrative plus 16 credits of other courses listed as required or elective for the MC major.

Requirements for a Minor in Creative Musical Arts

Students may earn a minor in Creative Musical Arts, independently of the Media and Communications major. To graduate with this minor, the student is required to complete 20 credits of music courses.
COURSES

For the descriptions of courses in this degree program taken from the departments of Art (FA), Literature (WTG, LIT), and Business Administration (MGT), please refer to the sections of this catalog for those departments.

MC 241 Creative Development in the Television Industry: From Idea to Broadcast
This course will provide an understanding of the structure of the television industry, and the dynamics of interaction between key roles found throughout the industry. Through practical exercises and projects, students will learn how to develop and pitch their ideas and how to develop detailed script outlines during writing workshop sessions. Students will choose from ideas pitched, form teams, and function as a writing staff with classmates to draft pilot episode scripts. They will transform a segment of each pilot script by following the development process through production and post-production. Through role-playing, students will learn how producers, agents, directors, writers, and studio executives each play an integral part in the industry. Final test screenings as well as marketing and ratings discussion will round out the course. Lab fee: $150. (4 credits)

MC 250 The Power of the Word: Information and Inspiration for Action and Achievement
All writing relies on the power of the word to inform, stimulate and inspire. Each word has its own unique quality; when used in conjunction with other words and images, powerful messages are created that are used to influence the audience in many different ways. It is important for a writer to understand the power of words to communicate the most fundamental human experience, the experience of the Self and different states of consciousness. Language is the tool by which knowledge is passed on to others. The course encourages the use of language to communicate experience and knowledge in a clear and coherent form. The writer also needs to learn the craft of using words and language to shape a message for the media they are working in. The course starts with an investigation of how sound emerges from silence. From here we then study the relationship between sound and form; how language is used to describe the different elements, moods, understanding and emotions that each of us experience. The courses then progresses to a study of the power of words as used in narrative, both fiction and non-fiction, journalism, audio-visual communication and advertising, with particular focus on new media. The course will draw on the rich pool of literary talent associated with the Fairfield community, with visiting lectures and online webinars with successful professionals from all areas of writing and publishing. Lab fees and books: less than $50. (4 credits)
MC 260 Digital Arts for Sustainable Living: Harnessing the Power of Creativity and Digital Media to Build a Better World
Students focus on principles of design and foundational digital media technology skills that can be useful to sustainable living students, or to anyone. Students develop their skills by exploring fundamentals of digital photography, digital imaging and graphic design, presentation software, digital video, and Web design. They apply their skills in real-world media projects related to sustainable living, to create presentations, posters, newspaper ads, simple Web sites, and digital video for DVD and for the Web. Lab fee: $150. (4 credits) Prerequisite: basic computer skills (word processing, e-mail, Web surfing).

MC 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 learn the basic skills of video production by participating in the production of a variety of different scenes and subjects. Students will learn to handle and care for production apparatus including lights, cameras, and sound equipment, and will learn the different roles to be played in the process of shooting a video, including director, director of photography, gaffer, grip, electrician, art department, assistant directors, and production assistants. Lab fee: $150. (4 credits)

MC 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 camera work, 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 key frames. Lab fee: $150. (4 credits) Prerequisite: MC 282

MC 285 Advanced Video Production: Developing Advanced Teamwork and Technical Skills to Produce Creative Visual Expressions
Building on the experiences from MC 282 Video Production, this course is a further exploration of team dynamics and technical skills in the film industry. Returning to the production studio, students study shot composition, camera use, lighting effects, green screen and special effects, fight choreography and stunts, as well as practice the essential

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skills of Directing, Art Department, Grip and Electric, and Sound. Lab fee: $150. (4 units) Prerequisite: MC 282.

MC 300 Narrative: Unifying and Unfolding the Full Range of Human Experience
This course examines the essential role of narrative in the creation of all forms of media. From the very beginnings of human records, whether it is mythology, scripture, literature, or the earliest cave paintings, the creators of these works have always told their audience a story or imparted a message by the use of narrative. In order to work in any creative medium, understanding the various ways in which narrative is used is a great advantage. This course will examine the range of narrative forms and narrative devices that have been used since the dawn of time right up until the modern day. We will discover that although the forms and types of media used might have changed as technology has advanced, in fact, most of the essential forms of narrative used in creative works have been with us for ages. Understanding why will reveal how narrative reflects both the universal and unique aspects of the experience of human life. As part of the course students will be required to undertake projects that aid the development of their own narrative skills. (4 credits)

MC 308 Documentary Filmmaking and Digital Arts Rotating University
In this course, students will create digital documentaries through the medium of film or stills. They will travel to another country and shoot footage or photos as they travel. (4 credits) Prerequisites: basic digital media skills in digital photography or video.

MC 313 Documentary Filmmaking: Developing the Means to Explore Human Life in All its Diversity and Underlying Unity
Documentary films have their basis in the real world. They are made for a variety of purposes but fundamentally they explore the entire range of human experience. This course will examine the role of documentary filmmaking and all the various forms of the documentary. It will be a fascinating journey that will take students all over the globe and throughout history dealing with a wide range of issues both past and present. In this course students will also examine how to make a documentary. It is therefore very practical in its focus. The first requirement to any documentary is knowing what the story is and what kind of story makes a good documentary. Having chosen a story, there is then the realization of it. This course will teach students the process of securing a commission from a TV channel or potential funder. Students will learn what is required to make the all-important pitch. They will then choose some stories and make short documentaries about them. Lab fee: $150. (8 credits) Prerequisites: MC 300, MC 282, and MC 284.
MC 316 Creative Filmmaking: Connecting to Deeper Values of Life through the Power of Integrated Images, Sound, and Composition
This course explores a more intuitive and experimental approach to filmmaking. In MC 300 Narrative and MC 313 Documentary Filmmaking, a more structured narrative-based approach to filmmaking is the emphasis. But all forms of media rely to a greater or lesser degree on purely aesthetic or artistic elements in order to give the final product a certain feel, look, or style. For this reason, regardless of the type of filmmaking one wants to ultimately focus on, it is a good idea to explore the power of images, sound and composition. A feature of the course is looking at the work of various video artists and film directors. By seeing examples of their work we can grow in our appreciation of how images and sound can be put together in a way that induces powerful responses in an audience. Most artists and filmmakers find important sources of inspiration for their own work by examining the work of the masters in the field. We will also examine creative forms of film, animation and other media that are narrative and non-narrative based. Students will also work on their own creative filmmaking project. Various media can be incorporated into this project, such as video, still images, animation and music. It is through experimenting with various media that a director of films or other media finds a method of working or an aesthetic that will enhance their future work. Lab fee: $150. (8 credits) Prerequisites: MC 300, MC 282, MC 284

MC 317 Creating Documentaries from the Inside Out: Change Begins Within
Making documentary films is considered one of the “purest” forms of filmmaking as documentaries are based on real life and set in the real world. Good documentary filmmakers draw upon their own life experience to bring a richness and sensibility to the procedure of shaping a story and actually making a film. A well-crafted documentary can be an extraordinarily powerful vehicle for social change. The best ones are also entertaining, emotionally engaging and creatively rewarding for the filmmaker. This course will explore the reality of making a documentary step by step. Students will also discover how the filmmaker's own inner landscape evolves through the creative process. Students will also learn about specific production roles from successful film industry experts via live Skype presentations, and have the opportunity to ask them directly how they approach their work. Students will then make a short documentary and screen their films at a special event at the end of the course. Students are encouraged to come to the course with a list of story ideas for their film. This course involves both team work and individual assignments. Lab fee: $150. (4 credits)

MC 323 Advanced Video Editing: Compositing, Animating and Color
This is an advanced level course which focuses on color grading, compositing (layering multiple images), animating (changing these layers so they fly, grow or fade over time), and all of the finishing touches that will make your video projects appear both polished

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and visually exciting. Students will undertake tutorials in two programs within the Final Cut Studio suite: Motion and Color. After the tutorials, students will apply these tools to any previous video project or new creative project of their conceiving. Projects might include, for example, creating a film look for your video with color grading, creating an animated opening credits sequence, creating customized Lower Thirds, or creating your own 3-D environment. Lab fee: $150. (4 credits)

**MC 330 Radio and Web Broadcasting: Informing, Educating, and Transforming the World with a Vision of Unbounded Possibilities**

This is a practical course, emphasizing hands-on production for radio and Web broadcasting. Student will research, write, record, produce and edit original radio projects. Students may work on journalistic or creative projects with a commercial or non-commercial orientation. They will develop on-air skills such as presenting, reporting, and interviewing. Sound is a powerful form of expression; through sound alone we can tell a story which moves an audience or takes them to another world by stimulating their imagination. The creative power as well as the story telling power of radio will therefore be fully explored in this course. A unique feature of this course is that it offers students the opportunity of broadcasting their radio projects on KRUU-FM. Lab fee $150. (4 credits)

**MC 336 Digital Photography Rotating University: Capturing the Essence of the Moment When Traveling**

In this class, students will explore and document culture and landscape through the digital photo lens. They will learn the art of travel photography through photographic documentation of a foreign country and culture. The class will visit small towns and cultural festivities, and will learn the elements of travel photography and how to capture the essence of a foreign country and culture. They will also learn how to take photos for use in stock photography and other commercial photography venues. There will be an additional cost for this course. (2-4 credits) **Prerequisite**: consent of course leaders.

**MC 337 Advanced Digital Photography: Skill in Action**

This course will focus on action shots, social interaction, and commercial opportunities. Students will learn to take effective shots of people in motion with a focus on music events/concerts, festivals/fairs, social events, and political events. Topics include: fine-tuning your photography skills; understanding your subject; developing your personal style; exploring creative expression; digital image editing software techniques. Lab fee: $150. (4 credits) **Prerequisite**: FA 335 or consent of instructor.
MC 341 Social Entrepreneurship for Media and Communications: How to Change the World with Media and Communications Technology
This is a project-based class which challenges students to employ every ounce of their creativity and knowledge of media and communications technology, and apply this to the social sector. We will draw inspiration from case studies around the world in which mobile technologies, computers, video, photo, radio, etc. are being used, for example, to establish human rights, help the unemployed find jobs, link farmers to the international marketplace, and provide education to remote areas. Students will work individually or in groups to conceive of social enterprises which find solutions to the world’s most challenging problems, whether local or global, in the area of health, environment, economy, education, and so forth. Students will present their plans, models and media to a committee to evaluate the potential of their work to create social change. Lab fee: $150. (4 credits)

MC 345: Creative Process: Curving Back Onto My Own Nature, I Create Again and Again
In Creative Process students study their own creative process as well as what artists, writers, and filmmakers have shared about creative inspiration. The textbook is Annie Dillard's Famous The Writing Life and the reader syllabus contains material by a wide range of authors such as Jorge Luis Borges, Eudora Welty, Ann Patchett, Patricia Hampl, William Saroyan, John Ciardi, Frank Conroy, Virginia Woolf, William Faulkner, Earnest Hemingway, Thomas Wolfe, William Stafford, Rainer Maria Rilke, Lu Chi, Mark Strand, Jane Hirshfield, Billy Collins, Elizabeth Gilbert, plus interviews with great authors by Bill Moyers and material from creativity experts Anne Lamott and Natalie Goldberg. A variety of guest lecturers working in different media will come to the class to discuss their work, career path, and creative process. Students will engage in a creative project of their own, and they will write a personal essay reflecting on their own creative process. As a final project, students will participate in a group installation/exhibit on creativity. (4 credits)

MC 347 New Media: From Blogs to Books
The last decade has seen a revolution in communication technology. This “new media” provides multiple channels for communication from the short Tweets and Facebook entries, through blogs, to online articles and electronic books. These new forms of electronic communication are easily available to everyone and have instant outreach to a worldwide audience. This course begins by investigating the transition from the “old media” outlets such as newspapers, magazines and printed books to the new opportunities for professional writers offered by the Internet and electronic media. The course provides an overview of how to maximize the message through each form of electronic media with an emphasis on maintaining grammatically correct and coherent communication.
throughout. Students will also learn how content can be used in many different ways and how short Tweets and blog entries can be accumulated and developed into articles that can then form the basis for full-length books. This is intended to be a practical course in which students submit their work at each stage of development by creating their own blogs, submitting articles to magazines and pitching their own book ideas to publishers. A chance to publish work through a local publisher will be offered for the best work produced by students. Lab fees and books: less than $50. (4 credits)

MC 363 Web Design and Web Animation 1: Creating Digital Art in a Self-Interactive Universe

Students undertake study of XHTML, Cascading Style Sheets, and principles of design for dynamic media, which they apply in the creation of a portfolio of beautiful, highly functional, standards-compliant, and highly usable Web pages. Topics include — creative approaches to Web design; XHTML syntax, tags, attributes, entities, DTDs and validation; CSS; creating hierarchies with color, type, and imagery; principles of usability for interactive media; using a visual lexicon for designer-client communication; examples of outstanding Web design studios; homesteading the noosphere. Lab fee: $150. Prerequisite: MC 260, FA 361 or equivalent experience. (4 credits)

MC 365 Web Design and Web Animation 2: Integrating Interactive Vector Graphics, Animation, 3-D, Video, and Audio to Create Illuminating User Experiences

Students learn to use advanced tools for Web design and interactive animation, 3-D, and video, to build richly interactive Web sites that inspire the viewer. Topics include — Web 2.0; conceptualizing the user experience; creating innovative and elegant user interfaces; interactive vector graphics animation; content management systems; 3-D animation for the Web; streaming video; creating cinematic user interfaces. Lab fee: $150. Prerequisites: MC 363 or equivalent experience. (4 credits)

MC 366 Graphic Design for Media and Communications I: Integrating Medium and Message

This course provides students with the basic practical knowledge and skills needed to create effective visual design using current and critical tools and techniques. Students focus on developing their graphic design skills for personal and professional usage using Photoshop and InDesign. Topics include: digital imaging and page layout tools; principles and elements of visual design; color theory, layout design; basic principles and history of typography; brand design; use of digital photography; and copyright law. Lab fee: $150. (4 credits)
MC 367 Graphic Design for Media and Communications II: Connecting Every Part to the Whole
In this class, students focus on advancing their graphic design skills for professional usage in the current workforce using InDesign, Photoshop, and Illustrator. Topics include: advanced principles and elements of visual design; creating color palettes, print and Web layout design; vector design; further principles and history of typography; logo and brand design for business campaigns; digital photography and copyright law; social marketing for businesses; advanced Photoshop techniques. Lab fee: $150. (4 credits)
Prerequisite: MC 366

MC 368 Graphic Design for the Web: Fast Path to Instantaneous Global Communication
Students learn a process that allows graphic designers to create Web sites without writing HTML code. This course focuses on understanding the graphic design process of converting Photoshop files into working Web pages. Students learn how to create graphic design web templates and then convert them automatically to highly functional Web pages using Adobe Flash Catalyst software. Topics include: designing user-friendly interfaces with Photoshop; creating elegant, interactive Web site content without writing code; how to hire a programmer to add additional features to your Web site. Lab fee: $150. (4 credits)

MC 380 Media Projects: Making the Imagination Manifest
This is a capstone course in which individuals who have taken the courses in Media and Communications come together to envisage and then realize a set of core projects across a range of media. These projects are formulated among the student group with the aid of faculty members. The first stage of the course will be the generation of the project ideas, which can include ideas that utilize a range of media or ideas that are focused on a particular medium. The central goal of the course is for students to apply everything they have learned to these projects. It is a cooperative venture, so students will be involved in a variety of projects playing different roles on each one. You may be a director on a documentary, an actor in a drama feature, or a producer on a Web-based animation series. There is a wide range of possibilities. You imagine it and we will make it happen as a team. The idea is to produce great projects that get noticed. In addition, students undertake a research project in an area of their interest that culminates in a presentation to the class and a short essay on their research with properly cited sources. Lab fee: $150. Prerequisites: Consent of instructor or see the Graduation Director in the Enrollment Center (4 credits; maybe be repeated for credit)
MC 398 Internship in Media and Communications: Integration of Knowledge and Action for Achievement and Fulfillment

Students gain practical experience working for a commercial or nonprofit organization in a communications or media related field, such as video production, film production, radio broadcasting, Web design, graphic design, advertising, public relations, or journalism. Students document their growth in understanding and experience in journals. Fieldwork must be completed at least two months before graduation. (4 credits) Prerequisite: major in Media and Communications, consent of the Media and Communications faculty. (1–4 credits)

MC 410 Advanced Narrative: The Quest for the Essential Truths of Human Existence

This is a follow on course from the undergraduate Narrative course at M.U.M. Since this is advanced narrative, however, it is a requirement that students who take this course have an understanding of the fundamentals of narrative. They should be familiar with key components of narrative such as character archetypes, plot, protagonist-antagonist, climax, resolution, etc. They may have gained this knowledge through previous courses or their own experience and studies. Advanced narrative is a part-lecture, part-project based course. The first part of the course will be a reminder and summary of the fundamentals of narrative covered in the narrative course. There will then be a series of lectures on different narrative forms. There is a historical and analytical element to these lectures. Before the invention of writing, narratives were conveyed through oral tradition. These stories were later written down and became the body of myths and sacred writings that are the core texts of ancient civilizations and peoples around the world. The early narratives conveyed a society’s understanding of the essential truths of human existence and core ontological beliefs. Through a long process of development and transformation that reflected the great cultural developments of the ages, such as the Enlightenment, the narrative form ultimately became a means by which an individual could explore a personal perspective on life. In Advanced Narrative we will now go more deeply into key aspects of narrative such as character, dialogue, symbolism, genre, etc. There is also a workshop element to the course and students are required to work on a more lengthy course project. This can be any narrative based work. The project can be one that they are already working on; it does not have to be generated within the course. The time allotted to project work gives the student the opportunity to progress with their project and to get guidance and feedback on their work. Lab fee: $35. (4 credits) Prerequisite: MC 300

MC 421 Feature Film Production I: Preparation for Action

In this class, students join the key production team during the pre-production phase of a feature-length film. They help design and create sets, costumes and props, or assist in the
essential organization of location scouting, scheduling and budget management. Lab fee: $150. (4 credits) Prerequisite: invitation by faculty

**MC 422 Feature Film Production II: Skill in Action**
Students join the crew of a feature-length film in production. Lab fee: $150. (4 credits)  
*Prerequisite:* invitation by faculty

**MC 423 Feature Film Production III: Creating Unity from Diversity**
In this class, students assist in video editing, sound mixing, scoring, special effects, and colorization as a member of the post-production team of a feature-length film. Lab fee: $150. (4 credits) *Prerequisite:* invitation by faculty

**MC 431 Cinematography with the RED ONE™ Camera: Realizing Your Vision From the Deepest Level**
In this course, students will learn to use the RED ONE camera, a digital camera with image resolution high enough to be used for shooting cinema release feature films. Students who complete this course at a high level of achievement will receive a RED ONE certificate that means it is possible for them to use the camera in designated RED ONE production classes and projects. There are high standards for this class, and students will need to demonstrate competence and reliability in order to get this certificate. Students will also learn how to shoot with a professional digital camera. This means learning how to compose shots. What are the different ways you can shoot a dramatic scene? What is the best way to shoot a documentary? They will learn all the different types of shots. The class will also look at the work of different directors and see how they go about filming their subjects. This course and its certification will be a boon for students when applying for jobs or advancing their careers. Lab fee: $300. (4 credits)  
*Prerequisites:* MC 282 and MC 285, or consent of the Media and Communications faculty

**MC 432 Lighting and the RED ONE Camera: Illuminating Scenes with Meaning and Subtle Nuance**
Students in this class deepen their skills using the RED ONE camera with a particular emphasis on using lighting and exposure to enhance the expressive power and subtlety of each scene. The class will center around video production projects that include in-depth exploration of the qualities of light, placement and filtering of light sources, 3-point lighting, and other lighting strategies. Students who complete this course at a very high level of achievement will receive an additional certificate marking their achievement with the RED ONE camera. Lab fee: $300. (4 credits) *Prerequisite:* MC 287, or consent of the Media and Communications faculty
MC 433 RED ONE Camera Projects: Expressing the Deepest Values of Life
This is a capstone course in which students work in teams or individually on media projects that use the RED ONE camera and that contribute significantly to their portfolio. The central goal of the course is for students to apply everything they have learned to these projects. This can be a cooperative venture, so students can be involved in a variety of projects playing different roles on each one. The idea is to produce great projects that get noticed. In addition students undertake a research project in an area of their interest that culminates in an essay on their research with properly cited sources, and a presentation to the class. Students who complete this course at a very high level of achievement will receive an additional certificate marking their achievement with the RED ONE camera. This course can substitute for MC 380 in fulfilling requirements for the BA in Media and Communications. Lab fee: $300. (4 credits) Prerequisites: consent of the Media and Communications faculty
DEPARTMENT OF PHYSICS

FACULTY

• John Hagelin, Ph.D., Chair, Professor of Physics, Director of the Institute of Science, Technology and Public Policy, Trustee
• Kurt Kleinschnitz, Ph.D., Adjunct Assistant Professor of Physics
• Giovanni Santostasi, Ph.D., Adjunct Assistant Professor in Physics
• Richard Weller, Ph.D., Adjunct Assistant Professor of Physics and Mathematics
• Richard Wolfson, Ph.D., Adjunct Assistant Professor of Physics
• Johan Svenson, M.A., Adjunct Instructor of Mathematics and 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 many of today’s scientific disciplines — that Maharishi University of Management offers an exciting and comprehensive minor program in physics.

The physics minor provides a calculus-based survey of the fundamental branches of classical and modern physics, enabling students in other disciplines to appreciate and enliven the connection of physical law to their own disciplines, while gaining valuable training in scientific experimentation and problem solving.

The experience and the study of human consciousness and of its higher states is an integral part of the physics curriculum at Maharishi University of Management. The most creative physicists have always emphasized human consciousness as the foundation for the scientific method used in physics. More importantly, an exciting momentum has built up over the past 30 years, as theoretical physicists have reached several decisive milestones toward a completely unified theory of all the known force and matter fields of nature. Inspired by Maharishi Mahesh Yogi, the physicists at Maharishi University of Management have discussed and proposed that this completely 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 today 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 MUM, 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.

DEPARTMENTAL REQUIREMENTS

Graduation Requirements for the Minor in Physics

To graduate with a minor in physics, students must successfully complete the following five courses

• PHYS 210 Introduction to Classical Mechanics
• PHYS 224 Introduction to Solids, Fluids, and Thermodynamics
• PHYS 230 Introduction to Electromagnetism
• PHYS 244 Introduction to Harmonics, Waves, and Optics
• PHYS 250 Introduction to Modern Physics

COURSES

All courses are 4 credits unless otherwise indicated.

PHYS 110 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 completely unified field, a self-interacting entity from which all particles and forces arise through the process of spontaneous symmetry breaking. The course gives students experience and understanding of the interconnectedness between the laws of physics, the universe, and themselves.

PHYS 207 Classical Physics: Analysis and Synthesis
The course presents topics from classical physics including motion, force, momentum, equilibrium, work, energy, fluids, solids, and heat. Included are laboratory sessions, weekly seminar sessions, and reviews of current scientific papers. Case studies will emphasize applications from the life sciences and medicine. Computational skills relevant to scientific literacy will be emphasized. (Lab fee $50) Prerequisite: MATH 162
PHYS 208: Thermodynamics, Harmonics, Waves, Electricity, and Magnetism: Unity at the Basis of Diversity
The course presents thermodynamics, periodic motion, waves, sound, light, and optics. Emphasis is on application over derivation, development of rapid estimating skills, and real-world problem solving relevant to the life sciences. Laboratory sessions, weekly seminar sessions, and reviews of current scientific papers help students develop a physics sensibility and scientific literacy. (Lab fee $50) Prerequisite: PHYS 207

PHYS 209: Optics, Quantum Physics, Nuclear Physics, and Elementary Particles
The course presents optics, quantum theory, atomic structure, nuclear structure, and physical chemistry. Laboratory sessions, weekly seminar sessions, and reviews of current scientific papers help students develop a physics sensibility and scientific literacy. Real-world problem solving relevant to the life sciences will be presented. (Lab fee $50) Prerequisite: PHYS 208

PHYS 210 Introduction to Classical Mechanics
Classical mechanics provides an accurate description of the objects and phenomena of everyday experience, and constitutes the basis of most of engineering, science, and technology. This course introduces the classical laws governing motion of particles and extended bodies in space and time, beginning with their active formulation in terms of force and acceleration and then deriving the equivalent formulation in terms of conservation of energy, momentum, and angular momentum. Topics include motion, Newton's laws, gravitation, and conservation laws. Prerequisite: MATH 281

PHYS 224 Introduction to Solids, Fluids, and Thermodynamics
This course introduces the general principles of statics, fluid mechanics, and thermodynamics. It develops the fundamental principles of conservation of energy and entropy, which underlie the behavior of all physical systems. Topics include statics and elasticity, pressure, fluid flow, temperature and heat, kinetic theory of gases, and heat engines. Prerequisites: MATH 282 and PHYS 210

PHYS 230 Introduction to Electromagnetism
Electrical forces largely determine the observable properties of matter in the whole range of science from atomic theory to cell biology. The integration of electricity and magnetism constitutes the first unified field theory, anticipating contemporary approaches by more than a century. This course introduces electric and magnetic forces, electric current, and electromagnetic interactions, along with the concepts of electric and magnetic fields and electric potential used to understand and describe them. Topics include Coulomb’s and Gauss’s laws, the Biot-Savart law and Ampere’s law, Faraday’s
law, and Maxwell’s equations.  *Prerequisites:* MATH 282 and PHYS 210 (PHYS 224 is also recommended but not required.)

**PHYS 244 Introduction to Harmonics, Waves, and Optics**
Wave behavior has applications in every area of physics, including sound, light, mechanical vibrations and waves, electrical signals, thermal behavior, and quantum physics. This course introduces common characteristics and mathematical representations of oscillations and standing and traveling waves and applies them to the investigation of sound and physical and geometrical optics. Topics include simple harmonic motion; resonance; mathematical representations of traveling waves; wave properties such as refraction, diffraction, interference, and polarization; and optical phenomena related to lenses and mirrors.  *Prerequisites:* MATH 286 and MATH 308 (PHYS 210 is also recommended but not required.)

**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 230 and PHYS 244

**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 250

**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 294 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.

PHYS 297 Philosophy of Science
Understanding foundational issues underlying the scientific method is essential for the
contemporary thinker and, especially, for the practicing scientist. The scientific method is
the systematic, repeatable, empirical approach to acquiring knowledge, involving the
discovery and testing of hypotheses against the experimental evidence. The issue of
alternative explanations for a given empirical result, including the null hypothesis, is
examined from both an abstract, philosophical perspective and the pragmatic perspective
of working scientists and statisticians. The important contrast between normal science
and paradigm-change is studied with reference to the reaction in the wider scientific
community to the Maharishi Effect research. Finally, we examine the significance for the
philosophy of science of Maharishi’s principle that knowledge is structured in
consciousness and knowledge is different in different states of consciousness.

PHYS 313 Classical Mechanics I
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: MATH 304, MATH 308, and PHYS 210

PHYS 314 Classical Mechanics II
This course extends the principles of classical mechanics to many-particle systems,
introducing the concept of generalized coordinates and the Lagrangian formulation.
Topics include center-of-mass and relative coordinates, collisions, rigid body dynamics,
Lagrangian mechanics and Hamilton’s principle, Hamilton’s equations, oscillating
systems and normal coordinates, continuous systems, and the wave equation.
Prerequisite: PHYS 313

PHYS 330 Electromagnetism I
PHYS 331 Electromagnetism II
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: MATH 304, MATH 308, and PHYS 230
PHYS 340 Relativity Theory I
PHYS 341 Relativity Theory II
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 space-time. 
*Prerequisite:* PHYS 250

PHYS 360 Quantum Mechanics I
This first course in the sequence includes 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. 
*Prerequisites*: MATH 286 and PHYS 314

PHYS 361 Quantum Mechanics II
This course includes 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. *Prerequisite*: PHYS 360

PHYS 362 Quantum Mechanics III
Topics included in this course include perturbation theory, the variational method, fine structure, atoms and molecules, emission and absorption of radiation scattering theory, density matrices, and measurement theory. *Prerequisite*: PHYS 361

PHYS 370 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. *Prerequisites*: PHYS 224 and PHYS 250

PHYS 375 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*: MATH 282, PHYS 270
PHYS 380 Mathematical Methods for Physicists I
PHYS 381 Mathematical Methods for Physicists II
PHYS 382 Mathematical Methods for Physicists III
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 I
PHYS 391 Methods of Experimental Physics II
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. Prerequisite: PHYS 250

PHYS 399 Directed Study
(variable credits) Prerequisite: consent of the Department faculty.

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. Prerequisite: MATH 282

PHYS 425 Computational Physics I
PHYS 426 Computational Physics II
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.
Prerequisite: MATH 282

PHYS 460 Introduction to Quantum Field Theory I
PHYS 461 Introduction to Quantum Field Theory II
These courses present an overview of the physical concepts and computational methods
of quantum field theory, including the analysis of quantum electrodynamics using
Feynman diagrams, beginning with electron-positron annihilation. The quantization of
fields is explained. Many-body theory is considered, along with condensed matter
physics and nuclear physics. The standard model is elucidated, and the importance of
symmetry transformations for the unification of the four forces is considered. Advanced
topics include the study of Hagelin’s Flipped SU(5) grand unified theory based on the
superstring, and attention is given to hidden sector matter as providing a natural
mechanism for quantum coherent phenomena in biological systems. *Prerequisite: PHYS*
361

**PHYS 499 Directed Study**
(variable credits) *Prerequisite: consent of the Department faculty.*
DEPARTMENT OF PHYSIOLOGY AND HEALTH

FACULTY

• Robert Schneider, M.D., FACC, FABMR, Dean of the College of Maharishi College of Perfect Health, Professor of Physiology and Health, Director of the Institute for Natural Medicine and Prevention
• Robert Keith Wallace, Ph.D., Chairman, Professor of Physiology, Director of Research, Founding President of Maharishi University of Management. Trustee
• Paul Morehead, Ph.D., DWP, Assistant Professor of Physiology and Health, Associate Chairman, Department of Physiology and Health, Associate Dean of the Maharishi College of Perfect Health
• 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, 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
• David Lovell-Smith, MBChB, M.S., Adjunct Instructor of Physiology and Health
• Helen Nelson, Ph.D., Adjunct Professor of Physics

INTRODUCTION

The mission of the undergraduate major in Physiology and Health is to create graduates who understand the scientific foundation of holistic health, both from the latest knowledge of modern science and from ancient Vedic science. Not only will students be exposed to the scientific principles of health from physics, chemistry, biology, anatomy and physiology, but also they will understand the essential role of consciousness — the inner Intelligence of the body — in promoting health and longevity. Graduates of the Pre-Medicine track in Physiology and Health will be well prepared to apply to any medical school.
Maharishi Ayurveda® is Maharishi Mahesh Yogi’s revival of the world’s most ancient system of health from the Vedic tradition. Students will understand that consciousness is the field of perfect balance and can be located at the source of thought through the Transcendental Meditation technique. The repeated enlivenment of that field of balanced intelligence enlivens balance in every cell, tissue, and organ in the physiology. Students will understand and experience that this enlivenment of the inner intelligence results from developing the latent potential of the brain. The experience of pure consciousness during Transcendental Meditation has been scientifically demonstrated to increase EEG coherence, or order, in all parts of the brain. As a result the orderly functioning of the brain gives rise to increased intelligence, memory, problem-solving ability, and balanced autonomic functioning. As a further result, deep rest dissolves physiological, psychological and emotional stress, which is at the basis of many diseases.

The students will find that increased orderliness of the central nervous system and reduced stress enhances the balanced functioning of the autonomic nervous system, the endocrine and hormonal systems, and results in overall balance and vitality in the physiology. They will find that Maharishi Ayurveda is prevention-oriented, natural, and free from the harmful side effects of modern, chemical-based medicine.

A strong foundation in the basic sciences will give a strong foundation for understanding the scientific nature and application of Maharishi Ayurveda. Over 650 research studies conducted all over the world since the late 1960s have confirmed that this knowledge of natural health care is consistently effective in improving all areas of health: physical, mental, behavioral, and environmental.

**SPECIAL FEATURES**

**Pre-Medicine Program**

Students in the Pre-Med bachelor’s degree will study all of the traditional scientific disciplines necessary to enter medical school, including physics, general and organic chemistry, biochemistry, biology, anatomy and physiology. The focus of this study will be the knowledge and application of the sciences that are relevant for a health care professional. The course sequence will lead to a foundational understanding of human biology, human anatomy and physiology and organic and biochemistry that will be applied in health care practice. Students will be prepared to perform well on the Medical College Admission Test (MCAT), which is required by all medical schools: osteopathic, naturopathic, chiropractic and allopathic.

Students in the B.A. in Physiology and Health will gain a foundational overview of biology and physiology, as well as an introduction to Maharishi Ayurveda in the Self-Pulse, Yoga Asana, and Diet, Digestion and Nutrition Courses. They will also enjoy a
flexible, liberal arts based program, in which they may choose from a wide variety of courses from Sustainable Living, the sciences, or Maharishi Vedic Science.

We offer an introduction to 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-Pulse diagnosis — to detect balance and imbalance in the body by feeling the pulse and restoring balance before disease arises, through diet, daily and seasonal routines, and herbal preparations;

- 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.

- Several 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 gaining the ability to read Devanagari text, students conduct research in the Vedic Literature by reading Sanskrit texts, such as the Bhagavad-Gita. Students study 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.

**Conclusion**

The Bachelor’s Degree in Physiology and Health aims to prepare students to care for their own health through regular practice of Maharishi’s Transcendental Meditation program, ideal daily and seasonal routine, balanced diet and lifestyle choices, and mutually enriching social behavior. This degree program further aims to build a strong scientific understanding of health from the modern and Vedic perspectives.

**DEPARTMENTAL REQUIREMENTS**

**Entrance Requirements for the B.A. in Physiology and Health**

Before entering either the B.A. or Pre-Medicine track in Physiology and Health, students must successfully complete the following:
• PH 101 Physiology Is Consciousness: Awakening the Cosmic Potentiality of the Human Brain (Students entering Spring semester can take this course before graduation)
• MVS 102 Sanskrit
• MATH 153 Intermediate Algebra
• PHYS 110 Foundations of Physics and Cosmology

For the Pre-Med track, students will need to complete MATH 162 Functions and Graphs 2 as a prerequisite to the Physics and Chemistry modules.

Graduation Requirements for the B.A. in Physiology and Health Pre-Medicine Track

The Pre-Med track in Physiology and Health requires 64 credits, including the following Core Courses totaling 28 credits.

PH Core Courses
• PH 260 Maharishi Self-Pulse Diagnosis
• PH 262 Diet, Digestion and Nutrition
• PH 263 Maharishi YogaSM Asanas
• BIO 260 Biology I: Living Systems
• BIO 263 Biology II: Molecular and Cell Biology (Prerequisite: BIO 260)
• BIO 264 Biology III: Human Anatomy and Physiology (Prerequisite: BIO 263)
• PH 380 Biostatistics and Medical Research Methods (prerequisite MATH 153)

Additional courses required for completion of the Pre-Med track (40 credits):
• PHYS 207 Classical Physics (prerequisite MATH 162 Functions & Graphs II)
• PHYS 208 Thermodynamics, Harmonics, Waves, Electricity and Magnetism (prerequisite PHYS 207)
• PHYS 209 Optics, Quantum Physics, Nuclear Physics, and Elementary Particles (prerequisite PHYS 208)
• CHM 201 General Chemistry I (prerequisite MATH 162)
• CHM 202 General Chemistry II (prerequisite CHM 201)
• CHM 203 General Chemistry III (prerequisite CHM 202)
• CHM 311 Organic Chemistry I (prerequisite CHM 203)
• CHM 312 Organic Chemistry II (prerequisite CHM 311)
• CHM 313 Organic Chemistry III (prerequisite CHM 312)
• CHM 350 General Biochemistry (prerequisite CHM 313)

Recommended electives:
• PH 311 Fieldwork
• PH 382 MCAT Preparation
Graduation Requirements for the B.A. in Physiology and Health

The B.A. in Physiology and Health requires 56 credits, including the following Core Courses totaling 28 credits.

PH Core Courses

• PH 260 Maharishi Self-Pulse Diagnosis
• PH 262 Diet, Digestion and Nutrition
• PH 263 Maharishi Yoga SM Asanas
• BIO 260 Biology I: Living Systems
• BIO 263 Biology II: Molecular and Cell Biology (Prerequisite: BIO 260)
• BIO 264 Biology III: Human Anatomy and Physiology (Prerequisite: BIO 263)
• PH 380 Biostatistics and Medical Research Methods (Prerequisite MATH 153)

Additional Courses for the B.A. in Physiology and Health: Students may choose 28 credits from among the following courses to complete the B.A. degree:

• SL—G350 Plant Biology
• SL—G280 Ethnobotany
• SL—A101 Organic Agriculture
• SL—G101 Permaculture Design
• CHM 201 General Chemistry I (prerequisite MATH 162)
• CHM 202 General Chemistry II (prerequisite CHEM 201)
• CHM 203 General Chemistry III (prerequisite CHEM 202)
• CHM 311 Organic Chemistry I (prerequisite CHEM 203)
• CHM 312 Organic Chemistry II (prerequisite CHEM 311)
• CHM 313 Organic Chemistry III (prerequisite CHM 312)
• CHM 350 General Biochemistry (prerequisite CHEM 313)
• PHYS 207 Classical Physics (prerequisite MATH 162)
• PHYS 208 Thermodynamics, Harmonics, Waves, Electricity and Magnetism (prerequisite PHYS 207)
• PHYS 209 Optics, Quantum Physics, Nuclear Physics, and Elementary Particles (prerequisite PHYS 208)
• MVS 208 Fundamentals of Maharishi Vedic Science
• MVS 240 EEG, Brain, and Enlightenment
• MVS 302 Bhagavad Gita — Chapters 1–3
• MVS 321 Reading the Vedic Literature I
• SL—G150 Ideal Human Relationships
• SL—B101 Sustainability, Buildings, and the Built Environment
• SL—G200 Building Biology
• ESS 336 Movement Science

Course offerings may vary each year.

**Requirements for the Minor in Physiology and Health**

The minor in Physiology and Health consists of any 5 of the core courses above. The two prerequisite courses for entering the minor are as follows:

- PH 101 Physiology Is Consciousness: Awakening the Cosmic Potentiality of the Human Brain
- MVS 102 Sanskrit

**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 Maharishi Vedic Education Development Corporation (MVED). Acceptance to this special course is given by MVED, not Maharishi University of Management. This course carries 20 credits of distribution credits. It does not replace any of the core curricula in the major.

**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 Ayurveda, 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 credits of graduate course work, including Maharishi Ayurveda 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.

**Teaching Majors Available within the Physiology and Health Major**

Students in Physiology and Health may select courses that prepare them to gain an Iowa teaching license when combined with a major in secondary education. Students should consult the Education Department early in their planning to organize their college
sequence of courses. Those wishing to become secondary biology teachers must take a minimum of 24 credits in the Physiology and Health major.

**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 credits)

**PH 260 Maharishi Self-Pulse Diagnosis: Measuring the Impulses of the Body’s Intelligence and Restoring Balance in the Physiology through the Touch of Three Fingertips**

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. Furthermore, 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 credits)
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), Vedic Architecture or Maharishi Sthapatya Veda℠, and collective practice of the Transcendental Meditation and TM-Sidhi programs. (4 credits)

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 carefully. 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 credits)

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 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 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 credits)

**PH 380 Biostatistics and Medical Research Methods**
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. (4 credits) *Prerequisite: MATH 153*

**BIO 260 Biology I: 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. 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. (Lab fee $25) (4 credits)

**BIO 263 Biology II: Molecular and Cell Biology**
This course presents the foundations of Human Biology at the cellular and molecular level. Topics include human DNA and gene expression; enzymes & metabolism; cell components; cell division; and specialized cells and tissues of the body. Students will discover the fundamental themes of natural law in the ordered structures of the cell and the DNA. The DNA is the blueprint of the human physiology. (Lab fee $25) (4 credits) *Prerequisite: BIO 260*

**BIO 264 Biology III: Human Anatomy and Physiology**
Human Anatomy and Physiology provides the foundational understanding of how the body’s structure and function maintains life in balance and homeostasis. The integrated functioning of trillions of diverse cells, each with a million chemical reactions per second, gives rise to a healthy, vital human being. We will study tissues, organs, and 8 organ systems and their role in maintaining health and balance. The organ systems are the musculoskeletal, cardiovascular, digestive, respiratory, endocrine/reproductive, immune, and nervous systems.

The human physiology is also a replica of Natural Law expressed in the ancient Vedic Literature. Major areas of the physiology are precisely correlated in structure and function, to the 40 aspects of Veda and the Vedic Literature. Professor Tony Nader,
M.D., Ph.D., now Raja Raam, under Maharishi’s guidance, has discovered that every aspect of the ancient Vedic Literature is mirrored by the human physiology. This understanding bridges the gap between the ancient, Vedic understanding of Natural Law and the modern understanding of human physiology and health. (4 credits) Prerequisite: BIO 263

**CHEM 201 General Chemistry I**
Topics include atomic and molecular structure, reaction mechanisms, thermochemistry, and the physical behavior of gases, with special emphasis on problem solving and quantitative reasoning. (Lab fee $25) (4 credits) Prerequisite: MATH 162

**CHEM 202 General Chemistry II**
Topics include covalent bonding, liquids and solids, equilibria, kinetics, and acids and bases. (Lab fee $25) (4 credits) Prerequisite: CHEM 201

**CHEM 203 General Chemistry III**
Topics include coordination compounds, the chemistry of oxidation-reduction reactions, chemical thermodynamics, nuclear chemistry, chemistry of selected elements, and atmospheric chemistry. (Lab fee $25) (4 credits) Prerequisite: CHEM 202

**CHEM 311 Organic Chemistry I** Prerequisite: CHEM 203
**CHEM 312 Organic Chemistry II** Prerequisite: CHEM 311
**CHEM 313 Organic Chemistry III** Prerequisite: CHEM 312
These courses, which are taught with an emphasis on unifying principles, explore both structure and reaction mechanisms of organic compounds. Topics include bonding, spectroscopy, structure, physical properties, synthesis, and reactions of the major classes of organic compounds, including biomolecules. (Lab fee $25 per course) (4 credits each)

**CHEM 350 General Biochemistry**
This course focuses on the basic chemical structures and chemical transformations that take place in living systems. Topics include the structure, kinetics, and regulation of enzymes; bioenergetics; and intermediary metabolism. (Lab fee $25 per course) (4 credits) Prerequisite: CHEM 313

**PHYS 207 Classical Physics: Analysis and Synthesis**
The course presents classical physics topics including motion, force, momentum, equilibrium, work, energy, fluids, solids, and heat. Included are laboratory sessions, weekly seminar sessions, and reviews of current scientific papers. Case studies will emphasize applications from the life sciences and medicine. Computational skills relevant to scientific literacy will be emphasized. (Lab fee $50) (4 credits) Prerequisite: MATH 162
PHYS 208: Thermodynamics, Harmonics, Waves, Electricity and Magnetism: Unity at the Basis of Diversity
The course presents thermodynamics, periodic motion, waves, sound, light and optics. Emphasis is on application over derivation, development of rapid estimating skills, and real-world problem solving applications relevant to the life sciences. Laboratory sessions, weekly seminar sessions and reviews of current scientific papers help students develop a physics sensibility and scientific literacy. (Lab fee $50) (4 credits) Prerequisite: PHYS 207.

PHYS 209: Optics, Quantum Physics, Nuclear Physics, and Elementary Particles
The course presents optics, quantum theory, atomic structure, nuclear structure, and physical chemistry. Laboratory sessions, weekly seminar sessions and reviews of current scientific papers help students develop a physics sensibility and scientific literacy. Real-world problem solving applications relevant to the life sciences will be presented. (Lab fee $50) (4 credits) Prerequisite: PHYS 208

PH 311 Fieldwork/Internship: Expanding the Knowledge of Physiology and Health in the Field
Students observe and work in Maharishi Medical Centers or medical laboratories, schools or health care facilities in various aspects of health care, research, clinical operations, patient care, health education, etc. (4 credits — may be repeated) Prerequisites: Consent of the department faculty and the Academic Standards Committee

PH 399 Directed Study: Gaining Total Knowledge through Self-Referral Education
(variable credits) Prerequisite: consent of the department faculty.

PH 382 MCAT Preparation
The Medical College Admission Test (MCAT) is a standardized national exam required for entrance to medical school. In this course students will have the opportunity to integrate all of their learning in the B.A. in Physiology and Health Pre-Medicine program, and will take practice MCAT exams.

Graduate Courses

PHYSI 700 Dissertation Proposal Preparation
For students with an M.D., M.S. or Ph.D. in Physiology only. Each student selects a dissertation committee and submits a dissertation topic to the graduate faculty for approval. Following acceptance of the dissertation topic, the student prepares the dissertation research proposal, which is evaluated by the dissertation committee. (3 credits — may be repeated) Prerequisites: Ph.D. candidate status and consent of the dissertation advisor
PHYSI 701 Dissertation Research
For students with an M.D., M.S. or Ph.D. in Physiology only. Students conduct original research and prepare their dissertations during their third and fourth years in the program. Any changes in dissertation topic must be approved by the dissertation committee. (0.5–2.5 credits — may be repeated) Prerequisites: approval of the dissertation proposal and consent of the dissertation committee
DEPARTMENT OF SUSTAINABLE LIVING

FACULTY

• David Fisher, Ph.D., Chair, Associate Professor of Botany
• John Collins, B.S., Instructor of Sustainable Living, Associate Chair
• Travis Cox, Ph.D., Assistant Professor of Sustainable Living
• Lonnie Gamble, Assistant Professor of Sustainable Living
• Stacy Maurer, Ph.D., Assistant Professor of Sustainable Living
• Steven McLaskey, Ph.D., Instructor of Sustainable Living
• Mark Stimson, Assistant Professor of Sustainable Living
• Diana Krystofiak, B.A., Instructor of Sustainable Living
• Jesse Dann, Ph.D., Adjunct Professor of Sustainable Living
• Doug Crouch, A.S., Adjunct Instructor of Sustainable Living
• Elaine Ingham, PhD., Adjunct Professor of Sustainable Living

INTRODUCTION

The Department of Sustainable Living offers programs at the leading edge of sustainability. In these programs, students learn the most up-to-date knowledge and gain hands-on, practical experience in applying what they learn. Sustainable development is a concept typically referring to entire nations or broad geographical regions. When sustainable development is applied to local communities, the critical problems we face are fundamentally those of human consciousness. They arise when people do not use the full potential of their creativity and intelligence and, as a result, violate Laws of Nature.

Maharishi University of Management is the first university in the world to expand the scope of sustainable living to include the knowledge of how to live in accord with Natural Law — how to avoid creating problems in the first place. This can be done only from the level of consciousness itself. In our study of consciousness we realize that the keys to solving puzzles in 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 sustainability and the quality of the environment.

The Sustainable Living major builds an understanding of how to design and maintain communities that meet the needs of people and the environment so abundantly that 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, social interaction, and sustainable business practices.

Ultimately, sustainability rests on a solid foundation, and 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.

Students in this major must take at least 24 credits in core courses, 24 credits of eligible electives, and 8 credits in a summative project.

**Programs Offered**

- **B.S. in Sustainable Living**, which prepares students for careers in sustainable community development and environmental coordination, or further study and research
- **Minor in Sustainable Living**, 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.
- Students can earn up to 16 credits of internships in on-the-job training in sustainable agriculture, the building trades, environmental organizations, green business, and many other venues that provide practical experience in selected areas of interest.
- Academic credit may also be earned for successful completion of professional certification courses in Building Biology and Permaculture Design, as well as for Resnet Energy Rater Training and AutoCADD.
DEPARTMENTAL REQUIREMENTS

To graduate with a B.S. in Sustainable Living, students must successfully complete all general requirements for the bachelor’s degree. (Please refer to “Degree Requirements” in “Academic Policies.”)

Graduation Requirements for the Bachelor of Science Degree in Sustainable Living

Note: Those who began the SL degree before fall 2009 have slightly different requirements; see your advisor

1. MATH 170 Mathematics for Sustainable Living, MATH 161 Functions and Graphs I, MGT 314 Statistics for Business and the Environment, or MGT 424 Data Analysis for Managers.

The requirements for the major are 56 credits of course work as follows:

2. 24 credits of core courses
   - SL—G202 Critical Thinking
   - SL—B101 Sustainability, Buildings and the Built Environment
   - SL—G201 Ecology
   - SL—E101 Energy and Sustainability
   - SL—G101 Permaculture Design
   - SL—P101 Global Sustainability

3. 24 credits of electives
   Including at least 4 but no more than 16 credits of SL Internship. Students can spread out their elective credits over any of the elective courses, or they can concentrate four of them in SL tracks. (Note that there is a limit of 16 credits of internships plus directed studies towards an undergraduate degree. Students can take additional credits of internship, but it won’t count toward their degree.)

Remainder of elective can be any SL courses, or from the following other courses:
   - MC 260 Digital Arts for Sustainable Living
   - MGT 200 Principles of Business Success
   - MGT 432 Entrepreneurship Project
   - FA 201 Art in Nature
   - FA205 Principles of Design
   - MC 383 Web Design and Web Animation
   - MVS 240 EEG, Brain, & Enlightenment
   - MVS 309 Fundamentals of World Peace
• LIT 370 Literature and the Environment
• FA 460 Design and Sustainability Seminar
• FA 461 Design and Sustainability Studio

4. 8 credits Sustainable Living Senior Project
   A summative project that will apply concepts and skills learned in other Sustainable Living courses.

5. Maintain a 4’ x 4’ Garden Plot in the Student Garden for One Growing Season

6. Pass Senior Comprehensive Exam on Sustainable Living

Graduation Requirements for the Minor in Sustainable Living

To graduate with a minor in Sustainable Living, students must complete 20 credits in the Sustainable Living core courses from the following:
• SL—G102 Consciousness and Sustainability
• SL—G402 Green Leadership Adventure
• SL—G202 Critical Thinking
• SL—B101 Sustainability Buildings and the Built Environment
• SL—G220 Environmental Planning and Landscaping
• SL—G201 Ecology
• SL—E101 Energy and Sustainability
• SL—A101 Organic Agriculture
• SL—G101 Permaculture Design
• SL—P101 Global Sustainability
• SL—G350 Plant Biology
• MGT 402 Managing for Sustainability
**COURSES**

Conversion Table for Old/New Sustainable Living Courses

Sustainable Living (B.S.) - Courses by Track

**Agriculture Courses  SL-A**

<table>
<thead>
<tr>
<th>Old Course Number</th>
<th>New Course Number</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>BIO 338</td>
<td>SL-A101</td>
<td>Organic Agriculture</td>
</tr>
<tr>
<td>SL 290</td>
<td>SL-A201</td>
<td>Season Extension</td>
</tr>
<tr>
<td>SL 274</td>
<td>SL-A301</td>
<td>Living Soil</td>
</tr>
<tr>
<td>SL 275</td>
<td>SL-A401</td>
<td>Planning a Sustainable Farm</td>
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**Built Environment Courses  SL-B**

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<tr>
<td>new</td>
<td>SL-B101</td>
<td>Sustainability, Buildings, and the Built Environment</td>
</tr>
<tr>
<td>SL 328</td>
<td>SL-B201</td>
<td>Natural Building</td>
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<tr>
<td>new</td>
<td>SL-B202</td>
<td>Ecocities</td>
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<td>SL 326</td>
<td>SL-B301</td>
<td>High Performance Green Building</td>
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**Energy Courses  SL-E**

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<td>SL 419</td>
<td>SL-E101</td>
<td>Energy and Sustainability: The Energy Basis of Humans and Nature</td>
</tr>
<tr>
<td>SL 420</td>
<td>SL-E201</td>
<td>Renewable Energy Technology 1: Solar, Wind, Water</td>
</tr>
<tr>
<td>New</td>
<td>SL-E202</td>
<td>Renewable Energy Technology II: Biomass, Geothermal, Fuel cells, Batteries, Power Electronics, Transportation technologies, other misc energy conversion pathways</td>
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<tr>
<td>New</td>
<td>SL-E301</td>
<td>Modeling and Monitoring Energy Flow</td>
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**Fundamentals of Sustainability Courses  SL-F**

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<td>SL 333</td>
<td>SL-F151</td>
<td>Deep Ecology</td>
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<tr>
<td>SL 334</td>
<td>SL-F305</td>
<td>Spirituality and Sustainability</td>
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<td>SL 331</td>
<td>SL-F310</td>
<td>Social Justice and Sustainability</td>
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<tr>
<td>SL 335</td>
<td>SL-F401</td>
<td>Philosophies of Sustainability</td>
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**Policy Courses  SL-P**

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<td>BIO 405</td>
<td>SL-P101</td>
<td>Global Sustainability</td>
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<td>New</td>
<td>SL-P202</td>
<td>Policy for Food Security</td>
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<tr>
<td>SL 421</td>
<td>SL-P302</td>
<td>Energy Policy for Sustainability</td>
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<td>SL 332</td>
<td>SL-P404</td>
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**General SL Electives and Core Courses  SL-G**

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<td>SL 9101/ BIO 341</td>
<td>SL-G101</td>
<td>Permaculture Design</td>
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<tr>
<td>SL 9120/SL 411</td>
<td>SL-G109</td>
<td>Natural Beekeeping</td>
</tr>
<tr>
<td>SL 320</td>
<td>SL-G110</td>
<td>Sustainable Woodworking</td>
</tr>
<tr>
<td>SL 412</td>
<td>SL-G111</td>
<td>Basic Training Becoming an Organic Inspector</td>
</tr>
<tr>
<td>SL 329</td>
<td>SL-G130</td>
<td>Materials, Tools, and Methods for Sustainability</td>
</tr>
<tr>
<td>SL 428</td>
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100-Level Track Courses

**SL—A101 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**

This course will explore how aligning agriculture with Natural Law can be accomplished using the basic principles of Maharishi Vedic Organic Agriculture such as recitation of Vedic sounds at all stages of food production and the use of Maharishi Jyotish 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 credits)

**SL—B101 Sustainability, Buildings and the Built Environment**

The built environment consists of all the things that humans build: buildings and the rural, suburban, and urban context in which they are placed. Buildings, the cities they are placed in, and the transportation systems that connect them are the biggest things that humans build. Designing and building them sustainably is one of the greatest challenges facing humanity. This course gives an overview of issues of sustainability in the built environment and the developing solutions—high performance solar powered buildings, natural building, the ecocity movement, reuse of existing structures, urban agriculture, managing water in the urban landscape, turning wastes into resources. We’ll also explore how we can use the ancient ideas about orientation and placement of buildings and the design of cities from Maharishi Stapahtya Ved in the design of the contemporary sustainable built environment. The goal is to create a built environment, that, like the natural environment, is regenerative, giving back more than it takes. This course is one of six required core courses in the Sustainable Living program and is a prerequisite to other courses in the Built Environment track. (4 credits)

**SL—E101 Energy and Sustainability: The Energy Basis of Humans and Nature**

This course explores the role energy plays in sustainability and in the development of complexity and order in nature and in the human economy. Anything of economic value
comes from nature or from humans, and both require energy. Therefore, energy is critical to the economy. Energy inevitably loses usefulness as it flows through manmade and natural systems. Sustainability is about regeneration and renewal of opportunity for future generations. Therefore, renewable sources of energy are essential for sustainability. Students will learn basic energy concepts and their application to sustainability and renewable energy systems. This course is one of the six sustainable living core courses and is required for all courses in the energy track. The course will include lecture, readings, films, guest speakers, field trips, and hands-on work. Lab fee: $50. (4 credits)

SL—F151 Deep Ecology
The main argument in environmental ethics is between anthropocentric (human centered) and non-anthropocentric ways of being in the world. For people who advocate non-anthropocentric philosophies, it is of utmost importance for the human species to begin to behave in less selfish ways. Deep Ecology is the main non-anthropocentric school of thought and though founded in the 1970s, it draws on sources as vast in time and discipline as Taoism, Native American religions, and Quantum Physics. This course will study the innovator of Deep Ecology, the late Norwegian philosopher Arne Naess, and trace the movement up to its current incarnations in America and elsewhere, specifically centering on the Transpersonal Ecology of Warwick For as it pertains to Maharishi’s teachings. This course will spend time in nature with the earth as our teacher, culminating in a camping trip. Finally, the course will show the close correlation of Deep Ecology with the concept of Natural Law and Maharishi’s Vedic principles. Lab fee: $100. (4 credits)

100-Level General SL Electives

SL—G101 Permaculture Design
Permaculture Design is a system for rethinking and redesigning of every aspect of human endeavor in terms of sustainability. As such, it is a cross-disciplinary design system that involves architecture and building, agriculture, energy, urban and city design, economics and livelihoods, water, and the aesthetic integration of all of these in human settlements. On successful completion of the course you will receive an internationally recognized certificate. The basic principles of permaculture design were developed by integrating the observation of natural systems, traditional indigenous wisdom, and modern scientific and technological knowledge by David Holmgren and Bill Mollison. Through lecture, discussion, observation, field trips, hands-on learning, videos, slide shows, and handouts, students gain the practical skills and theoretical knowledge to design and implement sustainable systems in harmony with the natural world so participants can understand and apply these methods and skills to their home property and local community. Participants will learn principles and methodologies of sustainable design, how to read the landscape’s strategies and tools for urban and rural homesteads, food forests and
orchards, greenhouse operation, natural building and alternative energy techniques. This is a foundation course for the entire SL program. Lab fee: $50. (4 credits)

**SL—G102 Consciousness and Sustainability – Connecting Our Continued Existence to the Deepest Levels at Which Nature Operates**

Our current way of life has produced unsustainable buildups of pollution, depletion of natural resources, overpopulation, and economic and social distress. If not rectified soon by human-directed correcting mechanisms, our whole system will be corrected by nature, and civilization will collapse. So far, application of mechanisms such as environmental education and legislation, ever more advanced “green” technologies, and global eco-summits have not been enough to pull us back from the brink. Therefore, raising consciousness has emerged as the so-far missing imperative that will bring about true sustainability. But what is consciousness? How can the various definitions of it from different philosophical and spiritual traditions be brought together in a way that will engage as many people as possible? Is consciousness a fundamental driver of sustainability? If so, what are the mechanics by which it will generate a sustainable world? These and more are the questions that will be addressed, and, with co-creative efforts from students, answered in this course.

**SL—G109 Natural Beekeeping**

Organic honeybee keeping is an important art and science of sustainable living, and even more so today. Students will learn about the Biodynamic beekeeping method, based on Rudolf Steiner’s teaching, which is holistic method that emphasizes the well-being of the bee colony as a super organism and its natural life cycle, rather than maximizing honey and pollen production. The first three days are taught by Gunther Hauk, who has over 30 years of experience in this type of beekeeping and is the founder and co-manager of Spikernard Farm, a 610-acre honeybee sanctuary in Illinois. Students will learn how to set up and manage a small Biodynamic apiary, assemble hives, become familiar with special terminology and practices, harvest honey, setting up an organic certifying agency, and more. (4 credits)

**SL—G110 Sustainable Woodworking**

In this hands-on course students will learn the basics of working with wood. Safety will be a high priority as they learn how to use power and hand tools, techniques for gluing and joining wood, and sharpening. They will also learn tree identification, the uses for different woods, and the structure of the living tree and how it relates to the creation of wooden structures, both solid and plywood. The course will also cover sustainable ways to grow, harvest, and dry woods, and will include field trips to lumber mills. Overall, this class will teach students to be comfortable with the basics of working and designing with
wood and to understand which environmental factors to consider when planning woodworking projects. Lab fee: $40. (4 credits) Prerequisite: consent of instructor

**SL—G111 Basic Training in Becoming an Organic Inspector**
Learn the basics of performing an Organic Inspection from a current Organic Inspector who has conducted over 2000 organic audits in the last twelve years. Organic Inspectors audit producers of food and other consumable goods to ensure production processes genuinely follow Organic Standards as mandated in the USA, Japan, Canada, and the European Union. This Course will include travel to conduct two mock audits: one Process Production and one major Distributor of Organic Foods. (2 credits)

**SL—G140 Earth Systems: How Global Geo-Physiology Shapes the Evolving Biosphere, Driven by Its Internal Structures and Processes and Interacting with Life, Air, and Water**
In this course we explore Earth, a dynamic system evolving since its birth 4.6 billion years ago (deep time). Earth is a whole greater than the sum of its parts — rock, water, air, and life — subsystems that exchange mater and energy and pulse in cycles, powered by thermal energy from Earth’s interior and by radiant energy from the sun. These inner and outer forces power Earth’s living surface in the same way that we experience life as a balance between our inner desires and outer demands from society. Plate Tectonics explains how the interior of the Earth conveys, moves surface plates along three types of boundaries, and shapes the planet’s surface, a unifying paradigm for mitigating natural disasters (e.g., volcanoes, earthquakes, tsunamis), exploiting mineral and energy resources, and understanding the advent and evolution of life. At the cross roads of climate research, classical geology, and modern genetics, Snowball Earth narrates the tale of scientists developing a theory that explains why the Earth completely froze over and how these climate disasters may have triggered the evolution of life. To test the Snowball hypothesis with hands-on projects, we take a 10-day field trip to Canada and explore unique island ecosystems for their geologic features (rocks types, folds and faults, volcanic conduits, exploitable resources, glacial scouring and deposits, springs, etc.). Field projects stimulate powers of observation, spatial reasoning, 3 visualization, and 4D synthesis — life skills essential to sustainable living. In a final paper, students integrate their fieldwork with the readings and themes of sustainability. Lab Fee: travel Expenses, updated yearly. (4 credits) Prerequisite: passport: trip to Canada

**SL—G130 Materials, Tools, and Methods for Sustainability**
This course will provide students with a comprehensive background in the nature and properties of our planet’s material resources and how they may be used in sustainable and ecologically friendly ways. Topics covered will include: identifying different types of wood and knowing the best types for various purposes (e.g., why hickory is best for tool
handles and cedar for shingles), understanding the differences between different types of metals and knowing when and where to use them (e.g., why it might be a bad idea to use brass next to aluminum), becoming expert in the use of tools, measuring instruments, methods of fastening and joining things, planning projects, and discussing the role of fine craftsmanship and consciousness-imbibed goods in the coming age. Lab fee: $60. (4 credits)

SL—G139 Sustainable Living Workshop: Transforming Natural Law into Useful Application
Manifestation of sustainable methodologies for immediate use is the purpose of this repeatable course. Students will work individually or in teams to build and implement technologies such as biodiesel production, photovoltaic panels, hydrogen electrolyzers, biomass heating units, methane digesters, or fuel cells. Projects can also include assisting with sustainable building construction, or production of websites or videos to display real-time building/performance indicators. (4 credits) Can be repeated for credit. 
Prerequisite: SL—G101

SL—G150 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 being overshadowed by circumstances. We will also look at conflict resolution and how to turn perceived enemies into friends. (4 credits)

SL—G195 Living Systems: How Life’s Dynamic Intelligence Applies the Principles of Biochemistry, Cell Biology, and Genetics to Uphold Self-Organization, Maintenance, and Evolution of Life
Fundamental to all life are basic functions that uphold self-organization, maintenance, and evolution. This course covers aspects of biochemistry, cell biology, genetics, and evolution, with emphasis on the expressions of intelligence, order, and integration found at different levels of biological organization. (4 credits)

SL—G200 Building Biology Learning to Restore the Balance between Nature, Ourselves, and the Built Environment Are sustainable and green building practices always healthy?
Not necessarily, as students will learn in this course, which examines the link between building practices and occupants’ health and well-being. Founded in Germany over 30
years ago, Building Biology not only encompasses sustainable and green practices, but also goes beyond them. It focuses on “building for life,” or how to optimize living conditions by applying healthy building and remodeling principles to living spaces. Students will find out how current construction practices impact the health of occupants and will gain skills to identify, analyze, and solve problems dealing with electromagnetic radiation, high-frequency radiation, indoor air quality, and water quality. They will also learn about natural building and remodeling practices through home inspections, case study reviews, and teleconferences with Building Biologists from around the country. The course looks at healthy buildings from different perspectives: 1) elements—how air, water, matter, and energy impact the indoor environment, including health risks and remedies, 2) design—what design features promote a healthy building, and 3) standards—applying Building Biology Healthy Home Standards. (4 credits)

200-Level Track Courses

SL—A201 Season Extension
Learn how to extend the season growing, harvest produce throughout the winter and start transplants using unheated hoophouses. Topics include: choosing the hoophouse location, hoophouse design, hoophouse layout, costs, growing transplants, natural insect and disease control in hoophouses, nutrition, food system sustainability, and more. Class will include field trips to local hoophouses and some hands-on activities. (4 credits)

SL—E201: Renewable Energy Technology I: Solar, Wind, Water
On earth, solar energy is the only energy source available to renew and offset the inevitable decline in usefulness as energy flows through manmade and natural systems. Sustainability is about regeneration and renewal of opportunity for future generation, and therefore switching from fossil fuels to solar energy is essential for sustainability. Direct solar (thermal and photovoltaics), wind, and flowing water are the core technologies necessary to power a sustainable economy. This course gives students the theoretical and practical background necessary to design and evaluate renewable energy technology that use solar energy directly (solar thermal and PV) and solar energy in the form of wind and flowing water. The course will include lecture, readings, films, guest speakers, field trips, hands-on work, and a team project. (4 credits) Prerequisite: SL—E101, MATH 170, or permission of Instructor

SL—B201 Natural Building
Natural building is the art and science of using lightly processed, natural materials to create beautiful, durable, energy efficient structures. Students will learn how to combine traditional materials with contemporary ideas about sustainability. Topics covered include the design process, materials and methods (straw/fiber, clay, earth, stone, wood and their combinations). Building science for natural building, air and moisture flow,
energy considerations., siting and zoning Course will include hands on work in a variety of materials, and may include the construction of a structure. Lab fee: changes yearly. (4 credits) Prerequisite: SL—B101

SL—P101 Global Sustainability
Many believe that we currently face a real possibility of collapse in the global environment that supports human civilization and the Earth’s other living beings. How much is myth and how much is truth? How do we set about structuring a sustainable living environment that can be maintained on a global scale for all future generations? This course is about the big picture that drives the global sustainable living agenda. It provides a broad perspective on the problems we face as a species. We study what can and should be done to transform the current trends effecting population growth, biodiversity, climate, energy supply and consumption, food and water security and other threats to sustainability. We explore the shift in mind set or consciousness that is needed to take us from regarding the environment and an expendable resource to treasuring it as an entity with which we must live in harmony. This is the policy track core course. Lab fee: $40. (4 credits)

SL—B202 Ecocities
Cities are the biggest things that humans build. The car centered urban, suburban, and rural patterns of human settlement that have developed in North America are a byproduct of the era of cheap fossil fuels, and waste resources and human energy. This course will explore the emerging principles of sustainable city design. Topic will include historic perspectives, the ecocity movement, the effect of density on sustainability, land use and zoning for sustainability, new urbanism, urban agriculture, and more. (4 credits)
Prerequisite: SL—B101, or permission of instructor

SL—P202 Policy for Food Security
Food security is possibly the most critical sustainability issue facing humanity in the short to medium term. As the world’s population grows and developing countries move up the food chain, demand for food is growing fast. At the same time government policies for food production, distribution and retailing tend to favor the unsustainable practices of agribusiness. This course studies the way forward to create state, national and international policies that can deliver plentiful, nourishing, non-toxic food for the whole world, whilst also enhancing biodiversity. (4 credits)
SL—E202 Renewable Energy Technology II: Biomass, Geothermal, Fuel cells, Batteries, Power Electronics, Transportation technologies, other misc energy conversion pathways

This course continues the exploration renewable energy pathways and the technologies that allow their utilization that is begun in Energy 201. Energy Technology 201 covers the core technologies of solar electric, solar thermal, and wind. This course covers biomass, geothermal energy, fuel cells, batteries, power electronics, transportation technologies, and other misc energy conversion technologies. On earth, solar energy is the only energy source available to renew and offset the inevitable decline in usefulness as energy flows through manmade and natural systems. Sustainability is about regeneration and renewal of opportunity for future generation, and therefore the use of solar energy is essential for sustainability. The radiant energy of the sun transforms into a wide variety of forms – wind, flowing water, biomass, heat, geothermal - before it eventually re-radiates back into space as low temperature heat. This course continues the exploration of technologies for creating a renewable energy based economy. It is recommended that students take energy 201 first, but it is not required. The course will include lecture, readings, films, guest speakers, field trips, hands on work, and a team project. (4 credits) Prerequisite: SL—E101, MATH 170, or permission of instructor

SL—G204 Solutions to Climate Change

Climate change is considered by many to be one of the key threats to a sustainable future. Yet few people study this fascinating subject in any detail. In this course students learn the latest developments in the basic science and facts of climate change. Contentious areas and ranges of opinion will be evaluated in their socioeconomic context and a full range of possible solutions to climate change will be studied, such as: elevation of world consciousness, improved global stewardship, increased energy efficiency, renewable energy, improved ecosystem management, agriculture and forestry. The course also addresses intergenerational ethics and economics along with mitigation of and adaptation to climate change. The main project will be for the class as a team to design their own package of solutions. (4 credits)

SL—G205 Trees and Sustainable Forestry: Cherishing and Managing the Earth’s Largest Organisms

It’s hard to imagine life without trees. Not only do they enhance and support human culture, they define everything from micro-ecosystems to biomes. Discover in this course how trees evolved, how they grow and produce wood, and how they form partnerships with myriads of other organisms. Become skilled at identifying trees by their leaves, flowers, bark, and winter twigs. Learn how to prepare herbarium sheets of tree leaves, create your own bonsai tree to take home, and even how to climb trees. Find out how trees work collectively as forests – their biodiversity, structure, and ecology as well as the
best ways to manage them sustainably for their intrinsic nature while providing needed lumber, recreation, and aesthetic value for human use. To illustrate this knowledge, you will enjoy field trips to local forests as well as the Missouri Botanical Garden and the Shaw Nature Reserve outside St. Louis. Finally, you will gain deep insights into the mystique and spirituality of trees, and how great authors have appreciated trees in literature. Altogether, you’ll come away with a much richer awareness, practical knowledge, and appreciation of trees and forests. (4 credits)

200-Level General SL Electives

SL—G201 Ecology: Observe How Living Organisms Maintain Perfect Orderliness in Their Physical Environment by Efficient This course 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 covers ecosystems functioning, speciation and interactivity, social interaction, natural selection, and adaptation in nature. Lab fee: $132. (4 credits)

SL—G202 Critical Thinking: Accessing the Field of Pure Knowledge and Infinite Organizing Power as the Basis of Action, Achievement, and Fulfillment Effective thinking is the extreme opposite of jumping to conclusions. This course will teach students to analyze a situation and understand its circumstances. They will learn to focus on the most useful information and then use it in a fair and logical way. The class will also explore argument analysis, media literacy, and legitimate alternatives to Western “rational” thought. Much of the class time will be devoted to exercises that center on important issues in the sustainability movement as well as in one’s own life. Lab fee: $35. (4 credits) Prerequisite: WTG 192

SL—G203 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 credits)
SL—G210 Artisanal Foods and the Slow Food Movement: Case Studies in Alternatives to Economic Globalization
Artisanal foods are lovingly handcrafted with traditional methods, and the Slow Food movement promotes the concept as a response to the fast food industry. More than just preparing food slowly, artisanal food is all about quality, attention to detail, uniqueness, avoidance of synthetic ingredients, minimal processing, and sustainability in a way that enhances the pleasure and sensuality of life. This course will explore food and culture, the local production of foods that have a ‘taste of place’, and the creation of a local food economy. Using examples from France and Italy, it will examine public policy and marketing that makes artisan foods a normal part of life in these countries. Finally, students will cook and share meals that reflect what they are learning in class. The overall result will enrich their knowledge of quality prepared food as it applies to both the home and the commercial environment. Lab fee: varies year to year. (4 credits) Prerequisite: SL—G101, or permission of instructor

SL—G220 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, flexibility, diversity, resilience, and beauty of a natural ecosystem. More than this, it should align our consciousness with all the Laws of Nature. Students will study the factors that go into a sustainable environmental plan, including consciousness, conceptualization, topography, climate, water management, energy, economy, transportation, mass culture, stakeholders, and food production systems. The course will combine classroom and project-based learning to ensure integration of the core principles and practical skills. Students will learn practical project management skills and create real environmental plans for existing tracts of land. The course will combine the use of Vedic and Permaculture principles to provide the ideal environment for people to grow in consciousness and fulfillment. (4 credits) Prerequisite: SL—G101

SL—G225 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. This 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 credits)

**SL—G230 Sustainable Living Internship: Experiencing On-the-Job Application of Natural Law at Environmental Places of Business**

This course offers students the opportunity to work on farms, at green companies, or with environmental organizations and apply knowledge from the classroom to real-life situations where sustainability is at the forefront. Venues range from the MUM campus and farms to the Fairfield area, other areas of Iowa and out-of-state locations. While all internship credits may be taken at one location, it is advisable to distribute the internships among several places of employment to get the broadest possible experience, greatly adding to a student’s sustainability credentials and post-graduate employment potential. (4 credits per month, maximum of 12 credits toward the Sustainable Living major)

*Prerequisite:* consent of instructor and the Academic Standards Committee and SL—G101

**SL—G240 Exotic Tropical Fruit Production: Enjoying the Fruit of Tropical Laws of Nature**

Tree crops have always been a major part of human diet and culture. Tropical fruits are especially rich in diversity and present us with almost unlimited potential for food, medicine, raw materials and crafts, beauty, and a wide range of environmental stewardship. This course, held in a 150-acre organic farm in Homestead, Florida, will explore every aspect of organic cultivation and marketing of exotic tropical fruits, the plant-animal-soil connection, ecological pest and disease control, and the trials and rewards of tropical farming. It also includes field trips to local fruit related sites such as the Spice Park, Fairchild Tropical Gardens, and Kampong, lectures by experts in tropical agriculture, and hands-on experience in the propagation, tending, and harvest of organic tropical fruits, vines and bamboo. Lab fee: changes year to year. (4 credits)

**SL—G250 The Art and Science of Fruit Culture**

Fruit science and culture is referred to as pomology, which is a congenial blend of science and art. This course will present the scientific principles and horticultural practices used in growing fruits and nuts in the temperate zone regions of the world. Students will learn to select fruit varieties that are well suitable for various ecological zones of the world. Thorough planning of the fruit planting will prove that “well begun is half done.” Students will learn how the horticultural practices used to achieve a productive balance in the fruit planting and the physiology of the fruit plants influence the cycles of rest and activity within the fruit farming system. Sustainable organic production practices will be highlighted. Students will create a scalable production plan...
for fruit growing that will include all aspects of fruit growing including, suitable varieties for the mid-West region, plant protection practices for pest management using the organically approved list of materials (OMRI), and a flow of work schedule that includes moving the produce to market. (4 credits)

**SL—G260 Energy Auditing**
This is a course to certify students in energy efficiency home auditing, the most basic principle and foundation of sustainable living. Students will learn how to apply the principle of doing less and accomplishing more to home energy efficiency. Instruction will include class time, and hands on training of necessary equipment to do energy audits. Field training will include full energy audits from start to finish. Upon completion of the course, students will have a deeper understanding of the various systems within a home, and how they work together. The final exam will be the official Resnet “Field Rater” test. Lab fee: $130 for book and field rater test fee. (2 credits)

**SL—G270 Design, Innovation, Sustainability: An exploration of the creative process in the context of team hands on design/build of sustainable systems**
This course will explore teamwork and the creative process through the design and construction of sustainable technologies. Students will work in teams to design, build, and implement technologies. Past projects have included biodiesel production, photovoltaic panels, hydrogen electrolyzers, biomass heating units, methane digesters, or fuel cells. We’ll look at case studies from famous design/build teams, like Lockheed’s Skunkworks team. Projects can also include assisting with sustainable building construction, or production of websites or videos to display real-time building/performance indicators. (4 credits)

**SL—G280 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 credits)

**SL—G298 Ecovillages and Intentional Communities: Greening (and Challenging!) the Wider Culture**
In this course students will learn about designing and living in ecovillages and intentional communities. Areas of focus will include how successful communities purchase, finance, and own property; internal community finances and community-based social enterprises;
ecovillages and the ecocity movement; the transition town movement; community group dynamics and & dealing effectively with community conflict; and “creating community where you live now” in existing neighborhoods or small towns. These areas will be explored through presentations from experts on living in and designing intentional communities, field trips, and a cumulative final group project. Lab fee: $40. (4 credits)

300-Level Track Courses

**SL—B301 High Performance Green Building: Shaping the Future with Regenerative Design**
Fifty percent of the energy that flows through the US economy is used in buildings. Rethinking the design of buildings is a key part of sustainability. In this course, students learn the basic principles of designing and constructing climate responsive buildings that create more energy and clean water than they use. The emphasis will be on using commercially available conventional building materials, although natural building materials will be introduced (building with natural, lightly processed materials will is covered in Building 203: Natural Building) topics include the design process, building science, energy, air and moisture flow in buildings, health effects of material selection, building components (foundations, wall sections, roof systems, HVAC, siding etc), the development process, zoning, passive solar/renewable energy, and siting. (4 credits)

*Prerequisite:* SL—G101

**SL—A301 Living Soil: Pure Consciousness Expressing Healthy Plants Through Vibrant Soil**
Presenting a journey into the soil beneath our feet — the true “Last Frontier” — so close, yet so poorly understood. Delve into the world of the below ground and learn what all those billions of creatures are doing down there. Precisely because people did not understand healthy soil, “modern” chemical agriculture slowly but surely destroyed the very basis of healthy crop production. Learn how and why modern agriculture fell into the trap of chemical dependency, and how to grow bumper crops that contain nutrients in the forms, amounts and balances that humans require. This course will teach you which organisms are needed in soil for different plant species and in different climates, and how to see them for yourself and monitor their presence. You'll also learn how to easily grow your own soil biota and put them back into soil to replenish and revitalize gardens, agricultural fields, orchards, vineyards or your own back yard. Lab fee: $60. (4 credits)

*Prerequisite:* SL—G101, SL—G350

**SL—E301 Modeling and Monitoring Energy Flow**
This course gives practical experience in using computers to model energy flow in buildings and renewable energy systems and in systems for monitoring energy flow. Students should have a good understanding of the physics of energy flow, energy flow in
building, and renewable energy systems. Software may include RESNET energy modeling software, Energy 10, and HEED. Energy monitoring systems will use Onset Computing energy monitoring hardware and Hoboware pro software. Building commissioning will be discussed. Energy modeling software is useful in the design phase of a project and is often required to establish benchmark performance for utility rebates and other incentives. Energy monitoring systems are useful for making building energy use visible to occupants, and for verifying and troubleshooting performance of energy systems. (4 credits) Prerequisite: SL—E101, MATH 170, or permission of Instructor

SL—P302 Energy Policy for Sustainability
Powering the future with intelligent energy policies is a key part of humanity’s bid for sustainability. This course describes how such a future can be achieved. Students start by researching what policies are currently in place in different countries around the world. Then the course studies the potential of renewable energy to replace traditional energy resources. In the process we will identify the full range of issues surrounding the production, transportation, and consumption of energy globally. This will include reviewing issues concerning social acceptability, environmental impact and risk, and economics. Through the use of case studies and critical thinking, along with a special focus on Iowa, students will also identify and study the ways governments have begun to change local, regional, national, and international policies about these issues. The final project allows individual class participants to research a special area of energy policy that interests them most. (4 credits)

SL—F305 Spirituality and Sustainability
The goal of this course is to expose students to the thinking of some of the leaders in the field of sustainability who feel that there is an important relationship between spirituality and sustainability. Some of these thinkers go so far as to say that this relationship is essential to the project of sustainability so that without understanding spirituality there is no sustainability. This course will explore the relationship of spirit and sustenance in a variety of ways, through readings, field trips and speakers. By interacting with people outside of our community, sometimes in real world situations, students will have the opportunity to see how a person’s belief system affects their idea of sustainability and in turn their actions. (4 credits)

SL—F310 Social Justice and Sustainability
Is it possible to have a grossly inequitable society and still have it be "sustainable?" Is "sustainable development" really sustainable if it is undertaken within a context of economic injustice? Are modern western societies and globalization just a new face on an old, unsustainable theme: empire? We will attempt to answer these questions, and raise several others, in this course. This class will explore concepts like "environmental
racism" and disciplines like "eco-pedagogy" as it looks at the role that social justice should play within the project of sustainability. We will read authors like Vandana Shiva, David Orr, and Paulo Freire. Also, students will conceive and direct a project that addresses social justice issues within the community of Fairfield. (4 credits)

300-Level General Electives

SL—G300 Local Economy Networks: Engaging Local Natural Laws to Establish a Strong Local Economy
Does an economy based on consumption of local production have a place in a world increasingly preoccupied with globalization? A growing number of economists think it does. This course will explore current thought about creating community wealth through the local provision of basic products and services such as energy, food, water, building materials, clothing, and artisan products. Students will research the local community to develop a wiki that showcases local economy solutions like the Buy Fresh, Buy Local campaign. This hands-on work, combined with the foundational knowledge of local economics, will thus equip them with the know-how for setting up a local network vital to maintaining a sustainable community. (4 credits) Prerequisite: SL—G101

SL—G310 Sustainable Landscape Architecture: Using the Techniques of Natural Law to Create a Functional, Sustainable Built Environment
The way our built environment looks and feels is a product of human consciousness as manifested through the design and layout of the individual elements of Natural Law. Using the MUM campus as a case study, you will learn how to implement the basic landscaping components of Maharishi Sthapatya Veda design in a way that minimizes the ecological impact of a site while maximizing its ecological value and aesthetic appeal. In the process, you will learn drawing techniques of the discipline, how to read a topographic map and use it to build a scale model, and how to choose appropriate trees and plants for specific locations and purposes. The result will be a deeper understanding of how to create environments that are efficient, beautiful, productive, and enjoyable in a sustainable way. (4 credits) Prerequisite: SL—G101

SL—G320 Building a Biodiesel Co-op
This hands-on course will cover three major aspects of building a successful biodiesel cooperative: 1) Finishing the construction of an energy-efficient passive-solar shed to house the operation 2) Setting up renewable energy systems such as solar hot water panels, heat exchangers, and off-grid solar PV 3) Setting up the biodiesel processor and learning how to make fuel from waste vegetable oil. Academic components of the course will include: titration and the chemistry of transesterification, economics, regulations and limitations of biodiesel co-oping, the diesel engine in theory and operation. The course will be limited to six students, with preference given to seniors and students with diesel
vehicles. Students will wear appropriate work clothing, especially protective footwear. Sunblock and/or broad-brimmed hats are a good idea for outdoor work. (4 credits)

**SL—G324 Basic AutoCAD**
Learn fundamental knowledge and skill to create and complete basic 2D drawings with AutoCAD®. Use drawing and editing tools, adding text and basic dimensions and plotting. This rapid-paced course is for anyone who plans to become a regular AutoCAD user and needs the fundamental skills to create, edit and dimension AutoCAD drawings. This course is ideal for those new to AutoCAD or those who have not used the software for a few years. No previous CAD experience is necessary. Some familiarity with Windows required, some drafting, design or engineering experience may be helpful, but is not required. Lab fee: $35 (4 credits)

**SL—G330 Campus Sustainability and the AASHE Conference**
The most convincing college sustainability curriculum is the one students see manifested in the buildings and grounds of their own campus. To that end, students will use this course first to become thoroughly familiar with the sustainability features of the MUM campus, from restored prairies to geothermal installations to the compost system that recycles all dining hall food waste. Then they will prepare to attend the national conference of the American Association for Sustainability in Higher Education (AASHE). They will learn how to gain maximum benefit from the conference, agree on a full slate of talks they wish to attend, and listen to and critique talks by MUM faculty and staff who will be giving those talks at the conference. Then the class will attend the conference, listen to talks, and interview and network with campus sustainability experts and students from around the country. Upon returning to MUM students will present their experiences and findings in oral presentations to the rest of the class, followed by discussions about what was learned. Students with an exceptionally well-prepared talk, created well in advance of the course and approved by the faculty, may also give presentations at the conference. Lab fee: changes yearly. (4 credits) Prerequisite: SL—G101

**SL—G353 Sustainable Water Resource Management: Water and Sustainability; Problems and Solutions to Water Quality and Scarcity Worldwide**
Fresh water resources play a key role in any sustainable community and are pivotal to the success of long term sustainable development. In this course students will learn about the problems plaguing water resources worldwide and will acquire the skills to implement appropriate solutions. Students will learn how to put together integrated water management plans including analytic tools to assess water supplies and demands, analyze water qualities, and implement sustainable water management practices. These practices include water conservation, pollution protection, and the use of alternatives to fresh water
resources such as rainwater harvesting and wastewater reclamation. The course will also look into the local and global socioeconomic aspects associated with the world’s water resources. Lab fee: $65. (4 credits)

**SL—G 355 Earth Materials: From the Ground to Sustainable Living**

We extract resources from the Earth to grow food, make stuff, move things around, build cities, and harness the energy to do it all. Expanding exponentially, the human enterprise is not sustainable, unless it undergoes a new industrial revolution guided by how Earth systems work, by cradle-to-cradle principles, and by other expressions of natural law stimulated by rising collective consciousness. In lectures, labs, group projects, field trips, and individual presentations, we explore a variety of materials (crystals & rocks, glass & ceramics, metals & alloys, concrete & composites, etc.), how and where raw materials are concentrated by Earth systems, the history of their use by humans, global systems of extraction, processing, trade, and recycling, and especially the creative forefront of reinventing — the emergence of sustainable solutions driving the green revolution. Lab fee: $40. (4 credits)

**SL—G340 Economics of Sustainability**

Gain a conceptual understanding of economic sustainability and acquire specific knowledge and information needed to apply these concepts in your professional and personal life. A sustainable economy must be capable of meeting the needs of the present without diminishing opportunities for the future. Since all economic value is derived from either nature or society, a sustainable economy must continually renew and regenerate the “natural and human capital” from which it derived its “economic capital.” Sustainable capitalism may seem an oxymoron because today’s neoclassical capitalist economy clearly is not sustainable. However, market economies provide the most efficient means of meeting our individual needs if nature and society are protected from economic exploitation. We have the collective ability and means to work together to provide the social and political restraints and incentives needed to ensure long run ecological and social integrity. Through hands-on experiences both on campus and in the community, students in this course will gain an understanding of how sustainable living creates the ethical and intellectual foundation for sustainable businesses, communities, economies, and societies. (4 credits)

**SL—G350 Plant Biology: The Unity and Diversity of Plant Life — How Organisms from Bacteria to Fungi to Giant Redwoods Nourish, Enrich, and Integrate the Biosphere**

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 biochemistry, cell biology, membrane transport, anatomy, and plant ecology, are also included. The course provides a good foundation not only for more advanced topics in biology but also for agriculture. Lab fee: $120. (4 credits)

**SL—G370 Environmental Law: Connecting National Law with Natural Law to Protect the Environment from Global Warming, Pollution, and Resource Depletion while Creating Abundance for All Nations**

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

**SL—G380 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**

Students enrich their knowledge with practical experience in the techniques of modern laboratory research. (4 credits) *Prerequisite*: consent of instructor

**SL—G399 Directed Study**

Prerequisite: consent of the department faculty

( variable credits)

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**400-Level Track Courses**

**SL—A 401 Planning a Sustainable Family Farm: Natural Law as the Basis of Intelligent Planning**

Although farming, like any business, has to manage the uncertainties of the market, it also has to deal with unpredictable weather and biological factors such as pests. That’s why intelligent planning is essential for success with a family farm, especially when it aims to minimize damage to the natural environment. Students will learn the basics of economic investments, farm assessment and inventory, and principles of planning, as well as what and how much to produce and how to produce it. In addition, they will be exposed to best management practices, investment evaluation, and the relationship...
between margin, earnings, and costs. This foundational knowledge will enable them to plan a family farm with an elevated level of confidence. (4 credits) Prerequisite: SL—G101, SL—A201

**SL—F401 Philosophies of Sustainability: Locating the Deepest Levels of Natural Law in the Foundations of Sustainable Thinking**

This course will break down the meta-concept of sustainability into its constituent parts: its social, environmental, and economic aspects, as well as how the concepts of democracy, technology, and spirituality relate to sustainability. This course will start out with an overview of the sustainability movement as presented in the Sustainability Revolution by Andres Edwards. Supplemental readings will address aspects of the philosophies of sustainability left out by Edwards’ summary, including anthropocentrism, capitalism, and others. Through films, reading assignments, lectures, and discussions, students will formulate their own definition of sustainability to make the abstract concept of sustainability practical to their everyday lives. (4 credits) Prerequisite: SL—G202

**SL—P404 How to influence Policy**

This is a practical course. The class will meet with legislators, lobbyists, officers in the US administration, top industrialists and campaign groups. The purpose is to learn what works to achieve big changes in policy for sustainability. The policies of governments, corporations and other organizations are incredibly powerful in shaping society's activities. Students will learn what policy is, how it is used and how they can influence it. We will look at the workings of the US and corporate governance, how policy is made, the different players involved and routes available to enable individuals and groups to bring change. We also look at the many career paths in the field of policy for sustainability. There will be field trip to Des Moines to meet with decision makers during their legislative session to present practical policies for a more sustainable future. Lab fee: $30. (4 credits)

**400 Level General Electives**

**SL—G400 Sustainable Living Project Prep: Planning Your Personal Contribution to Life in Accord with Natural Law**

This course is devoted to preparing students for the Senior Sustainable Living Project (SL—G401). Students will meet with faculty to research, discuss, and plan the project to ensure that it will unfold as smoothly as possible. (4 credits) Prerequisite: Good academic standing and consent of instructor
SL—G401 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 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 credits) (Can be repeated multiple blocks for credit) Prerequisite: SL—G101

SL—G402 Green Leadership Adventure
This action-packed course will explore group dynamics and leadership in the context of adventure sports while providing visits to world-famous projects and institutions known for sustainable design. (6 credits)

SL—G403 Internship in Teaching Sustainability: 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 course in sustainability. It is especially recommended for those students who plan to go into a teaching career or who expect to help finance graduate work through teaching assistantships. In most cases it will involve helping the instructor with course planning and preparation, small discussion groups, homework and quiz grading. Some lecture and lab preparation and presentation may also be included as a teaching experience. (4 credits)

SL—G410 Sustainable Living Certification: Acquiring Training for Environmental Consulting and Certification of Natural Law-Based Operations and Buildings
As the demand increases for Natural Law-based technologies in the production of food, buildings, and other consumer goods, so does the demand for verification that acceptable environmental and health standards have been met during their production. That demand, in turn, calls for inspectors and consultants trained to critically examine these goods and services. This course offers the opportunity to acquire certification training in areas such organic inspection, and Building (Bau) Biology. It can also include training in software competency such as Chief Architect. All of these certifications and competencies significantly enhance the student’s credentials and employability in the field of sustainability. Prerequisite: consent of the instructor (4 credits)
SL-G411 Student Marketing Team: Providing Student Appeal Through Student-Based Marketing

This hands-on course is being offered in response to student desires for more non-traditional, project-based classes. The goal is to create a marketing mix—website, videos, copy and design for a brochure—for the SL department. It will enable students to use skill sets they’ve developed in previous classes—whether it's film, graphic design, business, or sustainability—in a collaborative project that has real world impact. In the process, students will be exposed to other disciplines that will foster an understanding of how they are interconnected. Most prominently featured are topics such as theories in social change, memetics, principles of design, the psychology of sustainable behavior, creating stakeholder buy-in, and video and web marketing. Through teamwork the class thus will fulfill the SL Department’s mission of co-creation between students, staff, and faculty by incorporating students into the marketing process. For the students, the added result will be high-level, professional content for their portfolios that will greatly help to differentiate themselves in the competitive job market.
INTERDISCIPLINARY STUDIES OPTION:  
THE INDIVIDUALIZED MAJOR

In the event that no single major alone satisfies a student’s career goals, he or she may, with the advice of two faculty, propose an individualized major that meets all of the standards of a college major but is composed of courses from two or more majors. These standards are given below.

INDIVIDUALIZED MAJOR STANDARDS

The plan must be approved by the University’s Curriculum Committee, according to the following standards. Students will complete an application showing how they meet these standards. Application materials may be found online or at the Enrollment Center.

Length

Students will be asked with the consultation of two faculty to design a major of at least 48 semester hours, with one concentration of at least 16 hours taken from one major. At least half of the courses should be at the 300 level or above. Only two directed studies will be permitted over and above the capstone project described below.

Faculty Supervision

Students may propose an individual major on any subject matter that permits coherent, in-depth study using resources available through the University, and that does not duplicate an existing program. Two faculty from different departments must read and approve the proposal and agree to advise the student throughout the plan. One of the faculty should be from the concentration, and both should agree to read and evaluate the final project. If there is no one on University faculty with sufficient expertise in the proposed major, students will need to find someone with recognized expertise in this field to be a third reader of the final project.

Foresight

Students’ proposals must be approved by the Curriculum Committee after at least 20 hours of the general education requirements have been met and before half of the proposed major courses have been taken. Applicants should have a “B” average in their general education requirements.
Coherence

The plan must be organized around a central theme and substantial enough in content to meet the aims of college study. It should also have a theme from Maharishi Science of Creative Intelligence or Maharishi Vedic Science connecting the interdisciplinary theme to life as a whole.

Range of Knowledge

The plan should provide for a) a foundation of skills, concepts, and methods appropriate to the proposed area of study; b) study of leading thinkers in the field; c) a planned opportunity to apply one’s knowledge and skills to real world problems and issues or to complete a substantial research project; and d) knowledge of SCI or Vedic Science relevant to the theme.

Capstone Project

The major will include an integrative project to be completed in a two-block capstone course pursued at the end of the plan. The project is a sustained, focused exploration of a selected topic supported by the plan, using methods appropriate to the subject, and permitting reflection on and creative use of material encountered earlier in students’ studies. The project may take any form, including, for example, laboratory, field, or other empirical research; a substantial essay or research paper; a performance, panel, or public presentation; a community program; a web site, or some other form that you choose. Projects in all formats must be supported by appropriate independent research and a bibliography of works cited. They must include a section relating the project to the Science of Creative Intelligence or Vedic Science. All performance and media projects must include a written rationale, criteria for evaluation, and a self-evaluation at the end according to the criteria.

Digital Portfolio

When students’ majors are approved, they will create and maintain a web portfolio through Taskstream (currently $69 for two years) or similar web portfolio manager that allows them to share their work with their professors and to reflect on their progress. The portfolio should include a major project, paper, or exam from each of their courses, together with each professor’s evaluation of the work, so that later professors can see previous work and evaluations. Every semester, students must submit to their portfolio a reflection on their progress toward their program goals, at the same time they create objectives for the next semester.
ROTATING UNIVERSITY

SPECIAL FEATURES

The Rotating University program offers courses of study abroad, usually of four to six weeks’ duration. The purpose of these courses is to develop “international citizens,” individuals capable of acting spontaneously in accord with the Laws of Nature in any culture. Most courses focus on academic topics relevant to the culture. Some include the study of local language and geography. In every course students learn to manage their daily study and travel within the laws and customs of a foreign country and culture.

Past courses have ranged from biking and hiking through New Zealand; visiting famous art museums and historic places of Italy; cruising the Greek islands; to exploring the rich cultural and spiritual traditions of India, the Land of the Veda.

COURSES

HUM 232 Discovering South Africa: The Land and Its People
This Rotating University course introduces the history, culture, and politics of South Africa, as well as the spectacular wildlife of the African bush. Students travel as a group from Johannesburg to Drakensberg, Durban, Cape Town, and back to Johannesburg. In addition they spend ten days altogether studying the wildlife in Ezemvelo, a nature preserve, and Kruger park, a “big game” reserve. All students prepare multiple presentations on South African languages, history, culture, and other topics.

FA 229 Rotating University in Italy: Italian Art and Culture
In this course, students visit the cultural centers of Italy, viewing Italian painting, sculpture and architecture. In addition, students learn beginning Italian, which they can use while experiencing the rich culture of Italy. We may visit several of the following historical locations: Lake Como, with trips to Bellagio, the Villa Balbianello, and the Villa Carlotta; Milan, home of the Last Supper by Leonardo da Vinci, the Gothic Duomo, La Scala opera house, and the Galleria Vittorio Emmanuele II; Venice, where students take gondola rides down the grand canal and visit the Basilica di San Marco, the Accademia, and the Peggy Guggenheim Museum of Modern Art; Florence, the cradle of the Renaissance, where students see the Duomo, the David by Michelangelo, the Convento di San Marco, and the Uffizi Gallery; Rome, where the group visits the Sistine Chapel, St. Peter’s Basilica, and the Piazza Navona. Students also visit smaller Tuscan villages, such as San Gimignano, Siena, and the Cinque Terre, overlooking the Mediterranean Sea.
The focus of the course is on the Renaissance, the cultural and artistic awakening of the fifteenth and early sixteenth centuries, which is often thought to form the foundation for modern Western culture. We study the art of the great masters of the Renaissance, including Michelangelo Buonarroti, Leonardo da Vinci, Raphael, Botticelli, Filippo Lippi, Brunelleschi, Fra Angelico, Giberti, Giotto, and Donatello. (4 credits)

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 credits)

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 credits)

WTG 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 credits)

**MVS 485 Discovering Vedic India**
The Rotating University course to India is an introduction to Vedic India as described and explained by Maharishi Mahesh Yogi. Students travel under the auspices of the University, as well as the Indian organization for teaching the Transcendental Meditation technique, doing group practice of the Transcendental Meditation and TM-Sidhi programs together, enjoying a rich blend of travel, study of Maharishi Vedic Science, Sanskrit, and interaction with students and faculty from several Indian educational institutions. Other topics include history of Maharishi’s teachings in India, ancient Vedic civilization, the Vedic Pandit tradition, and the Maharishi Effect.

**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 Lucerne. 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 Lucerne include visits to Weggis, Vitznau, Brunnen, Lucerne, 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 credits)
CONTINUING EDUCATION COURSES

On-Campus Credit Courses

Non-degree-seeking students who wish to take courses for academic credit may do so by applying to and registering through the Enrollment Center using the Continuing Education Application and the Continuing Education Application Supplement available at www.mum.edu/enrollmentforms.html. 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 Continuing Education:

1) The first course our degree-seeking students take when they enter the University is the Science and Technology of Consciousness course (STC 108) for undergraduates or the Science of Creative Intelligence course (FOR 500) for graduate students. When taking credit-bearing courses through Continuing Education, it is recommended that students take STC 108 or FOR 500 first. However, students may take up to eight credits of other course work before they must take one of these courses.

2) A maximum of eight credits taken through Continuing Education may later be applied to a degree program.

Students are automatically enrolled 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 credit. Housing and meals are $200 per week or $750 per month. MVS 100: Transcendental Meditation Technique has an additional tuition. Please contact the Enrollment Center for details.

Withdrawal Policy for On-Campus Credit-Bearing Courses

1) To withdraw from the course before it has started, notify the Enrollment Center.

2) To withdraw after a course has started, fill out a Withdrawal Petition together with the course instructor within three days of the last day of class attended. Please give complete information including the reason for withdrawal and the last date of class attendance.

3) It is your responsibility to inform your instructor of your intention to withdraw within three days of your last day of class attendance. If you are absent longer than three days, the instructor may assign a grade of NC.
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 your last day of attendance. Refunds are based on the last date of class attendance.

2) File a request for refund at the time of withdrawal from the course at the Enrollment Center. Refunds are given only to those who officially withdraw from a course within three days of the last date of class attendance.

3) A student who withdraws after the first day of the course will be charged a minimum of 50% of the course fee. After 25% of the course has been taken, there is no refund.

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 that may be offered from time to time 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
• Digital Media
OTHER PROGRAMS

**Researcher-in-Residence**

Students who are working on an MFA portfolio or 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.

**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 Self Exploration and Transcending (FOR 108) and Science and Technology of Consciousness (STC 108), which introduce the true interdisciplinary basis for studying all the fields of knowledge — located in the inner intelligence of the knower. Then, in subsequent courses, 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, Self Exploration and Transcending (FOR 108), Science and Technology of Consciousness (STC 108), and one Forest Academy. A half-year program is available for those who cannot stay for a full academic year.
ACADEMIC POLICIES

GRADUATION POLICIES

The University faculty 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.

At least three days before graduation, students’ records must be complete with the Registrar and indicate the following: all academic requirements for their degree program have been satisfied, final grades are on file, all fees and charges incurred have been paid, and an “Application for Graduation” was submitted at least 90 days prior to graduation. Among requirements that must be completed before graduation is the undergraduate assessment program administered 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.

Graduation requirements are determined by the requirements stated in the Catalog of the year the student begins studying at the University. Major and minor requirements are determined by the requirements stated in the Catalog of the year the student begins their major or minor. Please see the Graduation Director in the Enrollment Center if you have any questions about graduation requirements.

BACHELOR’S DEGREE REQUIREMENTS

A minimum of 128 credits, including up to a maximum of 16 Development of Consciousness credits and up to a maximum of 70 transfer credits, is required for students to graduate with a bachelor’s degree. One credit, or unit, is equal to one standard semester hour. Within these credits students must fulfill the following requirements:
General education requirements

Required courses:
MVS 100 or ED 101 The Transcendental Meditation Program
FOR 108 or 109 Self Exploration and Transcending
STC 108 or 109 Science and Technology of Consciousness *(These are the first two courses taken at the University and are prerequisite for all other courses.)*
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.)*
FOR 103 Health-Related Fitness
MVS 202 Higher States of Consciousness *(4 credits)*
MGT 346 Career Strategies *(2 credits) (taken in the third year)*
MVS 475 Senior Capstone *(2 credits) (taken in the fourth year)*

Distribution courses:
4 credits from Fine Arts
4 credits from Humanities
4 credits from Applied Social Sciences
4 credits from Mathematics

Specific courses that may be used to satisfy distribution requirements

Fine Arts *(4 credits)*
Any writing course numbered higher than 192
Any music course numbered higher than 199
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
SL—G110 Woodworking for Sustainability

Humanities *(4 credits)*
Any literature course
MC 300 Narrative
FA 203 Understanding Art and Media
FA 229 Art and Culture (Rotating University)
FA 381, 382, 383, 384 Art History I, II, III, IV
HUM 231 Great Civilizations
MVS 225 or MVS 226
SL—G202 Critical Thinking

**Applied Social Sciences (4 credits)**
Any education, business, or government course
Many Sustainable Living courses including:
SL—G150 Ideal Human Relationships
SL—G240 Leadership, Team-Building, and Creativity
SL—P302 Energy Policy for Sustainability
SL—G370 Environmental Law
SL—G220 Environmental Planning and Landscaping
MVS 308 Research Design
MVS 309 Peace Studies
MVS 555: Ideal Administration
Any ESS Leadership course

**Mathematics (4 credits)**
Any mathematics course numbered 153 or higher
MGT 314 if a student has been placed by the Department of Mathematics higher than MATH 153.

**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 1/2 years or longer may miss one Forest Academy.)

**Development of Consciousness (DC) Courses**
Each semester, all students who have learned the Transcendental Meditation technique need to fulfill requirements for at 1 credit in Development of Consciousness. Students who have also learned the TM-Sidhi program need to fulfill requirements for 2 credits in Development of Consciousness. Students may apply up to 16 credits in Development of Consciousness toward required graduation credits. Since all students are required to practice the Transcendental Meditation technique, students learn the Transcendental
Meditation technique in their first course as part of their Development of Consciousness course requirement.

MVS 100 Instruction in the TM technique (1 credit, first semester only)
DC 320 Development of Consciousness: TM technique (1 credit each semester)
DC 332 Development of Consciousness: TM and TM-Sidhi program (2 credits each semester)

Major

Completion of requirements for a major field of study, listed under “Academic Programs.” (A maximum of 50% of the credits in a major may be transferred.)

Grade Point Average (GPA)

Cumulative GPA of 2.0 or higher

Recreation

Completion of Forest Academy course entitled “Health Related Fitness”
Participation in four hours of dynamic physical activity each week and completion of a fitness assessment each semester.
(Students 35 years of age or older on entry to the University are exempt from the weekly activity and the fitness assessment requirement.)

Assessment Tests

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

Mathematics Placement Policies

On entry into Maharishi University of Management, every entering and readmit student is required to take a comprehensive placement test in mathematics, with the following exceptions:

- Students who have been granted by MUM transfer credit for Math 162 Functions and Graphs 2 or any course for which Math 162 is prerequisite,
- Students who have submitted to MUM an official score report of advanced placement in calculus or statistics with the minimum required score or a higher score (see below),
- Students who have submitted to MUM a high school transcript showing that they passed a course in calculus,
- Students who are readmitted to Maharishi University of Management after an absence of five years or less.
Students will not be allowed to register for any mathematics courses until after they have either taken the placement test or qualified for one of the exceptions.

Students may request one opportunity to place higher than they did on the comprehensive placement test by taking a placement test in a specific course. The placement test to satisfy prerequisites to a specific course must be taken at least one month prior to the beginning of the course for which it is prerequisite.

Initial placement testing in mathematics takes place during the first six weeks after arrival at MUM. Students who miss the comprehensive placement test when they first enroll must take it by the end of their first year.

If a student places lower on the test than the level of their transfer credit, transfer credit is maintained to satisfy the graduation requirement of a mathematics distribution course. However, students need to pass at the appropriate level to meet the prerequisite for a specific course or to satisfy the mathematics requirement for a particular major.

Mathematics placement is based on
1. Transfer credit for a course evaluated at the level of Math 162 or higher from another university or college.
2. Advanced placement for any of the following:
   • A score of 4 or above in College Board Advanced Placement Calculus AB or BC or Statistics
   • A score of 60% or above in the CLEP Calculus Test
   • A score of 5 or higher on IB HL math exam
3. Passing a course in calculus in high school (no credits are given)
4. Taking a placement test given by the Department of Mathematics (no credits are given).

**Requirements for a Certificate**

**Forest Academies**
Required course:
MVS 100 or ED 101 The Transcendental Meditation Program
FOR 108 or 109 Self Exploration and Transcending
STC 108 or 109 Science and Technology of Consciousness (*These are the first courses taken at the University and are 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.

**Development of Consciousness (DC) Courses**
Each semester, all students who have learned the Transcendental Meditation technique need to fulfill requirements for at 1 credit in Development of Consciousness. Students who have also learned the TM-Sidhi program need to fulfill requirements for 2 credits in Development of Consciousness. Since all students are required to practice the Transcendental Meditation technique, students learn the Transcendental Meditation technique in their first course as part of their Development of Consciousness course requirement.

MVS 101 Instruction in the TM technique (1 credit, first semester only)
DC 320 Development of Consciousness: TM technique (1 credit each semester)
DC 332 Development of Consciousness: TM and TM-Sidhi program (2 credits each semester)

**Grade Point Average (GPA)**
Cumulative 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 the following:
MVS 100 or ED 501 The Transcendental Meditation Program
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.
Development of Consciousness (DC) Courses
Each semester, all students who have learned the Transcendental Meditation technique need to fulfill requirements for at 1 credit in Development of Consciousness. Students who have also learned the TM-Sidhi program need to fulfill requirements for 2 credits in Development of Consciousness. Since all students are required to practice the Transcendental Meditation technique, students learn the Transcendental Meditation technique in their first course as part of their Development of Consciousness course requirement.
MVS 101 Instruction in the TM technique (1 credit, first semester only)
DC 520 Development of Consciousness: TM technique (1 credit each semester)
DC 535 Development of Consciousness: TM and TM-Sidhi program (2 credits each semester)

Grade Point Average (GPA)
Cumulative 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 credits in master’s thesis research is required; these credits count toward the minimum number of credits for the degree. • Some departments may require more than eight credits of master’s thesis research. The maximum number of credits 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 the following:
MVS 100 or ED 501 The Transcendental Meditation Program
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 credits taken in the semester
(Students are allowed to withdraw from one Forest Academy during their doctoral program.)

Development of Consciousness (DC) Courses
Each semester, all students who have learned the Transcendental Meditation technique need to fulfill requirements for at 1 credit in Development of Consciousness. Students who have also learned the TM-Sidhi program need to fulfill requirements for 2 credits in Development of Consciousness. Since all students are required to practice the Transcendental Meditation technique, students learn the Transcendental Meditation technique in their first course as part of their Development of Consciousness course requirement.
MVS 101 Instruction in the TM technique (1 credit, first semester only)
DC 520 Development of Consciousness: TM technique (1 credit each semester)
DC 535 Development of Consciousness: TM and TM-Sidhi program (2 credits each semester)
A grade of “B” or higher in all 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, a faculty member from the student’s department, a faculty member from Maharishi University of Management but another department, and one faculty member from another university or research institution. The membership of the advisory committee must be approved by the director of the doctoral program and the Dean of the Graduate School.

Dissertation Proposal
The dissertation proposal is approved by the student’s advisory committee and the Dean of the Graduate School.

Teaching and Research 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 approval before submitting the document to other committee members. • The dissertation must be in completed form, typed with finished diagrams, etc. However, it will not be bound. The committee members should review the
document and give their comments in a timely fashion—within two weeks. After incorporating all comments, the student will send updated copies of the manuscript to all committee members two weeks before the oral examination is scheduled. • 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 Library. • The student must submit to the Library a final unbound copy of the dissertation and abstract, an additional copy of the abstract, the microfilming and binding contract, the microfilming and binding payment receipt, and the required forms by the date established by the Graduate School — one week before graduation.

Oral Defense of the Dissertation
The oral examination in defense of the dissertation will be conducted and evaluated by the dissertation committee supplemented, at the discretion of the Dean of the Graduate School, by additional appointed faculty members. The examination will be scheduled for a date not earlier than two weeks after the dissertation and abstract have been submitted to the major professor and dissertation committee. The student must be registered during the block in which the final oral examination is taken.

Microfilm and Publish the Dissertation
All doctoral dissertations submitted to the Graduate School must be microfilmed. The University subscribes to the service offered by University Microfilms International.

• Two copies of the dissertation will be put in the Maharishi University of Management Library and will be available for interlibrary loan. The abstract will be published in Dissertation Abstracts, which will announce the availability of the dissertation in film form.

• The microfilming and binding fee required of all doctoral students submitting dissertations will cover the cost of the library microfilm copy, binding, and the publication and distribution of the abstract. The student may order additional bound copies through University Microfilms International.

• An extra fee is charged if the dissertation is to be copyrighted. Information about the amount of this fee and method of payment may be obtained from the Graduate School. The University considers microfilming a form of publication; this does not, however, preclude publication of the dissertation in a journal or monograph, either in whole or in part.
GENERAL POLICIES

Transfer Credit Policy

- **Transfer-out Credit** – Maharishi University of Management uses a standard semester system with academic credits, or units, equal to standard semester credits.

- **Transfer-In Credit** – MUM will accept as transfer credit toward its bachelor’s degree programs credit earned at any institutions accredited by any of the U.S. “regional” accrediting associations (New England, Middle States, Southern, North Central, Western, or Northwest), or at an international university of comparable accreditation, or at an international university that has been specifically approved by the Registrar. Transfer credit is always evaluated on a course-by-course basis. Credits applied toward undergraduate major requirements usually depend upon comparable courses being offered at MUM, though credits earned at acceptable universities will generally be transferable as elective credits toward MUM degrees. Undergraduate degree students can apply to transfer credits to cover general education requirements, and electives, and up to half the course work in the major, for a maximum of 70 total credits. Transfer credits are accepted for courses completed with a grade of “C” or higher. Total transfer credits accepted from other institutions are posted on the student’s MUM transcript. Grades earned at other institutions are not included in calculating a student’s MUM grade point average. MUM converts transfer credit from quarter-hour institutions using the formula 1 quarter hour equals ¾ of 1 semester hour. Students apply to their graduation advisor for evaluation of transfer credit.

- Transfer credit may be applied to the distribution requirement.
- Transfer credit may be applied to fulfill the writing and mathematics requirements.
- Transfer students must apply for a transfer credit evaluation before the end of their first semester.

Residency Requirements

Undergraduate students must take at least 60 credits of course work (1 1/2 years) in residence for a bachelor’s degree. For a master’s degree, at least 50% of course work must be taken in residence, except in the case of the Intern Teaching Program leading to Master of Arts in Teaching, where eight credits of coursework are done on campus and the rest may be done at a distance. For doctoral programs, at least 80 semester credits of 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, for those receiving financial aid, restrictions apply. Contact the Financial Aid Department. 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. Returning students who completed first year requirements when first enrolled may petition the Academic Standards Committee to have new first year requirements waived after meeting with their graduation advisor to determine that the former first year requirements were met.

Master’s degrees: All requirements must be completed within five years from the time of first enrollment in the program. Other restrictions apply for those receiving financial aid. Contact the Enrollment Center.

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 earned credit by examination through the College-Level Examination Program (CLEP) or College Board Advanced Placement (AP) or International Baccalaureate and whose scores are 4 or higher for AP and 50 or higher for CLEP, or 5 or higher for IB Higher Level exams may receive four credits for each exam up to a maximum of 32 credits. This credit may be used to waive courses at Maharishi University of Management as appropriate. Graduates of Maharishi School of the Age of Enlightenment or the Ideal Girls School may receive 2 credits of Advanced Placement credit for each year of attendance at Maharishi School or the Ideal Girls School for 10th grade through 12th grade.

Second Bachelor’s Degree
Students with a prior bachelor’s degree may enroll for a second bachelor’s degree. They may transfer up to one-half of the courses in the major on a course-by-course basis.

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 last attended the University.
Students who do not have a previous degree from Maharishi University of Management must complete the following:

- The requirements of their new major (up to one-half of the credits may be transferred)
- A minimum of one-and-one-half years on campus
- MVS 100 or ED 101 The Transcendental Meditation Program
- FOR 108 or 109 Self Explorations and Transcending
- STC 108 or 109 The Science and Technology of Consciousness (These are the first courses taken at the University and is a Prerequisite for all other courses.)
- MVS 202 Higher States of Consciousness
- One Forest Academy for each semester enrolled at least four blocks
- Passing each semester’s Development of Consciousness course
- Senior assessment testing is not required

Second Master’s Degree
Students with a prior Master’s degree may enroll for a second if the degree is in a different field, or, with the approval of the academic department, if the degree is in the same field but with a different emphasis

Second 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 following the same criteria that are applied for other Ph.D. committees, 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 a student 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.”

**Appealing a Grade**

A student who wishes to appeal a grade given in a course should first speak to the professor about the grade. It is helpful for this meeting if the student can bring all work done for the course to the professor. If the outcome of this discussion is not satisfactory, the student should speak to the Department Head. If this is not satisfactory, or if the Department Head is the professor, the student should appeal to the Dean of the College of Arts and Sciences (for undergraduate courses) or the Dean of the Graduate School (for graduate students). The Dean will appoint an ad hoc committee to evaluate the student’s appeal. If the student is not satisfied, an appeal may be made to Executive Vice President, whose decision is final.

**Student Records**

Students have the right to view their records at any time. They must contact the Enrollment Center to make an appointment. Any documents to which the student has waived the right of access will be removed from their file before viewing is permitted. Please see the University’s website, www.mum.edu, for the University’s FERPA policies.

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. Academic transcript requests may be submitted on line at www.mum.edu/registrar/transcript.html. Students may also 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. Current students may request a transcript for $5. For former students, a $10 processing fee for the first transcript and $5 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. The best way to order transcripts is online: www.mum.edu/transcripts

The University may withhold transcripts if any of the following apply:

- A student has an outstanding balance due with the Student Accounts Office
- A student has borrowed money in the form of a Federal Perkins Loan or Federal Stafford Loan and has left the University without completing the required Exit Interview
- A student is past due or in default on their Federal Perkins Loan or Federal Stafford Loan payments.

REGISTRATION POLICIES

All students, including new and readmitted students, are required to complete their registration at an assigned time several days before the beginning of each semester. Students are advised when to arrive for this registration. Students who are authorized to begin classes later in the semester register on the Thursday or Friday before their first course begins.

Payment

All students must either make full payment, or make appropriate arrangements for payment, with the Enrollment Center at or prior to registration. Payment procedures and payment plans are described under the “Tuition and Fees” section in this Catalog. A student whose payments are past due may be suspended from the University; that means that the student will not be permitted to enroll or continue in courses, to remain on the meal plan, or to live in campus housing. Diplomas, certificates, or transcripts will not be
issued to or for a student whose account is in arrears. Payments may be made at http://www.mum.edu/financial_services/payment.html

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 need to plan ahead; if you are unsure about which course to take, please meet with your advisor to make any changes to your schedule before the block starts.

To change from one course to another, students must see their graduation advisor. You will need an “Admit to Class” slip from your graduation advisor entry into the new class. No changes are allowed after the first day of a two-week block or after the second day of a four-week block. Certain classes may require attendance from the first day.

Course Withdrawals

Students may withdraw from a course before a course starts or within the first two days of the course and have the course removed from their record. Students withdrawing after two days but before the midpoint of the course may also withdraw for any reason but will receive a course withdrawal on their academic record. It is advised that students see their graduation advisor before withdrawing from a block. 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, he or she will receive a grade of NC. Under special circumstances, the Dean of Students may recommend the student be allowed to withdraw with a grade of W. 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 your graduation advisor in the Enrollment Center. This form must be completed for every withdrawal. It includes a statement of the withdrawal policy and requires the signature of your graduation advisor.
**Course Withdrawal Procedures**

1. To withdraw from the course before it has started, download the Course Withdrawal Petition from [http://www.mum.edu/enrollmentforms.html](http://www.mum.edu/enrollmentforms.html) and give to the Graduation Advisor in the Enrollment Center.

2. To withdraw two or more days after a course has started but before the midpoint of the course, fill out a withdrawal form together with your graduation advisor in the enrollment center 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 your permanent record in the Enrollment Center; 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. If you live on campus it will be necessary to meet with the Dean of Students who must also sign the withdrawal form. Your graduation advisor also signs the form.

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. Complete a course withdrawal form with your graduation advisor in the enrollment center and have it signed by the instructor. The Dean of Students is immediately informed of the student’s situation by the graduation advisor and by the instructor.

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. The Exercise and Sports Science department receives a copy of the course withdrawal form. Students are not responsible for Physical Activity Reports during a block from which they withdrew.

6. Development of Consciousness course requirements can be adjusted if students are less than full-time in any semester. Students who withdraw from classes and become part-time students, may request a reduction in their DC course requirements.

**Leaving the University**

Students who wish to take a break from their studies need to inform their graduation advisor in the enrollment center before leaving campus. The graduation advisor will remove the unattended classes from the student’s record and fill out a “Change in Charges” form for the student if an adjustment of charges and/or refund is warranted. Students who are absent for an entire semester must apply for readmission through the Office of Admissions when they desire to return. See [www.mum.edu/financial_services/reductions.html](http://www.mum.edu/financial_services/reductions.html) for details.
Directed Study
Directed study is allowed only in special cases, such as a course required for graduation not offered at a time the student can take it. Students may apply for Directed Study by following these guidelines:

1. The student must fill out a Directed Study form available at http://www.mum.edu/enrollmentforms.html with the faculty who will supervise the course.
2. The Directed Study form must be signed by the Department Chair of the supervising faculty and the supervising faculty.
3. The form must be submitted to the graduation advisor in the enrollment center at least one week before the beginning of the course and must be approved by the Academic Standards Committee.
4. Directed Studies are allowed only on the Fairfield.

Directed Study forms submitted after the block begins may not be accepted.

Internships and Fieldwork
Internships and fieldwork must be supervised by a faculty member and approved in advance by the Department Chair, the Internship Committee, and the Academic Standards Committee. Internships must be in the United States or at an institution outside of the United States that is affiliated with the University. An Internship form available at http://www.mum.edu/enrollmentforms.html must be completed and submitted to the student’s graduation advisor in the Enrollment Center at least two weeks before the internship is to start. Students doing internships or fieldwork in Fairfield are required to complete their Development of Consciousness course requirements.

Class Meeting Times
Classes in standard programs generally meet Monday through Friday from 10:00 a.m. to 3:15 p.m. with an hour break for lunch, and from 10:00 a.m. to 12 noon on Saturday. Attendance at all classes is required. (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-credit course, two days for a 2-credit course, or three days for a 4-credit 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.” The Deans of Students are notified by the instructor in these situations. The instructor also notifies the Dean of Students whenever a student misses class without informing the instructor.

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 21 to 23 credits in each semester, 20 to 22 credits of courses and one semester hour of DC course. 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 credits of course work outside the first major department, and all course work for both majors must be completed before the degree is conferred.

**Enrollment of Undergraduates in Graduate Courses**
A senior who is within eight credits of graduation and who has been accepted to a graduate program may, with the approval of the academic department and the Dean of the Graduate School, take graduate level classes while completing requirements for the bachelor’s degree. Admission to graduate study must be approved before course work applying to a graduate program is undertaken. Undergraduate students are not eligible for graduate assistantships, other forms of graduate student financial aid, or those services and prerogatives normally reserved for graduate students. Students enrolled in graduate classes while enrolled in an undergraduate program will be given an undergraduate status until the baccalaureate degree has been awarded. However the graduate department may accept credit toward the graduate degree earned while the student was enrolled in an undergraduate degree.
**Additional Courses for Graduate Students**
A graduate student admitted with deficiencies in academic background may be required to take academic work in addition to the prescribed courses of a program. Credits earned in these courses generally do not count toward the minimum credit 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 for three or more blocks must apply for readmission by completing an “Application for Readmission” form with the Office of Admissions. Readmission is not automatic; applicants are subject to admissions review. Applications should be 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**
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. The class selection form is available at [http://www.mum.edu/enrollmentforms.html](http://www.mum.edu/enrollmentforms.html) The current course schedule may be viewed at [http://sched1.mum.edu/scheduleofclasses/index.php](http://sched1.mum.edu/scheduleofclasses/index.php) The following year’s courses are added each April.

**Course Numbering System**

<table>
<thead>
<tr>
<th>Course Numbering</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>000–099</td>
<td>Technical Training or Certificate Courses</td>
</tr>
<tr>
<td>1xx and 1xxx</td>
<td>Undergraduate First-Year Courses</td>
</tr>
<tr>
<td>2xx and 2xxx</td>
<td>Undergraduate Upper Division Courses</td>
</tr>
<tr>
<td>3xx and 3xxx</td>
<td>Undergraduate Advanced Upper Division Courses</td>
</tr>
<tr>
<td>4xx and 4xxx</td>
<td>Undergraduate Advanced Upper Division Courses (open to some graduate students)</td>
</tr>
<tr>
<td>5xx and 5xxx</td>
<td>Graduate Courses</td>
</tr>
<tr>
<td>6xx and 6xxx</td>
<td>Advanced Graduate Courses</td>
</tr>
</tbody>
</table>
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 Grade Point Average (GPA) and DC grades, the primary indicators of academic progress.

**Grading for Instructional Courses**

**Grades Points (per credit)**
- AH  4.00 (A with Honors)
- A+ 4.00 (exceptional)
- A 4.00 (excellent)
- A-  3.70
- B+  3.30
- B  3.00 (good)
- B-  2.70
- C+  2.30
- C  2.00 (adequate)
- C-  1.70
- NC  0.00 (No Credit)

Though professors may apply different standards in their courses, the faculty have agreed upon the following general descriptors for the grades given for assignments and examinations at the University:

**A** The grade of “A” is given for work that is excellent. It is distinctive and exceptional. It goes beyond competence. It exhibits a high level of insight, critical evaluation, and/or awareness of the subtleties or nuances of a subject. Any work meriting this grade succeeds as a coherent whole, with clear command of the details that make up the whole.

**B** The grade of “B” is given for work that is good. This work demonstrates basic comprehension of the major concepts of the course and competency with respect to the skills identified in the learning objectives of the course.

**C** The grade of “C” is given for work that meets the minimal expectations of the faculty as identified in the learning objectives of the course. Though not necessarily
complete, this work is adequate to pass the course. The broad outline of the subject seems to have been grasped, along with many of the major concepts.

NC The grade of “NC” is given to work that substantially misses the broad goals of the course as outlined in the syllabus. This work does not demonstrate comprehension of the assigned work, even at a basic level. This work could have been done without reading the assignment or coming to class.

Grade Codes Not Used in Computing Grade Point Average

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>Pass</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>PW</td>
<td>Pass/Waive</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
</tr>
<tr>
<td>H</td>
<td>Honors</td>
</tr>
<tr>
<td>NCR</td>
<td>Course was repeated or replaced</td>
</tr>
<tr>
<td>NP</td>
<td>No Pass</td>
</tr>
</tbody>
</table>

Grading for Development of Consciousness Courses

Semester Grades

H (Honors)
P (Pass)
NP (No Pass)

Pass//No Pass/No Credit grades (P, NP, NC) are grades used in some laboratory, fieldwork, practicum courses, and some DC courses. The “P” grade means “C” or better for undergraduate students and “B” or better for academic courses for graduate students.

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, or a similar situation at the discretion of the instructor. A student must have made arrangements for the grade of “I” before the final examination. The Registrar must receive a change of grade 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 a course waived by examination. No hours of credit are awarded.
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 from your graduation advisor in the Enrollment Center. Students auditing a course receive the grade of “AU” and will not receive academic credit. Auditors are expected to participate fully in the class including taking the final exam. If the student does not fulfill this requirement, a grade of “NC” will be given for the course and the NC will be included in the student’s GPA. No credit is given for a course in which the student receives a grade of AU. 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. “H” can also be used by itself as a semester grade in Development of Consciousness courses.

NCR — This means that the course was repeated later for a passing grade or was replaced by another course and that this grade has been removed from the 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 credits of instructional course work with a grade point average of 3.70 (“A-”) or higher, and receive no NC or NP grades.

3. The faculty award graduation honors (summa cum laude, magna cum laude, and cum laude) to undergraduates based on the student’s academic excellence and holistic development.

**Honors for Development of Consciousness**

Students in all programs achieve Development of Consciousness (DC) Honors for each semester in which they receive a grade of H.
Repeating a course for a higher grade

Repeating a course for a higher grade is permitted in rare cases with approval of the Registrar and the course instructor. Credit is given only once, but the registration and grade for both courses will appear on the transcript. Only the higher of the two grades is used in calculating the GPA beginning with the semester in which it is earned.

If there have been extenuating circumstances, a graduate student may request to retest on an examination as long as: 1) The student has received a grade of less than a B but higher than an NC on an examination, 2) The student understands that no matter how well they perform on the retest, their final grade for the course cannot be higher than a B, and 3) The nature, extent, and preparation for the retest is determined on a case-by-case basis by the course instructor.

Development of Consciousness Course Policies

Maharishi University of Management offers Consciousness-Based education. This approach has its foundation in the development of consciousness.

The core technology of this approach is twice-daily practice of the Transcendental Meditation technique, founded by Maharishi Mahesh Yogi. This simple, natural, effortless procedure produces benefits in every area of life — research shows increased integration of brain functioning, increased intelligence and creativity, improved learning ability, improved health, balanced personality growth, improved relationships, increased quality of life and peace in society, and many others.

Because of all these benefits and their significance for the expansion of consciousness, learning and practicing the Transcendental Meditation technique is a required part of the curriculum and daily life here. As with all other courses, credit is given for participation in the Development of Consciousness courses that support the regular and correct practice of the TM technique. This credit goes towards fulfilling graduation requirements.

For the personal benefit of all students, faculty, and staff there are specific policies that support the correct 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.

All students as part of their required Development of Consciousness courses practice the Transcendental Meditation technique. Many students also learn the advanced TM-Sidhi
program, including Yogic Flying, and practice this as part of their Development of Consciousness (DC) course. Students are automatically enrolled in DC courses for every semester they are enrolled. Academic credit is given for these courses. Students receive credit for successful completion of these courses in each academic semester up to a maximum of 12 credits and are required to receive a passing grade for each semester they are enrolled.

Students practicing the Transcendental Meditation technique participate in DC 320 for undergraduates or DC 520 for graduate students. Those who have also learned the TM-Sidhi program (Sidhas) take DC 332 for undergraduates or DC 535 for graduate students.

**DEVELOPMENT OF CONSCIOUSNESS PROGRAM**

“To go to a field of greater happiness is the natural tendency of the mind. Because in this practice of Transcendental Meditation the conscious mind is set on its way to transcending and experiencing transcendental absolute Being, whose nature is bliss consciousness, the mind finds that the way is increasingly attractive as it advances in the direction of bliss. A light becomes faint and dim as we go away from its source, and the intensity increases as we proceed toward the source. Similarly, when the mind goes in the direction of the absolute bliss of transcendental Being, it finds increasing charm at every step of its march. The mind is charmed and is led to experience transcendental Being.

“Thus we find the practice of Transcendental Meditation is a pleasant practice for the mind. Whatever the state of evolution of the aspirant, whether or not he is emotionally developed or intellectually advanced, his mind, by its very tendency to go to a field of greater happiness, finds its way to transcend the subtlest state of thinking and arrive at the bliss of absolute Being. That is why the practice of Transcendental Meditation is not only simple, but also automatic.”

— Maharishi, *Science of Being*, p. 32-33

**Goal of the Development of Consciousness Program**

To support students’ experience and understanding of their own practice of the Transcendental Meditation program throughout their years of undergraduate or graduate study.

**Course of Study for Students Practicing the Transcendental Meditation Technique**

1. **Personal instruction in the Transcendental Meditation technique** — This is built into your first course if you were not already practicing before coming to school at
MUM. If you were already practicing, then you will take a refresher course on the practice of the Transcendental Meditation technique during your first course.

2. **Regular twice-daily practice of the Transcendental Meditation technique** — All the principles and policies of Maharishi University of Management are designed with the aim of supporting the growth of every student toward enlightenment, a state of mind and body in which all one’s intellectual, emotional and spiritual resources are available for every decision. The fundamental practice to realize this goal is the twice-daily practice of the Transcendental Meditation technique, preferably in the large group setting in one of the meditation halls set up by the Department of Development of Consciousness.

- **Morning TM technique** — This is a full 20-minute meditation. We encourage everyone to join the group in the meditation hall closest to your dorm for this meditation, but you may also do this in your room. Maharishi Yoga Asanas (10 minutes) and Pranayama (5 minutes) should be completed just before your meditation. You need to schedule this into your morning routine.

- **Afternoon TM technique** — This is a full 20-minute meditation in class, Monday through Friday — To make it easy for everyone to enjoy the benefits of regular group meditation, during afternoon class Monday through Friday you meditate as a group with your classroom teacher from 2:50 – 3:15. We would encourage doing Asanas in your room after this meditation.

  *Note: If you are not enrolled in a formal class during a block (e.g., if your are enrolled in an internship, a directed study, a graduate evening/weekend program, a Ph.D. course, etc.), then you need to attend at least 100 group programs in the meditation hall. Please work this out with the DC Office.*

- **Lunchtime 10-minute meditation**, in class, Monday – Saturday. This meditation is in addition to the twice-daily full meditation and is part of your morning class.

3. **Two all-campus experience meetings with your DC faculty each semester** — Twice a semester all students, both Meditator and Sidha groups, will gather to discuss the development of consciousness program and their experience of the growing integration of life that is the goal of this program. These meetings will be led in part by your Development of Consciousness faculty:

4. **Individual TM checkings** —
   - **New Meditators:** 2 for each of the first two blocks, 1 per block in the third, fourth, and fifth blocks
   - **Continuing Meditators:** 2 per semester (only 1 per block)

The program outlined above is designed to ensure that every new meditator has the smoothest and most enjoyable start for their practice of Transcendental Meditation.
Your DC Faculty and you should work out a schedule whereby he or she, or another teacher of the Transcendental Meditation technique, can check you as often as indicated above.

5. **One Residence Course each semester** — Residence Courses offer a unique and precious opportunity for a more extended “inward stroke” of rest and rejuvenation in the context of a settled and well-structured routine. Students often find themselves revitalized after the deep rest even these couple of days affords. Residence courses are incorporated into each of the Forest Academies and between many blocks during the semester. If you can’t take the Residence Course offered during the Forest Academy, you should arrange to take a course between blocks to make up this requirement.

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**DC Course Grading for New and Continuing Meditators**

**For P or Pass** you must complete the following:
1. Complete the course of instruction in the TM technique.
2. In-class group practice of the TM technique Monday – Friday each week.
3. Attend two All-campus meetings each semester.
4. Individual TM checkings scheduled over the semester as described above.
   ( 7 for New Meditators, 2 for Continuing Meditators)
5. One residence course each semester.

**For H or Honors** you need to complete all of the above plus at least 80 additional group programs per semester in addition to the group classroom meditations.

A grade of NP or No Pass means you will need to complete the requirements.

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**Course of Study for Students Practicing the TM and TM-Sidhi Programs**

1. **Regular twice-daily practice of the Transcendental Meditation and TM-Sidhi programs** — All the principles and policies of Maharishi University of Management are designed with the aim of supporting the growth of every student toward enlightenment, a state of mind and body in which all one’s intellectual, emotional and spiritual resources are available for every decision. The fundamental practice to realize this goal is the twice daily practice of the Transcendental Meditation technique, and for those who have learned it, the Transcendental Meditation-Sidhi program, including Yogic Flying, preferably in a large group setting in one of the program halls set up by the Department of Development of Consciousness
Maharishi has repeatedly emphasized the value of the group practice of the Transcendental Meditation and TM-Sidhi programs in a group (see quote at the beginning of the syllabus). In addition, more than fifty studies have documented the beneficial effects of the group practice of the Transcendental Meditation and TM-Sidhi programs on society. This practice is unquestionably the most reliable program by which institutions of higher learning can promote social progress and peace in the greater society.

For both these reasons, for students’ own personal progress and for the greater social good, we invite all student Sidhas to practice their TM and TM-Sidhi programs twice daily in one of the large group program halls on campus, especially in the morning and afternoon programs in the Golden Domes. At a minimum, all students who practice the TM and TM-Sidhi programs will be expected to participate in at least 100 group programs for each semester enrolled. If you wish to make a stronger commitment, you may receive an Honors grade for attending at least 180 group programs in one semester and completing all other DC course requirements.

• **Morning TM technique** — This is your full TM and TM-Sidhi program, including Yogic Flying. We encourage everyone to join the large Super Radiance groups on campus for this program, but if need be you can also do this program in your room. For best results, Maharishi Yoga Asanas and Pranayama should be completed just before you begin this program.

• **Afternoon TM technique** — This is your full TM and TM-Sidhi program, including Yogic Flying. As with the morning program, we encourage everyone to join the large Super Radiance groups on campus for this program, but if need be you can also do this program in your room. For best results, Maharishi Yoga Asanas and Pranayama should be completed just before your meditation.

*Note:* Student Flying halls (women in Hildenbrand, men in 143) will be available soon for morning and afternoon programs and also a 3:00 pm afternoon program option for those who would like to do their program right after class. They should be open by Block 1. We are looking for supervisors.

• **Lunchtime 10-minute meditation**, in class, Monday – Saturday. This meditation is in addition to the twice-daily full program and is part of your morning class.

2. **Two all-campus meetings with your DC faculty each semester** — Twice a semester all students, both Meditator and Sidha groups, will gather to discuss the development of consciousness program and their experience of the growing integration of life that is the goal of this program. These meetings will be led in part by your Development of Consciousness faculty. One meeting each semester will be led by the TM-Sidhi Administrators for North America, Drs. Doug and Linda Birx:
3. **One personal checking per semester** — Every student Sidha and Governor is expected to meet at least one times a semester individually with his or her DC faculty (or another designated checker) for an individual meeting to include one individual checking of the Transcendental Meditation program. These personal meetings help ensure that all your questions are answered and that you continue to enjoy your meditation, blissfully and effortlessly, throughout the year.

4. **One World Peace Assembly (WPA) each semester** — WPAs offer a unique and precious opportunity for a more extended “inward stroke” of rest and rejuvenation in the context of a settled and well-structured routine. Students often find themselves revitalized after the deep rest offered by these assemblies. WPAs are incorporated into each of the Forest Academies and between many blocks during the semester. If you can’t take the WPA offered during the Forest Academy, you should arrange to take a course between blocks to make up this requirement.

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**DC Course Grading for Sidhas & Governors**

**For P or Pass** you must complete the following:
1. At least 100 group programs (Domes or Flying Halls) each semester.
2. Two All-campus meetings each semester.
3. One individual TM checking each semester.
4. One World Peace Assembly each semester.

**For H or Honors** you need to complete all of the above plus at least 80 additional group programs per semester.

**A grade of NP or No Pass** means you will need to complete the requirements.

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**Tracking Progress in the DC Program**

This program of knowledge and experience of consciousness has been designed to support, in as comfortable and balanced a way possible, the sustained growth of intelligence, creativity, and organizing power in your life. The development of consciousness has been integrated into all aspects of your college life to achieve absolute freedom in life.

To achieve these ends, the faculty asks that you monitor your participation in the program and attend all of the knowledge and experience sessions (All-campus DC meetings) that have
been arranged for you. The Development of Consciousness Office will also generate regular reports on your participation to help you meet the above requirements for each semester in which you are enrolled. Please pay attention to these reports and be in regular communication with the DC Office to make sure that you meet the requirements in time and without strain.

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**Development of Consciousness Office**

Dreier Building • Room 118
Generally in Monday-Friday 10:00 to 4:00
You can stop by or contact us for an appointment

Telephone: 472-1146 (Rod Eason) • 472-1114 (Kris Wood) • 472-1116 (Paul Handelman)
E-mail: reason.mcshi.edu • dc@mum.edu • klwood@mum.edu • phandel@mum.edu

Special exceptions to DC policies are considered case by case by the DC Directors in conjunction with the DC Advisory Board and the Academic Standards Committee. This includes graduate students needing to do research at other universities, childcare situations, illness, etc.

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**DAILY ACTIVITY**

**GRADUATION REQUIREMENT POLICIES**

Beginning in their second semester, all undergraduate students are required to engage in regular dynamic physical activity and to report this activity and also to complete a health and fitness assessment every semester as part of the required course ESS 101 Health and Fitness Practicum. It is expected that students will be physically active for at least four hours each week, ideally, 30 minutes per day from Monday to Friday, and 45 minutes on Saturday and Sunday.

This activity requirement extends to every academic block in which students are registered beginning in their second semester. This 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 sheet. At the end of every academic block, the activity sheet is returned to the office of the Director of the Undergraduate Health and Fitness Program in the Department of Exercise and Sport Science. Students may also return the activity sheet by attaching it to an email and sending to fitness@mum.edu.

To help students develop and implement a well-rounded fitness program, each student is given a required 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 is required as the second forest academy of first year.

**MONITORING STUDENT PROGRESS**

The academic progress of all students is monitored so they and their advisors can be alerted at an early stage if some academic problem has arisen. Students who are placed on “Probation” or “DC Alert,” as described below, work with their advisors and department faculty until they have reached a satisfactory level.

Academic Probation — If any of the events listed below occur in one semester, students are placed on Probation for the following semester. 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 grade point average (GPA) is at an acceptable level by the end of the next semester, they will no longer be on probation.

**Probation**

Undergraduate students are placed on Probation when, in one semester, they receive:

- six or more credits of “NC” grades, or
- a semester or cumulative GPA of less than 2.0.

Master’s students are placed on Probation when, in one semester, they receive:

- one or more credit of “NC” grades, or
- a semester or cumulative GPA of less than 3.0.

Doctoral students are placed on Probation when, in one semester, they receive:

- any course grade below a “B.”

**Development of Consciousness (DC) Alert**

Students are placed on DC Alert when they do not receive a passing grade in their Development of Consciousness course for any semester or have a very low group program attendance in the first half of a semester.
DC Alert is not listed on the student’s transcript but does require the student to meet with faculty from the Department of Development of Consciousness 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 their next semester’s DC course.

Students have until the registration for the next academic year to bring any NP grades in DC courses up to passing. If they have not, students will be required to wait to register for classes until this has been completed.

**Suspension**

Students are eligible for suspension from the University if they receive a grade of “NC” while on Probation, do not fulfill the terms of DC Alert, or their GPA remains below acceptable levels for an additional semester. A suspension meeting will be held which will include members of the Department of Student Life. The student’s Departmental Advisor may also attend and the student may invite one student, faculty, or administrator as a representative. The members of the Department of Student Life will determine the decision on suspension.

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 within 72 hours.

**Additional Points for Graduate Students**

- **Master’s programs** — Some departments will not permit students to remain in a program if there is an accumulation of more than a specified number of graduate credits with lower than a “B” grade even though the overall Grade Point Average is 3.0. Students who fail to meet the standards set by the department may be required to withdraw at the end of any block.

- **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.
S A T I S F A C T O R Y  A C A D E M I C  P R O G R E S S

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 in 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 University representative 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.

- **Visitors Weekends** — For those who can come, many Visitors Weekend Courses are offered throughout the 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”). Many new students begin at this time; however, spring admission occurs for most 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 REQUIRED TO APPLY ONLINE AT**
http://www.mum.edu/apply

Applicants who plan to enter in August should submit their completed applications by June 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.

**UNDERGRADUATE ADMISSIONS**

**Criteria for Undergraduate Admissions**

Applicants to the undergraduate programs are considered for admission after a comprehensive evaluation of their completed applications including essays, high school records (and previous college records, if applicable), SAT or ACT scores (if required), recommendations, 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 are interviewed for proficiency and may be required to 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.
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.

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 are interviewed for proficiency and may be required to 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 credits that may be transferred by undergraduate and graduate students, the method for evaluating those credits, and residency requirements, please refer to “Transfer Students” in the “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 to determine class standing and eligibility.

INTERNATIONAL STUDENT ADMISSIONS

• Application Deadlines
Maharishi University of Management welcomes international student applicants for all the University’s programs. In order to process applications and immigration forms in a timely way, completed applications 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 REQUIRED 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

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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 interviewed for proficiency and may be required to submit a Test of English as a Foreign Language (TOEFL) score. A score of 550 or higher is required. 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 and Technology of Consciousness**

This course is the foundation for all University undergraduate programs. The Science and Technology of Consciousness course (STC 109/109) is the first course for any undergraduate student coming to the University; however, it can be taken by any interested person (even if not enrolled in a degree program) whenever it is offered, by applying through the Office of Admissions.
The Science of Creative Intelligence Course

This course is the foundation for all University graduate programs. The Science of Creative Intelligence course (FOR 500) is the first course for any graduate student coming to the University; however, it can be taken by any interested person (even if not enrolled in a degree program) whenever it is offered, by applying through the Office of Admissions.

Special Students

- **Special Undergraduate Students** — Anyone not seeking a degree may take regular undergraduate courses for up to one year. These individualized programs offer the advantages of a Maharishi University of Management education to those who do not wish to enroll as degree-seeking students. Credit is generally transferable to other universities. (Applicants should determine beforehand whether credit is transferable to their school.) Special undergraduate students generally begin their program of study with the Self-Exploration and Transcending course (FOR 108/109) Science and Technology of Consciousness course (STC 108/109).

- **Special Graduate Students** — Students desiring to take additional study beyond the bachelor’s degree, without intending to earn a graduate degree, may apply for admission for non-degree status. Students may transfer up to 8 credits earned in this non-degree status to a regular degree program with the approval of the Academic Standards Committee, the academic department, and the Dean of the Graduate School. For the master’s degree, the final 40 credits generally must be earned at the University in a degree-seeking status. For the doctoral degree, credits earned while in this non-degree status will be reviewed by the student’s department faculty and/or advisory committee for possible acceptance as part of the requirements for the degree. Special graduate students generally begin their program of study with the Science of Creative Intelligence course (FOR 500).

Special Maharishi Vedic Science Studies Program

The Special Maharishi Vedic Science Studies program is offered by Maharishi University of Management in conjunction with the Maharishi Vedic Education Development Corporation (MVED) through reciprocal credit arrangements. Courses offered include “Transcendental Meditation-Sidhi Course” and “Transcendental Meditation Program Teacher Training, Parts I and II.” Degree-seeking students enroll in these courses under the guidance of their academic advisor. Non-degree students wishing to enroll in a Special Maharishi Vedic Science Studies course must submit a completed “Special Maharishi Vedic Science Studies Program Application/Registration” form and a nonrefundable $50 application and registration fee to the Registrar’s Office. Upon
receiving verification of satisfactory completion of course work the University will enter 
credit on the student’s permanent record.

For further details about this program, please refer to “Special Maharishi Vedic Science 
Studies Program” under the “Department of Maharishi Vedic Science.”

ADDITIONAL INFORMATION
FOR ALL APPLICANTS

Policies for Practice of the Transcendental Meditation and TM-Sidhi Programs

The Transcendental Meditation program is practiced by all University faculty and staff, 
as well as by all students as part of their required Development of Consciousness course. 
Many students, faculty, and staff have learned the advanced Transcendental Meditation-
Sidhi program and practice this program as part of their Development of 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:

• Tobacco products, non-prescribed drugs, and alcohol are not allowed on campus.
• Students are not allowed to be in the presence of others using non-prescribed drugs or 
alcohol on campus.
• The use of non-prescribed drugs is not allowed on or off campus.
• The use of alcohol off campus is illegal for students under the age of 21 and strongly 
discouraged for all students.
Official Acceptance Required before Arriving on Campus

Maharishi University of Management may defer admission or readmission of a student to any program if such deferral is warranted on the basis of the application or other information. It is very important that students do not come before receiving official acceptance. International students must also have received their U.S. Immigration and Naturalization Service I-20 form from the Office of Admissions before coming to the University.

Childcare Policy for Students with Children

The daily academic program at the University — as at any university — is a full schedule, requiring parents to arrange child care during the day. To ensure the comfort of both parents and children, the University has developed certain childcare policies, as follows:

• It is the responsibility of student parents to provide full-time child care if their children do not attend school. Parents must either provide a nanny or provide other full-time care of the children.

• Student parents must submit a written agreement to the Office of Admissions stating that they will provide adequate child care during their stay at the University, indicating the means by which they plan to do so. This written agreement is a requirement for acceptance.

READMISSION

Students who have been away from the University for one semester or longer, have officially withdrawn from the University, or who have been suspended for three or more blocks must apply for readmission by completing an “Application for Readmission” form with the Office of Admissions. Readmission is not automatic; applicants are subject to admissions review. Applications should be returned as early as possible.
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 2009–2010 academic year, 90% 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, the Free Application for Federal Student Aid is used for USA students 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. For International students, the University uses its own financial aid application to determine financial need.

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 and state grants, as well as University scholarships, and Federal student loans. U.S. graduate students and international students may qualify for some University scholarships covering part of the tuition.

Many U.S. students also qualify for Federal Work Study positions to help with the cost of books and supplies. Federal Work Study allows students to work at a part-time job at the University, usually after classes or on weekends. The average work-study job is 4 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
• Academic Competitiveness Grant
• National Science and Mathematics Access to Retain Talent Grant
• Iowa Tuition Grant
• Iowa Grant

University Scholarships

• Trustees’ Scholarship
• Graduate Internships
• National Merit Finalist Awards
• Shelley Hoffman Scholarship
• Ray Prat Music Scholarship
• DeRoy C. Thomas Scholarship

Loans

• Federal Perkins Loan
• Federal Stafford Loan
• Federal PLUS Loan

Other Forms of Aid

• Veterans’ Benefits
• Iowa National Guard Educational Benefits
• Federal 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.

UNIVERSITY CHARGES PER SEMESTER, 2010-11

Tuition charges per semester for normal standard programs

For normal calendar semesters from Aug 23, 2010 to June 30, 2011

<table>
<thead>
<tr>
<th>Program Description</th>
<th>Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Program Full Time (12 or more credits)</td>
<td>$12,000</td>
</tr>
<tr>
<td>Standard Program ¾ Time (11 credits)</td>
<td>$ 9,000</td>
</tr>
<tr>
<td>Standard Program ½ Time (6 to 10 credits)</td>
<td>$ 6,000</td>
</tr>
<tr>
<td>Standard Program ¼ Time (2 to 5 credits)</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 semester credit hour per week, as well as Development of Consciousness (DC) credits. The DC credits are not used to calculate charges or
enrollment status. PhD Candidates pay 50% tuition; Ph.D. Researchers pay 25% of tuition. PhD Researchers are always full time.

**Housing and meal charges per semester**

*For normal calendar semesters from Aug 23, 2010 to June 30, 2011*

<table>
<thead>
<tr>
<th></th>
<th>Full</th>
<th>Single</th>
<th>MSV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meals</td>
<td>$1,600</td>
<td>$1,400</td>
<td>$750</td>
</tr>
<tr>
<td>Room</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Housing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twelve or more weeks in a semester</td>
<td>$800</td>
<td>$700</td>
<td>$300 additional</td>
</tr>
<tr>
<td>Six to eleven weeks in a semester</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, six days per week, and two meals on Sunday. Single undergraduate students under 22 years of age are required to live in University housing, or may live with their parents when their parents are Fairfield residents.

**Charges for summer enrollment**

*From June 27, 2010 to August 22, 2010*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition, per credit</td>
<td>$ 350</td>
</tr>
<tr>
<td>Housing and Meals, per month</td>
<td>$ 750</td>
</tr>
</tbody>
</table>

Undergraduates credits are in a separate summer term. Graduate courses during July are added to Spring 2010 semester. Graduate courses taken between July 26 and August 25 are added to Fall 2011, as Intersession credits. Undergraduates taking summer internships who are off campus, and were full time during the Spring semester may be eligible for a partial tuition scholarship. Students may be eligible for a Federal Pell Grant during this time.

**Tuition charges per semester for nonstandard programs**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></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>$2,000</td>
</tr>
<tr>
<td>Per unit charge when there are less than 10 Nonstandard units in a semester</td>
<td>$ 350</td>
</tr>
</tbody>
</table>

Nonstandard Programs are evening/weekend and one course at a time distance education schedules. Full-time definition is six credits for graduate Nonstandard Programs, not including DC credits.
Charges for professionals programs

Computer Professionals Program    see web posting
Accounting Professionals Program see web posting

Charges are per program, not per semester. Six credits per semester are required for full time status.

Other charges

- **Student Fees** — A Student Activities fee of $60 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 Jefferson County.

- **Application Fees** — All U.S. Citizens and Green Card holders are asked to submit, along with the online admissions application, a nonrefundable application processing fee of $25. International applicants are asked to submit a nonrefundable application processing fee of $50. Payment may be made by credit card or a bank draft.

- **Tuition Deposit** — A non-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 an estimated $600 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 $300) as long as no claims have been incurred. Insurance amounts listed on the Financial Aid Award Letter are estimated until the rates are finalized with the insurance provider.

- **Transcendental Meditation® Program Tuition** — The David Lynch Foundation has announced that degree seeking undergraduate students and US Graduate students will receive a scholarship covering the tuition of the University’s TM course. International graduate students will receive a loan for the $625 TM tuition.

- **TM-Sidhi® Course Tuition** — The David Lynch Foundation has announced a scholarship to reduce the cost of the course from $1,250 to $500 for Maharishi
University of Management students, plus students must also pay the accommodation for two weeks in residence, around $950.

**Cost of books, supplies, and equipment**

For most programs, the costs for books, supplies, and equipment are estimated to be $1200 per academic year with certain exceptions. Some of these are:

- **Art and Communications Majors**: $1,600 per academic year
- **Nonstandard Programs**: $300–$400 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**

VISA and MasterCard payments may be made at www.mum.edu/payments. Checks are 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 must be included: the name and student I.D. number\(^2\) of the student for whom the payment is made. Payments should be mailed to Student Accounts Office, Maharishi University of Management, Fairfield, IA 52557.

**Reduction in charges for withdrawal from courses**

There is no reduction in tuition for any course after a student begins attending the third day of 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), charges are reduced. When charges are reduced, financial aid is also reduced. Change-in-registration fee is $35.

- **Standard Program** charges are according to enrollment status: Full Time (12 or more credits); Half Time (6 to 10 credits); \(\frac{1}{4}\) Time (2 to 5 credits)

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\(^2\) 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 credit if there are less than 10 Nonstandard credits remaining in the semester of attended Nonstandard courses.

**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 may not have charges changed until the beginning of the following semester.

**Examples: reductions in charges for unattended classes**

Full-Time Standard Tuition, Housing, Meals, Fees $15,215 (Attendance began in more than 11 credits of classes)
Half-Time Standard Tuition, Housing, Meals, Fees $ 7,715 (Attendance began in less than 12 credits 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 (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

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* Student Activities and Athletic Fees only, not other fees and fines such as laboratory fees or library fines.
financial aid which 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
- 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 ACG, then NSG, then FSEOG.

- 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**

$12,215 Original Tuition, Fees for one semester  
$16,415 Financial Aid ($4,800 scholarship and $11,615 federal student loan)  
$ 4,200 Cash refund for housing meals, books and personal expenses

The student officially withdrew on the tenth day of the 148 day semester, having attended 6.7% in time. The student’s charges and aid were changed as follows:  
$ 818 Tuition, Fees after withdrawal (6.7% of original charges)  
$1,100 Financial Aid after withdrawal (6.7% of original aid)  
$ 282 Recalculated Cash Refund (the student must return $3,918 of original refund)

The federal aid was recalculated according to federal regulation by first determining the lesser amount of:

- $10,837 “Unearned” federal aid (unattended percent of original federal aid, 93.3% of $11,615); and
- $11,397 (unattended percent times semester charges, 93.3% of $12,215).

Therefore the University must reduce the loans and return $10,837 of the student’s original $11,615 federal loans ($11,615 minus $10,837 = $778 remaining federal loans):

- $ 0 Remaining Unsubsidized Stafford Loan ($4,365 original loan returned to lender)
- $ 0 Remaining Subsidized Stafford Loan ($4,250 original loan returned to lender)
$ 778 Remaining Perkins Loan ($3,000 original loan reduced to $778)

**Other points regarding charges**

Students with a remaining balance due to the University should pay it before leaving the University. In case students are requested to withdraw from the University because of poor academic standing or disciplinary reasons, reductions in charges are the same as for other withdrawals from the University. An appeals process for review of specific situations is available by filing a Financial Review Board petition form, available at the Enrollment Center.

**Study abroad and courses taken away from Fairfield**

U.S. Students in standard programs eligible for federal aid will be assisted in obtaining federal aid to attend eligible study-abroad programs. Only $500 of University tuition will be charged when the other institution grants academic credit via approved transcript. University tuition (see first page) is charged for any other course taken away from Fairfield, including Internships, Fieldwork, Thesis, Projects, MVS Special Studies, and other studies, even when the source of coursework is not primarily taught by University faculty.

**MVS 497 research internship**

Students with financial need attending MVS497 will receive $10,400 per semester in university scholarship toward full time tuition. USA students may be eligible for federal grants and loans. International students with financial need may also receive a loan from the University for $800. This is based on 12 credits in a semester of MVS497. (maximum 24 credits)

**Courses taken during July and August**

Special procedures and extra charges apply for courses taken from July 1 to August 20. Approval must be obtained by submitting an Academic Standards Petition. Extra tuition charges of $350 per credit and extra housing and meal charges of $200 per week apply (except tuition may be waived for most summer internships). 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.

**Continuing education / special students**

Special students who are not seeking a degree may take up to eight credits a semester at the rate of $350 per credit, with housing and meals at the rate of $200 per week, or $750 per month (financial aid, including scholarship will not be available). Some courses have a higher tuition rate, such as MVS 100 (the Transcendental Meditation technique $625).
A student who withdraws after the first day of the course will be charged a minimum 50% of the course fee, and after 25% of the course, there is no refund

**Information for recipients of grants**

In the event that available state funds are insufficient to pay the full amount of each approved Iowa Tuition Grant, the Iowa College Student Aid Commission has the authority to administratively reduce the maximum award to an amount less than the statutory maximum. In the event that available federal funds are insufficient to pay the full amount of each awarded Academic Competitiveness Grant or SMART Grant, the University has the authority to administratively reduce the maximum award to the amount specified by the federal government.

**University Scholarship**

University Scholarship Review Board reserves the right to increase or decrease University Scholarship at any time, for any reason, for any individual. Such a change in scholarship level (up or down) may be reviewed by petition from the student to Scholarship Review Board (forms are available at the Enrollment Center).

**Important notice**

In compliance with Iowa Code Annotated Title VII 3 261B, please see [www.mum.edu](http://www.mum.edu) for course titles, descriptions, academic policies, credit earned and degrees, as well as accreditation information, in combination with the charges and refund policies herein. Maharishi University of Management reserves the right to change, without prior notice, University charges and policies. All information in this document is in accord with federal regulations as of January 31, 2010.

**Nondiscrimination**

Maharishi University of Management does not discriminate on the basis of gender, race, color, and national or ethnic origin.
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